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Bulletin 2001-2003

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School of
Education
Graduate Program

BEYOND ITS OWN

Bloomington and Indianapolis Campuses

IMMEDIATE

BOUNDARIES.

—John Tyndall (1820–1893), British physicist, science lecturer, and writer

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Indiana University Kokomo
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Bulletin 2001-2003

Indiana University

School of
Education
Graduate Program

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Information on the World Wide Web

School of Education Home Page
education.indiana.edu

Office of Graduate Studies Home Page
www.indiana.edu/~educate/

Office of Graduate Studies Online Application for degree programs
www.indiana.edu/~educate/admiss.html

Office of Graduate Studies Online Application for non-degree programs
www.indiana.edu/~educate/applndeg.html

Omnibase Access for Doctoral Students
<https://libertas.ucs.indiana.edu/~edschool/students/omnibase.pl>

Forms for Doctoral Students
www.indiana.edu/~educate/currst.html

A Guide to the Preparation of Theses and Dissertations
www.indiana.edu/~grdschl/guide.html

Human Subjects Form
www.indiana.edu/~resrisk/hmpg.html

University Graduate School
www.indiana.edu/~grdschl/

University Graduate School Grant and Fellowship Applications
www.indiana.edu/~grdschl/awardmem.html

The School of Education

History of the School

Nearly 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 this 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 Highway 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 this 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. The Bloomington campus alone had more than 200 education faculty members. In some years, over 200 doctoral degrees and 1,200 master's degrees were awarded. In recent years the school has generated from five to seven million dollars of grant money annually for research, training, and development projects.

The Smith Center for Research in Education on the Bloomington campus was dedicated on June 26, 1975, to foster research and development in diverse educational areas. Occupying what was formerly the high school building of the university laboratory school, the center for many years housed several academic departments and many externally funded research, training and development projects. The center was named for Dr. Henry Lester Smith, who in his 30 years as dean of the School of Education (1916-1946) earned an international reputation for his leadership in the field and his strong commitment to research in education. It was largely through his efforts that the School of Education came to exist as a separate school in 1923.

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. All academic programs are now housed in this building, with externally funded research, training, and development projects remaining in the Smith Research Center.

The Center for Research on Learning and Technology, located in the Wright Education Building, is a state-of-the-art facility for research and development in the application of technology to instruction. The CRLT has as its mission to promote and support a community of scholars dedicated to research and professional development on the design, use, and implementation of technology to improve learning. These issues are examined in three primary domains: 1) teacher professional development, 2) interactive distributed learning environments, and 3) classroom uses of technology. In fulfilling its role, the center also conducts workshops, creates educational

products, trains educational leaders, develops effective management practices and facilitates educational partnerships among schools, universities, businesses and industries, and private and public organizations.

The Bloomington Campus

Indiana University Bloomington is a residential campus of some 32,000 students. Woods and streams interlacing the 1,800-acre campus make it one of the most picturesque in the country. 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.

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.” 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 automobile race, 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 Fine Arts Museum, fascinating historical attractions, an excellent zoo, and the world’s largest children’s museum.

Mission and Objectives of the School of Education

The Indiana University School of Education pursues four major missions:

- To prepare professional personnel who are able to stimulate, plan, manage, and evaluate educational change.
- To produce basic knowledge about education necessary and sufficient to support educational change.
- To develop products, practices, and procedures aimed at promoting and facilitating change in education.
- To establish and maintain synergistic relationships between the School of Education and its clients that enable all parties to respond positively to the need for educational change.

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 and evaluators in the field of education.
- To prepare educators and trainers in the use of technology for educational programs in schools, business, industry, and government.

The School of Education is accredited by the National Council for Accreditation of Teacher Education and the North Central Association of Colleges and Secondary Schools and is a member of the American Association of Colleges for Teacher Education.

School of Education Alumni Association

The School of Education Alumni Association was founded in 1951 “to further the educational, professional, and social interests of the School of Education and the alumni, individually and collectively.” The association sponsors alumni receptions at state and national conventions. *Chalkboard*, the magazine of the School of Education Alumni Association, is distributed to all alumni.

Organization of the School and Program Advisors

BLOOMINGTON CAMPUS DEPARTMENTS

(Area Code 812)

Counseling and Educational Psychology

(education.indiana.edu/cep/)

Daniel Mueller, Chair; Education 4038, 856-8301

Counseling and Counselor Education (master’s): Marianne H. Mitchell, Education 4008, 856-8305

Counseling Psychology (doctoral): Chalmer Thompson, Education 4008, 856-8312

Educational Psychology: Anne Stright, Education 4044, 856-8307

Human Development: Myrtle Scott, Education 4064, 856-8311

Inquiry Methodology: Ginette Delandshere, Education 4006, 856-8306

Learning, Cognition, and Instruction: Joyce Alexander, Education 4018, 856-8310

School Psychology: Thomas Huberty, Education 4062, 856-8309

Curriculum and Instruction

Peter Kloosterman, Chair; Education 3204, 856-8127

Cary Buzzelli, Associate Chair; Education 3264, 856-8184

Art Education, Gifted & Talented Education: Enid Zimmerman, Education 3131, 856-8172

Curriculum Studies: Ellen Brantlinger, Education 3208, 856-8134

Early Childhood Education: Judith Chafel, Education 3214, 856-8136

Cary Buzzelli, Education 3264, 856-8184

Mary McMullen, Education 3256, 856-8196

Elementary Education: Terry Mason, Education 3228, 856-8190

Mathematics Education: Frank Lester, Education 3056, 856-8152

Science and Environmental Education: William Boone, Education 3068, 856-8132

Secondary Education: David Flinders, Education 3268, 856-8189

Social Studies Education: Lynne Boyle-Baise, Education 3210, 856-8191

Special Education: (master’s) Dennis Knapczyk, Education 3238, 856-8148

(doctoral) Samuel Odom, Education 3234, 856-8174

Educational Leadership and Policy Studies

Barry Bull, Chair, Education 4228, 856-8360

Higher Education: Edward St. John, Education 4264, 856-8364

History, Philosophy, and Policy Studies in Education: Robert Arnové, Education 4228, 856-8363

International and Comparative Education: Robert Arnové, Education 4228, 856-8363

Educational Leadership: William Foster, Education 4228, 856-8365

Ronald Barnes, Education 4224, 856-8396

Student Affairs Administration: Jillian Kinzie, Education 4228, 856-8365

Instructional Systems Technology

Elizabeth Boling, Chair; Education 2276, 856-8451

Language Education

Martha Nyikos, Chair; Education 3044, 856-8272

English Education: Mary Beth Hines, Education 3028, 856-8265

Foreign Language Education, EFL, ESL, Bilingual Education: Carmen Simich-Dudgeon,

Education 3012, 856-8263

Reading Education: Larry Mikulecky, Education 3014, 856-8265

INDIANAPOLIS CAMPUS AREAS

(Area Code 317)

Teacher Education

Michael Cohen, Chair; Education/Social Work 3153, 274-6832

Elementary/Early Childhood Education: Jacqueline Blackwell, Education/Social Work 3155, 274-6801

Language Education: Beth Berghoff, Education/Social Work 3149, 278-1108
Christine Leland, Education/Social Work 3153, 274-6832
Prisca Martens, Education/Social Work 3123, 274-6817

Mathematics Education: Beatriz D'Ambrosio, Education/Social Work 3152, 274-6833

Science Education: Michael Cohen, Education/Social Work 3120, 274-6814

Secondary Education: Charles Barman, Education/Social Work 3121, 274-6813

Special Education: Jeffrey Anderson, Education/Social Work 3124, 274-6809

Pat Rogan, Education/Social Work 3128, 274-6806

Human Development, Leadership, and Technology

Michael Parsons, Chair; Education/Social Work 3133, 274-0650

Counseling and Counselor Education: Floyd Robison, Education/Social Work 3119, 274-6801
Keith Morran, Education/Social Work 3111, 274-6850

Higher Education and Student Affairs: Michael Parsons, Education/Social Work 3133, 274-0650

Educational Leadership: William Foster, Education 4228, (812) 856-8365

Ronald Barnes, Education 4224, (812) 856-8396

Admission to Graduate Programs

The following table indicates all graduate degree programs in the School of Education offered on the Bloomington and/or IUPUI campuses. Graduate licensure (certification) programs are listed in the section entitled "Licensure and Endorsement."

Program Areas and Degrees Offered

Adult Education: M.S. (IUPUI only)

Instructional Systems Technology: M.S., Ed.S.[†], Ph.D.

Language Education: M.S.,* Ed.S.^{††}, Ed.D., Ph.D.

Curriculum and Instruction: Ed.D., Ph.D.

Art Education: M.S., Ph.D.[†]

Elementary Education: M.S.,* Ed.S.^{††}, Ph.D.[†]

Secondary Education/Math/Science: M.S.,* Ed.S.^{††}, Ph.D.[†]

Social Studies Education: M.S., Ph.D.[†]

Special Education: M.S.,* Ed.S.^{††}, Ed.D., Ph.D.

Counseling and Counselor Education: M.S.,* Ed.S.

Counseling Psychology: Ph.D.

Educational Psychology: M.S., Ph.D.

School Psychology: Ed.S., Ph.D.

Higher Education: M.S., Ed.D., Ph.D.

History, Philosophy, and Policy Studies: M.S., Ph.D.

International and Comparative Education: M.S.

Educational Leadership: M.S.,* Ed.S., Ed.D.

Student Affairs Administration: M.S.

*The M.S. degree is also offered at the IUPUI campus.

[†]Ph.D. in this specialization area is granted through the Curriculum and Instruction doctoral program.

^{††}Tracks in the Ed.S. in Education degree program.

Application Procedures

There are significant differences between the application procedures for U.S. citizens and permanent residents and those for international students. Please read the general instructions together with the specific instructions relevant to your application.

General Instructions

These are the required components for applications to graduate degree and licensure programs.

1. Completed application form, either on paper or, for U.S. citizens and permanent residents only, on the World Wide Web. See "World Wide Web Applications" below.
2. Sealed and signed envelopes containing letters of recommendation. See "Letters of Recommendation" below.
3. Personal goal statement explaining academic and career objectives. See "Personal Goal Statement" below.
4. Official transcripts from the institutions of higher learning attended. See "Transcripts" below.
5. Application fee.
6. Graduate Record Examination scores. See "GRE General Test" below.

Apart from GRE and TOEFL scores, which are sent to us directly from the Educational Testing

Service, all components of the application should be sent at the same time, otherwise the processing of the application will be delayed. Applications must be submitted to the campus at which the degree is awarded. Application is accepted to only one graduate degree program at a time.

Applications to all doctoral (Ph.D. and Ed.D.) and specialist (Ed.S.) degree programs must be submitted to the Bloomington campus. Some master's and licensure programs are offered at both Bloomington and Indianapolis campuses, some at Bloomington only, and one at Indianapolis only. Application to a graduate licensure program and to a graduate degree program may be combined.

Certain programs have application requirements in addition to those listed above. Most doctoral and specialist programs and some master's programs require a personal or telephone interview with department faculty. The Student Affairs Administration Program requires applicants to obtain a graduate assistantship as a condition for admission. Occasionally, scholarly writing samples (e.g., term papers) are requested prior to an admission decision. Some programs (e.g., higher education and special education) require work experience prior to admission. Certain doctoral programs require completion of a master's degree prior to admission.

Once an application is received, either on paper or over the Web, the applicant will be provided

with a user ID and password. This will allow the applicant to check the status of the application online at www.indiana.edu/~educate/. Applicants who do not have access to the Web and wish to check the status of their application may e-mail educate@indiana.edu or call (812) 856-8504 (Bloomington) or (317) 274-6868 (Indianapolis). Applicants who submit paper applications will receive a letter from the Office of Graduate Studies containing the ID number and password, confirming receipt of the application, and listing any missing portions of the application.

All our information, including program details and course offerings, can be accessed at the Web site: www.indiana.edu/~educate/.

Letters of Recommendation

Normally, applicants are required to submit two letters of recommendation. Three letters are required for application to the Educational Psychology, School Psychology, Counseling and Counselor Education, and Counseling Psychology programs. Letters of recommendation are not required in some licensure programs. However, two letters are required for licensure programs in Educational Leadership and Special Education, and three letters are required for licensure programs in Counseling and Counselor Education and School Psychology.

Letters of recommendation should be written by persons who can comment from personal knowledge on the applicant's academic or professional qualifications for graduate study. Whenever possible, letters of recommendation should be submitted from academic sources. If, however, you have been out of school for a number of years, you may substitute professional references. Recommenders should use institution or company letterhead and include the applicant's name and, if available, social security number. Each recommender must enclose the letter in a sealed envelope, sign across the seal, and return the envelope to the applicant, so that it can be sent together with the application. Should the recommender prefer to send the letter directly to our office, he or she may do so. Unsigned envelopes with reference letters cannot be accepted.

Personal Goal Statement

On a separate sheet of paper, you should write a brief statement, of at most 500 words, describing your background, work experience, plans for graduate study and professional career, and providing other relevant information. The personal goal statement is an important part of the application review process, so you should take care to produce a carefully planned and written statement. We ask that personal goal statements not be handwritten.

Transcripts

Applicants must send official transcripts from each institution of higher learning attended, except Indiana University, or they must make arrangements for official transcripts to be sent.

Please send only one transcript per institution. Unconditional admission cannot be granted until the official transcript has been received showing the date the bachelor's degree was conferred.

GRE General Test

Applicants are required to submit Graduate Record Examination (GRE) general aptitude test scores. The GRE advanced tests and subject tests are not required. Application to licensure programs does not require GRE scores, with the exception of the counseling licensure program, provided that the applicant has not obtained a master's degree from Indiana University. An official copy of the GRE scores, sent directly from Educational Testing Service, is required. The test must have been taken within five years prior to application. The code 1313 must be used when sending GRE scores to our office.

The GRE is given only in a computer-based format and is available for persons with currently documented disabilities. For information on the GRE and application forms, contact the Educational Testing Service at 1-800-537-3160, or P.O. Box 6000, Princeton, NJ. 08541-6000. Applicants can obtain GRE information and application forms at the Office of Graduate Studies, Bloomington, or at the Office of Student Services, Indianapolis. Information and applications are also available at www.gre.org/ on the GRE Web site. For general information, call 1-800-GRE-CALL; for TTY call (609) 734-9362.

For U.S. Citizens and Permanent Residents

Applications for graduate degree or licensure programs can be obtained either from the Office of Graduate Studies, W.W. Wright Education Building, Room 4070, 201 N. Rose Avenue, Bloomington, IN 47405-1006; (812) 856-8504; TDD (812) 856-8566 or from the Office of Student Services, Education/Social Work Building 3131, 902 W. New York Street, Indianapolis, IN 46202-5155; (317) 274-0645.

Applicants should submit application fees, which are nonrefundable, to the Indiana University Office of the Bursar in the form of a check or money order. Currently, the application fee for U.S. citizens and permanent residents is \$45 at Bloomington and \$35 at Indianapolis. The amount of the application fee is subject to change. Applications cannot be processed until the application fee is paid in full.

World Wide Web Applications

For U.S. citizens and permanent residents only, the simplest and fastest way to apply to the Office of Graduate Studies may be at www.indiana.edu/~educate/admiss.html on the Web. Once you have completed the online portion of the application, please send letters of recommendation and transcripts to our office in the same manner described in "General Instructions" above.

For International Students

International applicants to graduate education programs at Bloomington must apply through the Office of International Admissions, 300 N. Jordan Avenue, Bloomington, IN 47405-7707; (812) 855-4306. Questions can be emailed to the Bloomington Office of International Admissions at intladm@indiana.edu. The Office of International Admissions at Bloomington also has a downloadable application on its Web site at www.indiana.edu/~iuaudit/.

Those wishing to apply to graduate programs at Indianapolis must apply through the International Student Services Office, Union Building 574, 620 Union Drive, Indianapolis, IN 46202-2897; (317) 274-7294.

The application must be submitted together with the application fee. The fee for international student applications is currently \$45 at Bloomington and \$55 at Indianapolis. The amount of the fee is subject to change.

TOEFL

Prospective students must demonstrate a level of English proficiency adequate for graduate study. In addition to the general application requirements, international applicants whose first language is not English must submit recent scores on the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 for the written version or 213 for the computer version is ordinarily required for admission to graduate programs. Official TOEFL test scores must be sent by the testing centers directly to the Office of Graduate Studies. For TOEFL tests, the Educational Testing Service's assigned code for the Office of Graduate Studies at Indiana University is 1313.

The TOEFL is administered by Education Testing Service once each month at locations throughout the world. Information about registering to take the TOEFL may be obtained from Education Testing Service at www.toefl.org and from the international student offices listed above.

English Language Placement Test

International students whose first language is not English must also take an Indiana University English language placement test. This test must be taken upon arrival at Indiana University and before initial registration. Diagnostic results from this test are used to prescribe specific English language courses to remediate weaknesses in English skills necessary for graduate-level study. International students who meet other admission criteria are admitted conditionally and their enrollment in graduate course work may be prohibited or restricted until English language deficiencies are remediated.

Admission Criteria

The School of Education employs the following criteria for admission to graduate programs:

1. A baccalaureate (bachelor's) degree, 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 a baccalaureate degree has been awarded.
2. The minimum acceptable undergraduate grade point average (GPA) varies from program to program. All licensure programs require a GPA of 2.50 or higher (on a 4.00 scale) in all undergraduate course work. Some programs require an undergraduate GPA of 3.00 or higher in the last 60 credit hours. Other programs require a GPA of 3.00 in all undergraduate course work. Exceptions are made when undergraduate course work is judged to have been especially rigorous, and when other application credentials are very strong. *Undergraduate grades are weighted heavily in admission to graduate programs since grading in graduate courses is almost universally high.*
3. Most master's and specialist programs require applicants to have a minimum GPA of 3.30 in graduate course work taken prior to application. Doctoral programs usually require a minimum GPA of 3.50 in prior graduate course work. Applicants to licensure programs must have maintained a minimum GPA of 3.00 in graduate course work. Individual judgments are made about the rigor of grading in the graduate work presented.
4. Letters of recommendation must document academic and scholarly performance, strong social and interpersonal skills, emotional maturity, and moral character. Letters of recommendation from professors or instructors who know the applicant's academic and intellectual skills are preferred. Letters from employers and others who know the applicant's work habits and character are also acceptable.
5. Students admitted to doctoral programs in education typically must have a total GRE score above 1500. Specialist and most master's programs require a total GRE score of 1300 or above for admission.

Curriculum and Instruction master's applicants with an undergraduate GPA of 3.0 or higher are not required to take the GRE exam. However, if these students switch to another program or apply to an Ed.S., Ed.D. or Ph.D. program they will be required to take the GRE. The test must have been taken within five years prior to application.

6. The applicant's personal goal statement must specify academic and career goals compatible with the training goals of the program to which application has been made.
7. Applicants are invited to provide a brief resume and a short professional statement documenting work or life experience, or

professional skills and competencies they believe relevant to their future academic work at Indiana University and which may improve their case for admission.

8. 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 of new applicants all affect selection ratios in a given year.
9. The policy of Indiana University prohibits the use of the following characteristics in selecting students to graduate programs: age, gender, race, ethnicity, sexual orientation, religious preference, socioeconomic class, country of birth, physical handicap.

Admission Process

Application Deadlines for Domestic Students

To ensure full consideration for financial support and because some programs limit the numbers of students they accept each year, early application is strongly recommended. Applications submitted by January 15 will automatically be considered for university, School of Education and departmental fellowships, assistantships and fee scholarships. (See the chapter entitled "Financial Support.") It should be noted that most fellowships, assistantships and fee scholarships are awarded to doctoral students only. However, the School of Education maintains a rolling admission policy, processing applications until the final deadline (for fall admission) of June 1, except for the programs listed in the table below. Applicants for fall admission should be aware that chances for financial support can diminish markedly if an application is received later than January 15.

	FALL	SPRING	SUMMER
<i>Indianapolis Programs</i>	May 1	November 1	March 1
<i>Bloomington Programs</i>			
Counseling M.S.	April 1*	November 1	June 15
Counseling Ph.D.	January 15	None	None
Educational Psychology Ph.D.	January 15	None	None
School Psychology	January 15	None	None
Student Affairs Administration	February 1	November 1	March 1
All Other Programs	June 1**	November 1	March 1

* Most positions in the Bloomington master's program in counseling are filled following the April 1 deadline. Late counseling master's applications for fall matriculation are reviewed after June 15.

** January 15 is the deadline for full consideration for financial assistance.

Application Deadlines for International Students

International applicants must submit their application to the Office of International Admissions, as described in "Application Procedure for International Students," above. Applicants are advised to submit all application materials well in advance of the final deadlines. All applications for Ph.D. programs for summer or fall admission must be received by the Office of International Admissions by **December 15**. Application deadline for fall admission to all other graduate degree programs is **March 1**, except for Educational Psychology and Student Affairs Administration, which is January 1. Applications for spring admission must be received by September 1.

Admission Decisions

It is crucial that each applicant submit a **complete application file**. No application for admission can be considered by a department until all supporting materials are received,

including transcripts, letters of recommendations, GRE scores, and, for students whose first language is not English, TOEFL scores. Applications are held by the Office of Graduate Studies and are not forwarded to departments for admission decisions until all required documents are assembled. Only then are applications reviewed by faculty members in the relevant department or program area. U.S. citizens who have completed an online application can check the status of their application at www.indiana.edu/~educate/

For applications to Bloomington programs, departments and program areas (after reviewing applications) make their admission recommendations to the associate dean for graduate studies. Once an admission decision has been approved by the associate dean, the applicant receives an official letter indicating admission action. For applications to Indianapolis programs, program area faculty committees make admission recommendations to the director of student services, who sends each applicant a letter indicating admission action.

Admission Categories

1. **Unconditional admission.**
This is a full or nonprobationary admission status. This status indicates that the applicant has met all essential admission requirements. This admission status is valid for two years. If an admittee fails to matriculate within this time, the admission status is terminated.
2. **Conditional admission.**
This is a probationary admission status. This status is awarded when all required application materials have been received and the applicant meets most, but not all, admission criteria. A set of conditions is specified (e.g., student must earn a minimum grade point average over a specific set of courses). Conditional admission status is valid for the period indicated in the condition, but no longer than one year. If the condition is met, unconditional admission is granted. If the condition is not met, admission status is terminated. Students may not graduate from a degree program unless they have achieved unconditional admission status.
3. **Denied admission.**
Applicants who are denied admission to a degree or licensure program may reapply, or they may apply for admission to another graduate program. Applicants denied admission to a program may not take course work in that program area without the written permission of the department chair.
4. **Interim admission.**
This is a temporary admission status used to allow persons who seek admission to graduate degree or licensure programs, but whose applications are not complete, to enroll for one semester while their application is being completed. An application for a graduate degree or licensure program must have been received by the Office of Graduate Studies (Bloomington) or the Office of Student Services (Indianapolis) in order for an applicant to be eligible for interim admission status. Interim status may be granted only if evaluation of available application credentials indicates that the applicant is probably admissible. The department chair or the head of the program to which a person applied must recommend interim admission. This request must be approved by the associate dean for graduate studies (Bloomington) or the director of Student Services (Indianapolis). Interim admission is restricted to one semester or two summer sessions. International students are not eligible for interim admission.

Special Student Status

Special student status is awarded to persons wishing to take a limited number of credit hours for personal or professional development. This includes those wishing to take courses for personal enjoyment, those seeking to renew a teaching license, those wishing to add an endorsement to a teaching license, and visiting graduate students from other universities. Students who seek admission to a graduate degree program or a graduate licensure program are not eligible for special student status. Course enrollment in this status is limited to 15 credit hours or one year, whichever comes first. This status is renewable through reapplication.

Credit hours earned during special student status may or may not be counted in graduate programs. The department chair or program head and the associate dean of graduate studies must approve the inclusion of courses taken during special student status in degree and licensure programs. Such approval may be granted only after the student has been admitted to a graduate program. The maximum number of credit hours earned during special student status that may be used in a degree program is 15. Applications for special student status may be made to the Office of Teacher Education, Education 1000, Bloomington (812) 856-8500 or Education/Social Work 3131, Indianapolis (317) 274-6868.

Distance Education

The School of Education Distance Education program offers beginning and experienced educators fully accredited coursework delivered via the Internet and two-way interactive video. Topics range widely across the elementary and secondary curricula, offering graduate-level credit that will help meet certification and recertification requirements in school districts across the country and around the world, as well as potentially become part of a master's or a doctoral program. (See, for example, the master's program in Instructional Systems Technology and in Language Education, and the Ed.D. in Educational Leadership.) Students participating in distance education courses do not need to be Indiana University students.

Two-way interactive video courses are offered to Indiana residents only. These courses link students at various sites in Indiana, who are able to see and talk to each other and to the instructor. Students must be present at a specially equipped classroom and at a specific time for these courses.

Online or Web-based courses are conducted entirely via email and the Internet. Students

with email and Internet access may read and reply to course material on their own schedules, as long as work is completed by designated times.

All distance education courses follow the semester timeline, beginning and ending at the same time as traditional classes. Fees for interactive video courses are the same as for traditional courses. Fees for online courses currently are the in-state tuition plus \$25 per credit hour (subject to change). Students may register for both types of courses online at www.indiana.edu/~disted/.

For frequently asked questions, see www.indiana.edu/~disted/faq.html. For specific questions send an email to deregstr@indiana.edu.

Enrollment in Classes

Registration Procedure

Students admitted to the Bloomington campus before July for fall matriculation will be sent a current *Schedule of Classes* by the university registrar. Students admitted after July and students admitted for matriculation in the spring or summer semesters will receive a *Schedule of Classes* during registration. Students admitted to IUPUI may pick up a *Schedule of Classes* from the Office of Student Services before or during registration. In addition, the *Schedule of Classes* may be purchased at Bloomington bookstores that sell college textbooks, including the IU Memorial Union bookstore, and at the IUPUI bookstore. The *Schedule of Classes* lists all courses to be taught in the subsequent term, with meeting times, meeting locations, and instructors. It also contains procedural information for registering and an official university calendar.

The very first step in the registration procedure for education students is to obtain a registration ticket from the Office of Graduate Studies, Education 4070 (Bloomington) or the Office of Student Services, Education/Social Work 3131 (Indianapolis). **All students wishing to enroll in graduate courses must have an admission status, either (a) unconditional, conditional, or interim admission to a graduate degree or licensure program, or (b) special student status.**

Auditing Courses

Students may register for courses on an audit basis. Audited courses are listed on the student's transcript but carry no credit, and no grade is recorded. Students are not allowed to audit classes without registering as an auditor. The registration fee for auditing classes at Bloomington is currently \$25 per credit hour. The registration fee for auditing classes at Indianapolis is the same as the fee for taking the class for credit.

Temporary Intercampus Transfer

Students admitted to a program on one campus of Indiana University may take courses on other IU campuses. To take courses on another campus for one semester or summer session, a student must obtain a

temporary intercampus transfer form, available at the Office of Graduate Studies on the campus at which the student was admitted.

Changing Campuses

Students admitted to a master's degree or licensure program who wish to be admitted to the counterpart program on another campus must request by letter that the Office of Teacher Education at the campus of origin send all transcripts, test scores, the goal statement, and letters of recommendation to the destination campus. They must also send a letter to the graduate admission office at the destination campus requesting admission to the program of choice. In addition, they must submit a new application form, since these forms are unique to each campus. This application will be processed as a new application for admission.

Information about Housing

At the Bloomington campus most graduate students reside in university residence halls and apartments or in private houses and apartments in and around Bloomington. Information about university housing can be obtained from Halls of Residence, Indiana University, 801 N. Jordan Avenue, Bloomington, IN 47405-2107 (812-855-5601). At IUPUI there are few residence halls; most students commute from their homes within driving distance from the campus. For information about student housing at IUPUI, both on and off campus, contact the Department of Campus Housing, Ball Residence, 1226 W. Michigan Street, Indianapolis, IN 46202 (317-274-7200). Information about private house and apartment rental at both campuses may also be found in telephone books, in the local newspapers, and from real estate management corporations.

Financial Support

Several forms of financial assistance are available to graduate students at Indiana University. These include teaching, research and graduate assistantships, fellowships, fee scholarships, hourly wages, and loans. Financial support is not guaranteed with admission to a graduate program, but the School of Education has an excellent record of supporting graduate students. Generally, preference is given to doctoral students over master's students in the awarding of assistantships, fee scholarships, and fellowships. Nearly all domestic doctoral students who request it receive financial support in one or more of the categories listed above. Some international students receive financial support as well.

A student must be admitted to a graduate program in order to be eligible for fellowships or graduate assistantships. Students with fellowships and graduate appointments must make adequate progress toward their degree each semester, or financial support may be discontinued. Some fellowships, assistantship appointments, and loans require that students enroll in 8 or more credit hours per semester and receive no incomplete grades (except for an R grade in dissertation or internship courses).

Stipends earned by graduate assistants are taxable. Monies received in the form of fellowships and fee scholarships may be taxable. Students must check with the Internal Revenue Service.

Assistantships

Graduate and Research Assistantships

A large majority of full-time doctoral students in the School of Education hold a graduate assistantship during some or all of their tenure in the graduate program. Most graduate assistants are appointed to work between 15 and 20 hours per week (.375 to .50 of full time equivalent). Stipends typically range from \$8,500 to \$11,000 for two semesters, plus a full or partial fee scholarship.

Each of the departments in the School of Education at Bloomington receives a budget allocation for the appointment of graduate assistants to help faculty in research and teaching responsibilities, and to assist with student advising and program administration.

In addition, administrative offices in the school and throughout the university typically hire one or more graduate assistants.

Graduate research assistants are hired to work on externally funded research, development, and training projects. Faculty members apply for grants or contracts to carry out these projects. Such grants and contracts range from hundreds to hundreds of thousands of dollars each. They are supported primarily by the federal and state governments and by foundations. Some faculty members also have contracts with public school systems and with other public and private agencies, including business corporations.

Department chairs and program heads play a large role in appointing graduate assistants and in keeping abreast of assistantship opportunities in administrative offices and in externally funded grant and contract projects. New students are advised to make personal contact with their department chair or program head concerning financial support. (See the chapter entitled "School of Education" for a listing of department or area chairs and program advisors.)

Continuing students often remain in an assistantship position from the previous year. They are also able to make direct contact with the directors of externally funded projects. Continuing students who wish help in locating assistantship opportunities should consult their department chair, program head, or advisor.

At IUPUI, graduate assistantships are available for teaching and to work with faculty on research, development, and service projects. For information about these positions, students should contact the chair of the area in which they will be studying. These assistantships are assigned to faculty members who have submitted a proposal for specific assistance with a project. Individual faculty members typically select the students to fill these positions.

Another category of graduate assistantships is in the supervision of student teachers. Graduate students, usually with teaching experience, are appointed to observe and supervise undergraduate students who are student teaching in public schools throughout the state. Contact the Director of Student Teaching, Education 1000, Bloomington, IN 47405-1006 (812-856-8503).

All available assistantships must be advertised within the university. A clearinghouse for the listing of available assistantships in the School of Education has been established for this purpose in the Office of Human Resources, Education 4150, Bloomington, IN 47405-1006 (812-856-8055). Information is also available on the Web at education.indiana.edu/employ.html.

Teaching Assistantships

A large number of advanced graduate students are hired to teach undergraduate courses in the School of Education and throughout the university. At Indiana University teaching assistants are called Associate Instructors (AIs). AIs teach one or two courses per semester. A high level of academic performance and a personal interview typically are required. Teaching experience is required for some teaching assistantship positions. Teaching assistants receive training and are supervised by faculty members. They must collect student evaluations, which are then submitted to their department. Teaching assistants receive a stipend similar to that of graduate assistants and usually a full or partial fee scholarship.

The largest block of associate instructorships in the School of Education is administered by the Office of Teacher Education. Some undergraduate courses in elementary and secondary school teaching methods, reading teaching methods, philosophy of education, educational psychology, and other subjects are taught by doctoral students. AIs for these courses are selected by the department chair or program head in the department that offers each course.

Another large group of teaching assistants is hired by the Student Academic Center. Courses to improve proficiency in reading, writing, and study skills are offered for undergraduate students throughout the university. Contact the Director, Student Academic Center, 316 N. Jordan Avenue, Bloomington, IN 47405-7705 (812-855-7313).

Residence Hall Assistantships

Graduate students hired as counselors in the university residence halls receive room, board, a stipend, and remission of certain fees. They must live in a university residence hall and are responsible for the counseling and supervision of approximately 50 undergraduate students living on a floor of a residence hall. Academic record, experience working with children or adolescents, and personal and social skills are prerequisites for these appointments. Contact the Director of Counseling and Activities,

Department of Residence Life, 801 N. Jordan Avenue, Bloomington, IN 47405-2107 (812-855-1764).

Fellowships and Scholarships

Fellowships and scholarships are granted to graduate students with superior academic records. Students granted fellowships and scholarships generally are required to be registered for a minimum of 8 credit hours per semester.

Fee Scholarships

Full or partial fee scholarships are generally awarded together with graduate research and teaching assistantships. Fee scholarships may pay both in- and out-of-state tuition. (A small portion of fees is not remittable, even with a "full" fee scholarship.) These scholarships are administered by department chairs, directors of external grants, and heads of administrative offices who hire graduate, research, and teaching assistants.

Chancellor's Fellowships

The Chancellor's Fellowship Program is a campus-wide effort to attract excellent students to the Bloomington campus. It is financed by the University Graduate School. Chancellor's Fellowships are for entering graduate students with an undergraduate GPA of 3.5 on a 4.0 scale intending to pursue a doctoral degree. The award consists of a four-year financial aid package with an annual stipend of currently \$15,000, a tuition scholarship of 20 credit hours or more for each scholarship year, and health insurance. The first year involves a fellowship, while subsequent years consist of a graduate, research, or teaching assistantship. Each year, the School of Education has a specified number of Chancellor's Fellowships it may award. No special application is required. Departments nominate applicants and a School of Education committee selects awards.

Chancellor's Minority Fellowships

A Chancellor's Minority Fellowship is a four-to-five-year package that includes a first year of fellowship support from the University Graduate School and two to five years of a departmental graduate assistantship. For students in the School of Education, the award is for \$15,000 and a tuition scholarship for 24 credit hours for each of the three years. There is no special application for this award. Nominations for these awards are submitted

by departments to the Office of Graduate Studies on approximately February 1 of each year.

University Graduate Fellowships

The most common fellowship awarded to graduate students at Indiana University is the University Graduate Fellowship. In the School of Education these are typically awarded to full-time doctoral students in the first year of graduate work. These awards typically range from \$3,500 to \$4,500 per year and are awarded by departments to incoming doctoral students with especially high GRE scores and a high level of undergraduate and graduate scholarship. Typically, fellowship students are also appointed as graduate assistants and receive a fee scholarship. Departments nominate applicants.

Privately Funded Scholarships

Gifts from alumni, faculty, staff, and friends of the School of Education have provided financial assistance for students throughout the history of the school. For information on fellowships currently available, contact the School of Education, Office of Graduate Studies, or check our Web site.

Fellowships for Underrepresented Groups

In addition to the Chancellor's Minority Fellowship noted earlier, Indiana University offers several fellowships and support programs for students from under-represented groups. These include the Dean's Minority Fellowship, Women in Science Fellowship, Ronald E. McNair Graduate Fellowship, Graduate Minority Fellowship, and the Educational Opportunity Fellowship for first generation college students. For information, interested students should contact the School of Education, Office of Graduate Studies, or check our Web site.

Other Student Support Opportunities

International Student Awards

Information about international student awards may be obtained from the Office of International Services, Franklin Hall 306, Bloomington, IN 47405-2801 (812-855-9086), or the Office of International Affairs, 620 Union Drive, Union Building 207, Indianapolis, IN 46202-5167 (317-274-7294).

Student Loans

Long-term loans are available under the Perkins National Direct Student Loan and the Stafford Guaranteed Student Loan programs. For information about these and other loan programs, contact the Office of Student Financial Assistance, Franklin Hall 208, Bloomington, IN 47405-2801 (812-855-0321; automated service 812-855-RSVP), or the Office of Student Financial Aid, Cavanaugh Hall 103, Indianapolis, IN 46202-5145 (317-274-4162).

Doctoral Student Grant-In-Aid of Dissertation Research

A program of doctoral student grant-in-aid of research is designed to assist doctoral students in funding unusual expenses arising from the research required for the dissertation. Examples of such expenses include travel to specialized libraries or research sites, payment of subjects or computer programmers, and the purchase of specialized materials or equipment that cannot be provided by the major department. The maximum amount of aid is \$1,000. Awards are made two times per year; the deadlines for the receipt of applications are March 1 and October 1. Application forms are available from the University Graduate School, Kirkwood 111, Bloomington, IN 47405-3901, and from the Office of Graduate Studies, Education 4070, Bloomington, IN 47405-1006.

Research Incentive Dissertation Year Fellowship

The University Graduate School offers a fellowship for up to \$10,000 for support of doctoral dissertation research. To be eligible for this award, students must demonstrate that they have applied for funding from at least two external sources. The goal of this program is to encourage students to write grant proposals for external funding. The fellowship is for students whose quest for such funding has been unsuccessful. Partial fellowship support may be granted if partial external funding is gained. Application forms are available from the University Graduate School.

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 \$250 per semester (plus tuition) 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 nine or more credit hours of I or R grades (excluding dissertation credits) will be disallowed further enrollment.**

Grading

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.
C	=	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 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. **Courses taken under the Pass/Fail grading option may not be included in graduate degree programs.**

Satisfactory/Fail Grading (S/F)

Courses graded Satisfactory/Fail (S/F) are not the same as courses graded Pass/Fail (P/F). S/F grading is applied to all students in a class. Only a few graduate courses, including some workshop courses and thesis courses, are eligible for S/F grading. A grade of F is included in the GPA, but a grade of S does not affect GPA.

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 files a Removal of Incomplete form 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* 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. Ed.D. students in the 60 credit hour post-master'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 campuses 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 students, the seven years is counted back from the date of passing the oral qualifying examination.

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. (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

Up to 9 hours of credit gained through workshop courses (including conference and institute courses) may be used in master's and specialist degree programs. Some workshop courses are identified by the word "workshop" in their title. Other workshop courses are taught under regular course numbers. The associate dean for graduate studies, following guidelines provided by the School of Education faculty, has the responsibility to determine which course offerings are to be counted as workshop courses. 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; for them to become fully immersed in their graduate study for a substantial period of time; for them 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 session) must be spent in residence on the Bloomington or Indianapolis campus. This residency period must be subsequent to admission to the program. Nine 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.

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 in Summer Session I (six weeks) is 6 hours. The maximum load in Summer Session II (eight weeks) is 9 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 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), and must obtain written permission from the course instructor and the approval 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 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.

Graduation

Degree Conferral

Degree conferral for M.S., Ed.S., and Ed.D. occurs four times a year: May, June, August, and December. An application for graduation must be submitted three months prior to the date of the degree conferral. Applications are available in the School of Education, Office of Graduate Studies, Room 4070. The Ph.D. degree is conferred by the University Graduate School. Applications are available in the University Graduate School Office, Kirkwood Hall Room 111 and the Office of Graduate Studies.

Commencement

There are two Commencement ceremonies per year, December and May. All graduate students are encouraged to participate in the Commencement ceremonies. Procedures for participating in Commencement may be obtained from the Office of Graduate Studies, Room 4070.

Master of Science in Education Degree

Master of Science (M.S.) degrees are offered in 14 specialization areas in the School of Education. Some master's programs are offered at both the Bloomington and Indianapolis campuses. Others are available at only one campus. Students must apply for admission to the campus at which the degree is conferred. Course work for most programs is offered at both campuses, and is treated interchangeably in graduate programs. Application procedures and admission criteria are described in the chapter entitled "Admission to Graduate Programs."

Master's programs available at the **Bloomington campus**:

- Art Education
- Counseling and Counselor Education (school and agency tracks)
- Educational Psychology (psychology and inquiry tracks)
- Elementary Education (elementary and early childhood tracks)
- Higher Education and Student Affairs (HESA) (higher education and student affairs tracks)
- History and Philosophy of Education (history and philosophy tracks)
- Instructional Systems Technology
- International and Comparative Education
- Language Education (English, foreign language, and reading education tracks)
- Educational Leadership (elementary and secondary tracks)
- Secondary Education (general, mathematics, music, and science education tracks)
- Social Studies Education
- Special Education

Master's programs available at the **Indianapolis campus**:

- Adult Education
- Counseling and Counselor Education (school and agency tracks)
- Elementary Education (elementary and early childhood tracks)
- Language Education (English and reading education tracks)
- Educational Leadership (elementary and secondary tracks)
- Secondary Education (general, mathematics, and science education tracks)
- Special Education

In addition, a **music education** master's program is available through the School of Music, Bloomington (see School of Music Bulletin); a cooperative program in education and **library science** is available through the School of Library and Information Science (see School of Library and Information Science Bulletin); and a master's program in **art education** is available at Indianapolis through the Herron School of Art (see Herron School of Art Bulletin).

General Requirements for Master's Programs

A master of science in education program requires a minimum of 36 credit hours. Some master's programs require more than 36 hours. Up to 6 credits may be undergraduate course hours at the 300 and 400 level. (Courses counted in a bachelor's degree may not be counted in a master's degree.) All programs require that some minimum number of credit hours be taken in the major area of specialization. (This minimum varies across programs, from 12 to 30 credit hours.) Some programs also have course requirements in the areas of research and foundations. There is no "general" master's program in education.

A minimum of 12 credit hours must be taken outside of the major program area for all master's programs. Specific course requirements for each program are listed in this chapter. 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 chapter entitled "Policies Governing Graduate Programs."

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. See the section entitled "The School of Education" for a listing of program advisors.

Program of Studies

For each master's program there is a program outline form for use in planning the specific courses to be 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 Office of Graduate Studies at least three months prior to the date of graduation from the program.

Master's Thesis

A master's thesis is an option in many program areas. Some programs encourage their students to carry out master's thesis research. 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 do a master's thesis must enroll in 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.

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. Upon approval by the research committee, the department chair, and the associate dean for graduate studies, two bound copies of the thesis must be filed with the Office of Graduate Studies at Bloomington or the Office of Student Services at Indianapolis.

The thesis manuscript must explain all aspects of the study, including the question posed, the rationale for the study, a literature review, 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 computer printed on 8 x 11 inch rag 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 x 11 inch paper.

The thesis must be defended in a public oral examination. The announcement of this examination must be submitted to the Office of Graduate Studies at Bloomington, or the Office of Student Services at Indianapolis, four weeks prior to the examination date for dissemination to school faculty. The committee members assess the quality of the manuscript and of the oral 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 oral defense, as well as information about the format for the thesis manuscript, are available in *Guide to the Preparation of the Master's Thesis in Education*, available from the Office of Graduate Studies.

Practicum

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

Master of Arts in Teaching

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 or adding an endorsement must meet these requirements (see chapter entitled "Licensure and Endorsement"). **Application to 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 which are popular with secondary teachers are the **General Science Program** and the **Social Studies Program** (see University Graduate School Bulletin).

Programs That Combine a Master's Degree with a Teaching License

The **Elementary Certification Graduate Program (ECGP)** admits students whose bachelor's degree is not in education and who wish to be trained as elementary school teachers. For information about this program, see the section in this bulletin on master's programs in elementary education. Students may also work with an advisor to pursue separate certification and master's programs concurrently. This option is available for all master's programs.

Course Requirements for Each Master's Program

The remainder of this chapter is dedicated to a detailed listing of the requirements for each of the education master's degree programs offered in the School the Education.

Adult Education

Program Office: IUPUI, Union Building Room 503, (317) 274-3472
fax (317) 278-2280.

The master's program in adult education is designed to provide the knowledge and skills required of an adult educator/human resource development specialist. Prospective students must have an interview with an adult education faculty member before admission. The adult education program is offered cooperatively by the Indiana University School of Continuing Studies and is widely available throughout the state via distance learning media.

The program offers specialties in:

- Adult religious education
- Consulting
- Distance learning
- Human resource development
- Instructional design for adult programs
- Instruction/facilitation in individual and group learning
- Labor education
- Organizational development
- Training and development
- Training management
- Workforce development

Each specialty leads to a certificate as part of the master's degree. A wide choice of careers is available to adult education majors. Among the organizations and institutions to professionally trained adult educators may apply in the above specialties are hospitals, businesses, industries, professional organizations, religious organizations, community human service groups, public schools, and many associations and councils. Adult education courses and certificates programs may be taken as electives to supplement work in other major interest areas.

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

I. Major (21 cr.)

- D500 Introduction to Adult Educational 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.)

Choose 9 credit hours:

- D521 Participation Training (2 cr.)
- D550 Practicum in Adult Education (1-3 cr.)
- D590 Independent Study in Adult Education (cr. arr.)
- X599 Master's Thesis in Education (6 cr.)
- D600 Seminar in the Teaching-Learning Relationship in Adult Education (3 cr.)
- D613 The Diagnostic Procedure in Adult Education (3 cr.)
- D625 Topical Seminar (1-3 cr.)

II. Research (6 cr.)

III. Electives (9 cr.)

Students must select 9 credit hours of graduate-level courses from outside the Adult Education Program that will fit their program of study. These courses are chosen in consultation with an adult education faculty member.

Art Education

Program Office: IUB, Education 3130, (812) 856-8102.

This program is available at Bloomington. (An art education master's program is also available at Indianapolis, through the Herron School of Art at IUPUI. Students seeking information about this program should contact the Herron School of Art, 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:

I. Major (18 cr.)

- J500 Instruction in the Context of Curriculum (3 cr.)
- Z500 Advanced Art Education (3 cr.)
- 12 additional credit hours in art education.

II. Foundations (3 cr.)

Choose one course:

- 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.)

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

IV. Electives (9 cr.)

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

Counseling and Counselor Education

Program Offices: IUB, Education 4008, (812) 856-8305.
IUPUI, Education/Social Work 3115, (317) 274-6801.

This program is available at Bloomington and at Indianapolis. Students may choose either a **school track**, leading to a standard school counselor license, or a **community track**. 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 April 1 and June 15 for fall matriculation and November 1 for 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:

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

G502 Professional Orientation and Ethics (3 cr.)
 G505 Individual Appraisal: Principles and Procedures (3 cr.)
 G522 Counseling Theory (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.)

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

G502 Professional Orientation and Ethics (3 cr.)
 G505 Individual Appraisal: Principles and Procedures (3 cr.)
 G522 Counseling Theory (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
 G575 Multicultural Counseling (3 cr.)
 G598 Seminar on Professional Issues (3 cr.)
 G645 Psychoeducational Consultation (3 cr.)

III. Research (3 cr.)

Y520 Strategies for Educational Inquiry (3 cr.)

IV. Human Growth and Development (3 cr.)

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

V. Electives (3 cr.)

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

Educational Psychology

Program Office: IUB, Education 4008, (812) 856-8307.

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.

In addition to meeting the standard School of Education admission requirements, students interested in pursuing a master's degree in 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 office. Each student must choose an educational psychology faculty member as advisor or be assigned one. The master's program in educational psychology offers two tracks: a psychology track and an inquiry track. Both require 36 credit hours.

I. Psychology (9-12 cr.)

Courses are selected from one or more of the subareas of psychological studies, which include human development, learning and instructional psychology, and personality and social psychology (e.g., P512, P513, P514, P515, P516, P517, P525, P530, P540, P544, P545, P550, P566, P575, P590, P600, P623, P640, P650, P660). Students in the psychology track must take 12 credit hours of course work in this category.

II. Inquiry (9-12 cr.)

Courses are selected from one or more of the following inquiry areas: statistics, measurement, evaluation, and qualitative or quantitative inquiry methodology (e.g., P501, Y502, Y520, Y527, Y530, Y535, Y590, Y603, Y604, Y611, Y617, Y635). Students in the inquiry track must take 12 credit hours of course work in this category.

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

Typically an H-prefixed education course is used to fulfill this requirement.

IV. Curriculum Theory or Methods (3 cr.)

This requirement may be waived for students with undergraduate course work in education.

V. Electives (9-12 cr.)

Nine to twelve credit hours must be taken from outside the Educational Psychology Program. These include courses taken to fulfill III and IV above. Elective courses must contribute to the integrity of the student's program and must be approved by a program advisor.

Elementary and Early Childhood Education

Program Offices: IUB, Education 3130, (812) 856-8106 or 856-8105.
 IUPUI, Education/Social Work 3155, (317) 274-6801.

This program is available at Bloomington and at Indianapolis. It 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. The **Elementary Certification Graduate Program track** is a 49 credit hour alternative that provides teacher certification. This track is intended for individuals with undergraduate degrees in areas outside of education.

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 evidence of successful professional activity, such as curriculum development or scholarship, or a paper that demonstrates competence with abstract thinking in the English language.

ELEMENTARY EDUCATION TRACK

I. Major (12 cr.)

J500 Instruction in the Context of Curriculum (3 cr.)
 E535 Elementary School Curriculum (3 cr.)

Choose two courses:

E543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.)
 E545 Advanced Study in the Teaching of Reading in the Elementary Schools (3 cr.)
 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.)

Students may choose other courses related to elementary education with the approval of an advisor.

II. Foundations (3 cr.)*Choose one course:*

- 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.)

III. 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.

IV. Thesis (X599), Practicum (J538), or other courses selected with the approval of the program advisor (6 cr.)**EARLY CHILDHOOD EDUCATION TRACK****I. Major (15 cr.)**

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

II. Foundations (3 cr.) and III. The requirement for III. Electives is 18 credit hours.**ELEMENTARY CERTIFICATION GRADUATE PROGRAM TRACK****I. Field-Related Courses (37 cr.)**

- L545 Advanced Study in the Teaching of Reading (3 cr.)
- E548 Advanced Study in the Teaching of Science (3 cr.)
- E543 Advanced Study in the Teaching of Mathematics (3 cr.)
- M501 Laboratory/Field Experience and Seminar (2 cr.)
- L549 Advanced Study in the Teaching of Language Arts (3 cr.)
- Z500 Advanced Art Education (3 cr.)
- E547 Experience in Elementary Social Studies Curriculum (3 cr.)
- M501 Laboratory/Field Experience and Seminar (2 cr.)
- M550 Practicum (Student Teaching) (10 cr.)
- E594 Seminar in Elementary Education (2 cr.)
- E579 Inquiry in Elementary Education (3 cr.)

II. Campus-Based Courses (12 cr.)*Choose one course:*

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

Choose one course:

- 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.)
- H551 Comparative Education (3 cr.)
- H560 Education and Change in Societies (3 cr.)

Choose one course:

- L559 Trade Books in the Elementary Classroom (3 cr.)
- L666 Survey of Children's Literature (4 cr.)
- SLIS L533 Library Materials for Children and Young Adults (3 cr.)

Required:

- E555 Human Diversity in Education (3 cr.)

Higher Education and Student Affairs (HESA)

Program Office: IUB, Education 4228, (812) 856-8362.

Students interested in the study of higher education and working in a college or university may choose between two concentrations in the master's degree in higher education and student affairs (HESA). The concentration in **student affairs administration** emphasizes the study of college and university administration, student learning and development, assessment of campus environments, issues in student affairs, and communication skills and interpersonal relationships. The concentration in **higher education** emphasizes the study of organizational structure, finance, personnel management, and current trends and issues in higher education. Both concentrations introduce students to relevant theory, research, and practice related to college and university administration and preparation for entry-level and, for those with previous relevant experience, middle-management positions in institutions of higher education.

In addition to the School of Education admission requirements, applicants must interview with the faculty. 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. To complete courses in the preferred sequence, students are encouraged 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).

STUDENT AFFAIRS ADMINISTRATION CONCENTRATION (41-55 cr.)**I. Basic Core (22-24 cr.)**

- C565 Introduction to College and University Administration (3 cr.)
- U544 Introduction to Student Affairs in Higher Education (3 cr.)
- U546 Diverse Students on the College Campus (3 cr.)
- U547 Practicum in Personnel Work (2 cr.)*
- U548 Student Development Theory and Research (3 cr.)
- U549 Environmental Theory and Assessment (3 cr.)
- U551 Administrative Practices (1 cr.)
- U553 College Student and the Law (1 cr.)
- U580 Issues and Problems in Higher Education and Student Affairs Administration (3 cr.)

*Students with significant full-time work experience in higher education administration, upon their request and with advisor approval, may be exempted from the practicum requirement. These students need only 39 hours to complete the degree.

II. Counseling and Counselor Education (3-15 cr.)*Choose A or B*

- A. G573 Communication Skills and Interpersonal Relations in Counseling (3 cr.)
 - B. G522 Counseling Theory (3 cr.)
 - G523 Laboratory and Counseling (3 cr.)
 - G524 Practicum in Counseling (3 cr.)
 - G552 Career Guidance (3 cr.)
 - G505 Individual Appraisal (3 cr.)
- Note: G573 is not required for the minor.*

III. Foundations (6 cr.)*Research (3 cr.):*

- Y520 Strategies for Educational Inquiry (3 cr.) or
- P501 Introduction to Statistics (3 cr.)

History/Philosophy (3 cr.):

Select one H-prefix course, i.e., H504, H520, H525, H530, H540, etc.

IV. Electives (10 cr.)

Students may choose any U550 course or any graduate-level class outside of the program area, with the following exceptions: correspondence and physical activity courses (e.g., dance, music lessons) typically are not appropriate for this degree.

V. Thesis Option (6 cr.)

Up to 6 credit hours, to be subtracted from electives.

HIGHER EDUCATION CONCENTRATION (39-41 cr.)**I. Basic Core (22-24 cr.)**

C565 Introduction to College and University Administration (3 cr.)

C665 Higher Education Administration (3 cr.)

U544 Introduction to Student Affairs in Higher Education (3 cr.)

U580 Issues and Problems in Higher Education and Student Affairs Administration (Capstone) (3 cr.)

U547 Practicum in Personnel Work (2 cr.)*

*Students with significant full-time work experience in higher education administration, upon their request and with advisor approval, may be exempted from the practicum requirement. These students need only 39 credit hours to complete the degree.

II. Recommended Courses (15 cr.)

Any graduate course offered by the Higher Education and Student Affairs program area (C- and U-prefix courses). Other courses (e.g., A670, G573) may be substituted with prior approval of the student's advisor. Students who select the thesis option (6 cr.) can reduce the number of credit hours of recommended courses from 15 to 9.

III. Foundations (6 cr.)*Research:*

Y520 Strategies for Educational Inquiry (3 cr.) **or**

P501 Introduction to Statistics (3 cr.)

History/Philosophy (3 cr.):

Select one H-prefix course, i.e., H504, H520, H525, H530, H540

IV. Electives outside the Major (6 cr.)

Any graduate-level class outside of the program area, with the following exceptions: correspondence and physical activity courses (e.g., dance, music lessons) typically are not appropriate for this degree.

V. Thesis option (6 cr.)

Up to 6 credit hours, to be subtracted from electives.

History and Philosophy of Education

Program Office: IUB, Education 4228, (812) 856-8363.

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 grasp the relation of educational philosophies and practices to economic, social, political, and cultural developments.

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:

I. Major (15 cr.)

H504 History of American Education (3 cr.)

H530 Philosophy of Education (3 cr.)

Nine additional credit hours of H-prefixed courses, approved by the program advisor.

II. Courses Outside of Education (9 cr.)

Nine credit hours must be selected from outside the School of Education from courses relevant to the history and philosophy of education.

III. Electives (12 cr.)

Twelve credit hours of relevant elective courses are also required. These courses may be from inside or outside the School of Education. A total of 12 credit hours outside history and philosophy of education (including those taken to fulfill II) are required. Elective courses must be approved by the student's major advisor.

Instructional Systems Technology (IST)

Program Office: IUB, Education 2276, (812) 856-8450

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.

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

I. Major (28 cr.)

R511 Instructional Technology Foundations I (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.)

Choose 12 credit hours from at least two of the following categories:

Instructional Analysis, Design, and Development (R620, R621, R622, R623, R625, or R626)

Instructional Development and Production (R542, R547, R641, or R741)

Implementation and Management (R563, R660, R665, or R667)

II. Electives (12 cr.)

A minimum of 12 credit hours outside of IST are required. These may be taken inside or outside the School of Education. These courses must be relevant to the student's program focus and must be approved by a program advisor.

III. Portfolio

A portfolio must be developed and submitted to the faculty for graduation. The portfolio will represent two organized sets of information. The first set will include excerpts from student products developed for classes, extracurricular projects as part of graduate assistantships, etc. The product excerpts are to tell the story of the student's skills. The second set of information will consist of items such as a completed program of studies, a statement of goals, professional resume, and a listing of professional references.

IV. Instructional Project

An instructional project must be developed. The project must address a real world instructional problem and contain evidence of the students successful application of at least three of the five components of the instructional development process. If this project is not done in a course for credit (e.g., R641, R625, R590, R586), then it must be submitted to the IST department for review and approval. This project can be done prior to the student's final semester as desired.

International and Comparative Education

Program Office: IUB, Education 4228, (812) 856-8363.

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

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

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

I. Basic Core (15 cr.)

- H551 Comparative Education I (3 cr.)
- H552 Comparative Education II: Case Studies (3 cr.)
- H560 Education and Change in Societies (3 cr.)
- H620 Seminar in Educational Policy Studies (3 cr.)

One course from:

- H590 Independent Study (3 cr.)
- H553 Travel Study (3 cr.)
- H637 Topical Seminar: topic other than International and Comparative Education (3 cr.)

II. Specialized Studies in International and Comparative Education (9 cr.)

Three courses from:

- 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.)
- Y535/H637 Evaluation Models and Techniques (3 cr.)
- H540 Sociology of Education (3 cr.)
- H637 Topical Seminar: International and Comparative Education (3 cr.)

III. Electives

If a student chooses to write a thesis, only 6 credit hours of electives are required (the remaining 6 credit hours are made up by H599, Master's Thesis in Education). If a thesis is not written, 12 credit hours of electives are required. Electives are to be selected from appropriate courses within or outside the School of Education in consultation with the student's advisor.

IV. Thesis

Students choosing the thesis option will be required to enroll in 6 credit hours of H599, Master's Thesis in Education. A committee consisting of three faculty members must be appointed. At least two members of the committee, one of whom serves as thesis director, must be from the student's major area of study. A thesis proposal must be approved by the committee three months prior to the completion of the thesis, and a public oral defense of the completed thesis must be held.

Language Education

Program Offices: IUB, Education 3044, (812) 856-8270
IUPUI, Education/Social Work 4138, (317) 274-6821.

This master's degree program is available at both Bloomington and Indianapolis. It prepares classroom teachers of English, Bilingual Education, English as a Second Language, English as a Foreign Language or foreign languages, and reading for positions of leadership in their fields, particularly in the development of improved instructional procedures and curricula. Language Education applicants require a strong academic record in a program broadly based in the language arts and children's or adolescent literature and two years of teaching (or alternative experience). Graduates may assume positions as teachers, language education or reading specialists, instructional leaders in language education, or writers and editors of instructional materials.

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 research knowledge to practice and internship opportunities. Course work involves experiences with children, high school and college youth, and adults. Opportunities to apply current technology to teaching and learning are abundant. Students must complete a minimum of **36 credit hours**.

I. Major Field (15 cr. min.)

The major area is planned with an advisor to meet the student's career goals and/or advanced certification requirements. The courses are to be selected from the two categories below. The first category lists the available courses in reading, language education, English education, and second language education that exist in the Department of Language Education. The second category lists courses outside the department that may be used in the major area.

Courses in Language Education

See distance education course listings on the Language Education homepage, education.indiana.edu/~langed/.

- L500 Instructional Issues in Language Learning (3 cr.) (*required of all students*)
- L501 Critical Reading in Content Areas (3 cr.)
- L502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.)
- L504 Diagnosis in Language Difficulties (3 cr.)
- L506 Reading and Learning Skills Development in Post-Secondary Education (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 Secondary School English Language Arts (3 cr.)
- L517 Advanced Study in the Teaching of Reading in the Junior High and Secondary Schools (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 Language Education (3 cr.)
- L530 Topical Workshop in Language Education (3 cr.)
- L535 Teaching Adolescent Literature (3 cr.)
- L536 Methods and Materials for TESOL Teacher Trainers (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 in the Teaching of English (3 cr.)
- L590 Independent Research in Language Education (3 cr.)
- L599 Master's Thesis in Language Education (3 cr.)
- L630 Topics in 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 Language Education (3 cr.)
- L690 Readings in Language Education (3 cr.)

Courses Related to Language Education

Linguistics:

- T522 Survey of Applied Linguistics (3 cr.)
- T532 Second Language Acquisition (3 cr.)
- T556 The Language Laboratory: Hardware and Software (3 cr.)

English:

- L503 Teaching of Literature in College (3 cr.)
- W501 Teaching of Composition in College (3 cr.)
- W553 Studies in Literature (3 cr.)
- W554 Teaching Creative Writing (3 cr.)

French:

- F573 Problems and Methods of College French Teaching (3 cr.)

German:

- G500 Basics of College German Teaching (3 cr.)

Spanish:

- S517 Methods of Teaching College Spanish (3 cr.)

Speech:

- S433 Language Development in School-Age Children (3 cr.)
- S515 Language Intervention: School-Aged Child (3 cr.)
- S530 Language Acquisition (3 cr.)

Other courses may be added with the consent of the advisor.

II. Foundations (6 cr. min.)

Inquiry Skills (Research) (3 cr.)

- P501 Statistical Methods Applied to Education
- Y535 Evaluation Models and Techniques
- Y520 Strategies for Educational Inquiry
- H510 Methodology of Educational Inquiry

Substantive Core (3 cr.)

A608 Legal Perspectives on Education
 Y504 History of American Education
 H520 Education and Social Issues
 H540 Educational Sociology
 E535 Elementary School Curriculum
 J630 Curriculum Theory and Practice
 J636 Curriculum Coordination/Supervision
 S503 Secondary School Curriculum
 P515 Child Development
 P516 Adolescent Development
 P530 Research and Theory in School Learning
 P535 The Affective Domain in the Classroom
 P540 Learning and Cognition in Education
 P550 Language and Cognitive Development
 LING T532 Second Language Acquisition
 SPSH S534 Language Acquisition

III. Electives (12-18 cr.)

Taken either inside or outside the School of Education. Must be approved by the candidate's committee as consistent with the student's total program.

Six credit hours of work must be taken *outside* of the Department of Language Education.

IV. Thesis (6 cr. required—included in major area credits)

L599 Master's Thesis in Language Education

Educational Leadership (School Administration)

Program Offices: IUB, Education 4228, (812) 856-8365.

IUPUI, Education/Social Work 3133, (317) 274-6819.

This program is available at both Bloomington and Indianapolis. The educational leadership master's degree program is combined with a program to obtain the Standard Administration License for Elementary or Secondary Administrators and Supervisors. This degree program is open only to those who hold a standard teaching license. **A minimum of two years of teaching experience is required for admission to the Master's program.** A certification-only program is available for students who already hold a master's degree and valid teaching license, **have a minimum of two years of teaching experience** and who wish to become licensed as an elementary or secondary principal. (See the chapter entitled "Licensure and Endorsement.") It should be noted that one must show evidence of five years of teaching experience before the license can be granted.

WITH ELEMENTARY ADMINISTRATION LICENSURE**I. Foundation Area (9 cr.)**

Choose 3 credit hours:

H510 Foundations of Educational Inquiry (3 cr.)
 Y501 Statistical Method Applied to Education (3 cr.)
 Y535 Evaluation Models and Techniques (3 cr.)

Choose 3 credit hours:

G502 Introduction to the Field of Counseling (3 cr.)
 P515 Child Development (3 cr.)
 P540 Learning and Cognition in Education (3 cr.)

Choose 3 credit hours:

H504 History of American Education (3 cr.)
 H520 Education and Social Issues (3 cr.)
 H530 Philosophy of Education (3 cr.)
 H551 Comparative Education I (3 cr.)

II. Professional Studies (12 cr.)

Other courses may be substituted with advisor's approval.

E508 Seminar in Early Childhood Education (2-3 cr.)
 E509 Internship in Early Childhood Education (1-6 cr.)
 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.)
 J511 Methods of Individualizing Instruction (3 cr.)
 L545 Advanced Study in the Teaching of Reading in Elementary Schools (1-3 cr.)

L549 Advanced Study in the Teaching of Language Arts in Elementary Schools (3 cr.)
 L559 Trade Books in the Elementary Classroom (3 cr.)
 N543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.)

III. Educational Leadership (18 cr.)

A500 Introduction to Educational Leadership (3 cr.)
 A510 School-Community Relations (3 cr.)
 A608 Legal Perspectives on Education (3 cr.)
 A625 Administration of Elementary Schools (3 cr.)
 A635 Public School Budgeting and Accounting (3 cr.)
 A695 Practicum in Educational Leadership (1-3 cr.) **or**
 A785 Internship in Educational Leadership (1-6 cr.)

IV. Curriculum (6 cr.)

E535 Elementary School Curriculum (3 cr.) **or**
 S530 Junior High and Middle School Curriculum (3 cr.)
 E536 Supervision of Elementary School Instruction (3 cr.)

WITH SECONDARY ADMINISTRATION LICENSURE**I. Foundation Area (9 cr.)**

Choose two courses:

G502 Introduction to the Field of Counseling (3 cr.)
 H504 History of American Education (3 cr.)
 H510 Foundations of Educational Inquiry (3 cr.)
 H520 Education and Social Issues (3 cr.)
 H530 Philosophy of Education (3 cr.)
 H551 Comparative Education (3 cr.)
 P501 Statistical Method Applied to Education (3 cr.)
 P510 Psychology in Teaching (3 cr.)
 P516 Adolescent Development (3 cr.)
 P540 Learning and Cognition in Education (3 cr.)
 Y535 Evaluation Models and Techniques (3 cr.)

Choose one course from one of the following special areas:

Art Education

Z500, Z511, Z532, Z533, Z550, or Z590

English Education

L500, L501, L502, L504, L506, L512, L513, or L516

Foreign Language Education

L520, L524, L525, or L536

Math Education

N517, N518, or N590

Science Education

Q517, Q590, or S518

Social Studies Education

M530, M590, or S519

Vocational Education

V521, V527, or V534

II. Subject Area Specialization (12 cr.)

Twelve graduate credit hours must be completed in the subject area of the student's teaching license.

III. Educational Leadership (18 cr.)

A500 Introduction to Educational Leadership (3 cr.)
 A510 School-Community Relations (3 cr.)
 A608 Legal Perspectives on Education (3 cr.)
 A627 Secondary School Administration (3 cr.)
 A635 Public School Budgeting and Accounting (3 cr.)
 A695 Practicum in Educational Leadership (1-3 cr.) **or**
 A785 Internship in Educational Leadership (1-6 cr.)

IV. Curriculum (6 cr.)

Required:

S503 Secondary School Curriculum (3 cr.) **or**
 S530 Junior High and Middle School Curriculum (3 cr.)
 S655 Supervision of Secondary Instruction (3 cr.)

Secondary Education

Program Offices: IUB, Education 3130, (812) 856-8109.

IUPUI, Education/Social Work 3121, (317) 274-6801.

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 professional classroom teachers, supervising teachers, or department chairpersons. To be prepared for any of these positions, the student must be eligible to hold an Indiana secondary school teaching license.

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 addition to general curriculum studies of secondary education, tracks are available in mathematics education, music education (Bloomington only), or science and environmental education. The master's degree in secondary education requires **36 credit hours**.

GENERAL TRACK

I. Major (18 cr.)

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

S503 Secondary School Curriculum (3 cr.) **or**

S530 Junior High and Middle School Curriculum (3 cr.)

12 additional credit hours in secondary education

II. Foundations (3 cr.)

Choose one course:

H504 History of American Education (3 cr.)

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.)

III. Thesis (X599), Practicum (J538), or other courses selected with the approval of the program advisor (6 cr.)

IV. Electives (9 cr.)

S505 The Junior High and Middle School (3 cr.) **or**

S507 The Teacher and Secondary School Organization (3 cr.)

Students must also choose one major or minor area methods course and one course complementing the student's program for a total of 9 elective credit hours.

MATHEMATICS EDUCATION TRACK

I. Major (18 cr.)

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

N517 Advanced Methods in the Teaching of Secondary School Mathematics (3 cr.) **or**

N518 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.)

Six credit hours of mathematics courses at the 400 level or above are selected under the direction of the student's advisor.

Six additional credit hours are selected under the direction of the student's advisor.

II. Foundations (3 cr.) and III. Thesis/Practicum (3 cr.) requirements are the same as for the General Track, above.

IV. Electives (9 cr.)

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

MUSIC EDUCATION TRACK

I. Major (18 cr.)

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

MUS E516 Instructional Programs and Learning in Music (3 cr.)

Choose 9 credit hours:

MUS E518 Foundations of Music Education (3 cr.)

MUS E519 Psychology of Music (3 cr.)

MUS E520 Seminar in Music Education for Master's Degree Students (2 cr.)

MUS E521 Children's Chorus (2 cr.)

MUS E523 Music in Special Education (2 cr.)

MUS E525 Supervision of Music in Public Schools (3 cr.)

MUS E535 Measurement, Evaluation, and Guidance in Music (3 cr.)

MUS E545 Guided Professional Experiences (1-3 cr.)

Other E-prefixed music education courses may be taken with departmental approval. Graduate music courses that do not have an E prefix may be substituted, with the approval of the School of Music's director of graduate studies, provided the applicable entrance examinations in music history and literature and in music theory have been successfully completed.

Choose one course:

S503 Secondary School Curriculum (3 cr.)

S505 The Junior High and Middle School (3 cr.)

S506 Student Activity Programs (2-3 cr.)

S507 The Teacher and Secondary School Organization (3 cr.)

II. Foundations (3 cr.) and III. Thesis/Practicum (3 cr.) requirements are the same as for the General Track, above.

IV. Electives (9 cr.)

Courses must complement the student's program.

SCIENCE AND ENVIRONMENTAL EDUCATION TRACK

I. Major (18 cr.)

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

E548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.) **or**

Q517 Junior High/Middle School Science Teaching (3 cr.) **or**

S518 Advanced Study in the Teaching of Secondary School Science (3 cr.)

Science Education (6 cr.)

Choose two courses:

E548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.)

M446 Methods of Teaching Senior High/Junior High School Science (3 cr.)

S518 Advanced Study in the Teaching of Secondary School Science (3 cr.)

Primary Science Area Courses (6 cr.)

Courses must be at the graduate level in the supporting area in which professionalization is desired.

II. Foundations (3 cr.) requirements are the same as for the general track, above.

III. Thesis (X599), Practicum (J538), Research Apprenticeship (Q590), or other courses with the approval of the program advisor (6 cr.)

IV. Electives in Science or the Supporting Area (9 cr.)

Courses must be at the graduate level in the supporting area in which professionalization is desired.

Social Studies Education

Program Office: IUB, Education 3140, (812) 856-8110.

This master's program, available only at Bloomington, provides an opportunity for specialization within the social studies education field. 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 chapter entitled "Licensure and Endorsement."

In addition to meeting the standard School of Education admission requirements, students interested in pursuing a master's degree in social studies 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 with abstract thinking in the English language.

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**.

I. Major (18 cr.)

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

E547 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.) **or**

S519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.)

E513 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.)

M590 Independent Study in Social Studies Education (3 cr.) **or**

M680 Internship, Social Studies Education (3 cr.)

M653 The Nature of Social Studies (3 cr.)

II. Foundations/Educational Inquiry (3 cr.)

Choose one course:

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.)

P501 Statistical Method Applied to Education (3 cr.)

P510 Psychology in Teaching (2-3 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.)

Y507 Testing in the Classroom (3 cr.)

Y520 Strategies for Educational Inquiry (3 cr.)

III. Thesis (X599), Practicum (J538), or other courses selected with the approval of the program advisor (6 cr.)

IV. Electives (9 cr.)

Choose courses totaling 9 credit hours from the following departments:

Anthropology, Economics, Geography, History, History and Philosophy of Science, Political Science, Psychology, Sociology

Special Education

Program Offices: IUB, Education 3211, (812) 856-8123.

IUPUI, Education/Social Work 3127, (317) 274-6807.

Both the Bloomington and Indianapolis campuses offer, for regular and special education teachers, special education certification and master's degree programs in the areas of learning disabilities, emotional handicaps, and mild mental handicaps. Non-education majors also may earn a basic teaching license with special education certification at both campuses. Master's degree programs in severe disabilities and transition planning are available only at IUPUI. Only the Bloomington campus offers an option for special education teachers to earn an endorsement in the area of early childhood education. For certification information, see the chapter entitled "Licensure and Endorsement." Master's programs may be tailored to meet students' specific needs and interests. Students typically complete this degree as a sequel to earning certification in one or more areas of specialization.

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 specialize in teaching persons with learning disabilities, mild mental handicaps, emotional handicaps, or severe mental handicaps, or those in early childhood. Select from the following courses to complete at least 36 credit hours:

I. Special Education Core Courses (15 cr.)

K510 Trends and Issues in Special Education (3 cr.) *IUPUI*

K535 Assessment and Remediation of the Mildly Handicapped I (3 cr.)

K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.) **P: K535**

K541 Skills Assessment and Remediation for the Special Needs Adolescent and Adult (3 cr.)

K553 Management of Academic and Social Behavior (3 cr.)

K565 Service Delivery Systems and Consultation Strategies (3 cr.) **P: K553**

K561 Curriculum and Methods for Students with Severe Disabilities I (3 cr.) *IUPUI*

K562 Curriculum and Methods for Students with Severe Disabilities II (3 cr.) *IUPUI*

II. Specialization Courses (9-12 cr.)

G573 Communication Skills and Interpersonal Relations in Counseling

K500 Topical Workshop in Special Education (variable title) (1-3 cr.)

K520 Survey of Behavioral Disorders (3 cr.)

K521 Survey of Learning Disabilities (3 cr.) *IUPUI*

K522 Survey of Mental Retardation (3 cr.) *IUPUI*

K525 Survey of Mild Handicaps (3 cr.)

K530 Medical and Physical Management of Students with Severe Disabilities (3 cr.) *IUPUI*

K540 Early Education for Children with Disabilities (3 cr.)

K545 Management of the Severely Emotionally Disturbed (3 cr.) **P: K553**

K548 Foundations of Family-Focused Services (3 cr.)

K549 Early Childhood Special Education Program Models (3 cr.)

K573 Communications Interventions for Persons with Severe Disabilities (3 cr.) *IUPUI*

K590 Independent Study in Special Education (3 cr.)

K595 Practicum in Special Education (3 cr.)

K599 Master's Thesis in Education (6 cr.)

III. Electives (6-9 cr.)

In addition to the special education major courses, 6 to 9 credit hours of course work outside special education are required to complete the master's degree. These courses, which must be approved by the student's advisor, may be selected from courses offered within or outside the School of Education.

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, School Administration (Educational Leadership), School Psychology, and 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: elementary education, instructional systems technology, language education, secondary education, and special education.

Admission to all Ed.S. programs is at the Bloomington campus. See the section entitled "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. Practicum and internship are required. This program is appropriate for persons working in organizational roles that require competencies in addition to those developed through the master's degree. Education courses lettered "G" designate counseling courses.

To be considered for admission, students must have been accepted to the master's program in counseling at IU Bloomington or IUPUI or have completed a master's program in counseling from an accredited institution for higher education.

School Administration (Educational Leadership)

The specialist program in school administration is required for the superintendent's license and prepares students as educational leaders for public and nonpublic schools, state departments of education, intermediate school service units, and 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 lettered "A" designate school administration 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 entitled "Licensure and Endorsement"). Graduates of this program provide psychological services in public school settings. Education courses lettered "P" designate courses in school psychology.

Tracks in the Ed.S. in Education Program Area

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 specialist 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.

Language Education

The specialist program in language education prepares students to become language arts, literacy, or reading specialists; clinicians; and writers or editors of instructional materials. Course offerings in language education include literacy development, English education, diagnostic procedures, remedial instruction, clinical practice, internship, and research in language education. Course work involves experiences with children, high school students, college youth, and adults. Education courses lettered "L" designate 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 particular expertise will be gained in areas such as consultation, professional development, program evaluation, school change, supported employment, and behavior management. Education courses lettered "K" designate special education offerings.

Program of Studies

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 entitled "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 entitled "The School of Education" for a listing of departments and advisors.

Program Components

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

Major (24 cr.)

This is the area of specialization. Eighteen 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 in Bloomington.

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, wherein 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

Doctoral students majoring in education may earn either a Doctor of Philosophy (Ph.D.) degree or a Doctor of Education (Ed.D.) degree. The Ph.D. is awarded by the University Graduate School. The Ed.D. is awarded by the School of Education. In most program areas the Ph.D. is considered a research-oriented degree, whereas the Ed.D. degree is oriented to the training of practitioners. It should be noted that Ph.D. students are subject both to requirements listed in this bulletin and those listed in the University Graduate School Bulletin.

Application for both degree programs is through the Office of Graduate Studies. Doctoral programs are offered only at the Bloomington campus. Some doctoral course work is offered at Indianapolis, and IUPUI faculty members may serve on doctoral committees.

Doctoral programs are long and complex. At the end of this section is a checklist of important milestones in the program, including required forms and committee meetings. Information about application procedures and admission criteria is found in the section entitled "Admission to Graduate Programs." Policies and regulations governing all graduate programs in education are found in the section entitled "Policies Governing Graduate Programs."

Doctoral Majors

Doctoral degree programs are offered in the following major areas of specialization:

Counseling Psychology

The Ph.D. program in counseling psychology is accredited by the American Psychological Association. Graduates of this program are prepared to work as psychologists and administrators in mental health centers, in college counseling centers, and in business and industry; as college faculty members; as private practitioners; and in other positions where counseling psychology competencies are needed.

The doctoral program in counseling psychology includes courses in the following areas: (1) psychological measurement, statistics, and research design, (2) biological, cognitive, affective, social, and individual bases of behavior, (3) course work leading to competence in an area of specialization, and (4) intervention strategies and service delivery systems. The application deadline is January 15 for matriculation in the fall semester.

Curriculum and Instruction

Ph.D. and Ed.D. programs are offered in curriculum and instruction. These programs prepare students for preschool through grade 12 positions, including posts as curriculum directors and supervisors, although most graduates take positions as college faculty members. Students majoring in curriculum and instruction must complete a number of specified courses. However, there is a great deal of flexibility in the program, depending on the student's needs and interests. As with other doctoral degrees, there is a heavy emphasis on research from both quantitative and non-quantitative perspectives. Students in curriculum and instruction must specialize in one of the following areas:

Art Education Doctoral students in this program do research in areas related to art education, such as discipline-based curriculum theory (new technologies and art education, multicultural and global art education), community-oriented programming, diversity and gender issues, and education of artistically talented students. Research settings include schools, colleges, museums, and community agencies.

Curriculum Studies Presently, faculty members and doctoral students in curriculum studies generate scholarship in several fields of study. These include curriculum theory and design, early childhood education, elementary education, secondary education, social studies education, curriculum and cultural studies, curriculum and gender studies, multicultural education, teacher education, critical pedagogy, school reform, and evaluation of educational programs.

Mathematics Education This program focuses primarily on the teaching and learning of mathematics in grades K-12, although some work in the teaching of college-level mathematics is also possible. Research in this program area can range from specific curriculum issues to more general topics such as assessment, teacher development, and uses of technology. Applicants to the program are expected to have pre-college teaching experience.

Science Education This program can include specialization within an area of science (chemistry, physics, biology, etc.) or general science education.

Special Education This program is individualized in that students define three areas of expertise that will determine the focus of their course work. These areas may include disability topics, early intervention, teacher

education, nonaversive behavior management, transition from school to work, and school reform. Please visit web site at www.indiana.edu/~speced/doctorate.html.

Educational Leadership (School Administration)

The Ed.D. program in educational leadership prepares students to be administrators and leaders in public and nonpublic schools, special-education service units, state departments of education, national and state professional organizations, and private corporations. Graduates of this program may also be employed as professors and researchers in colleges and universities. Candidates who specifically seek to prepare for university teaching and research positions should consider applying to the Ph.D. in Education Policy Studies with a concentration in educational leadership. (See sections on Doctoral Degrees in Education—History, Philosophy, and Policy Studies in Education—Education Policy Studies.)

Educational leadership faculty have links with state and federal educational agencies and professional associations, as well as with business firms. Because faculty are active in research, in education policy studies, and in field studies with school districts, they can offer students opportunities to apply theory and knowledge in solving practical problems in their field.

Educational Psychology

The Ph.D. program in Educational Psychology offers specializations in human development, learning and instructional psychology, inquiry methodology, educational and psychological measurement and assessment, and school psychology (see separate entry in this section). The goals for all specializations in educational psychology are: (1) to prepare scholars who will broaden the knowledge base in the areas of human development, learning, teaching, research methodology, and school adjustment, (2) to prepare researchers and evaluators in the use of rigorous methods for generating and analyzing both qualitative and quantitative data, and (3) to prepare inquiry-based practitioners who work toward the solution of both individual and social problems as these affect school performance and life functioning.

Educational psychology students learn to approach decision making and problem solving from a data-based orientation, to apply critical and reflective analysis to all knowledge production, and to work toward the overall intellectual and affective betterment of humankind. Graduates of this program secure positions as university faculty members, as psychological and educational researchers, and as program evaluators in research and

consulting firms, foundations, public schools, industry, state and federal departments of education, and the military.

Higher Education

Ph.D. and Ed.D. programs are offered in higher education. The Ed.D. program emphasizes acquisition of the skills and knowledge that college and university administrators need to perform effectively in various administrative roles (e.g., student affairs, continuing education, and institutional advancement). The Ph.D. program prepares students for careers in the scholarly study of higher education, institutional research, and teaching.

Two years of professional experience in higher education and a master's degree are prerequisites for admission. An interview with program faculty members is required. Ph.D. students majoring in higher education are encouraged to take a minor outside the School of Education, in such areas as organizational behavior, business administration, public administration, political science, or sociology.

History, Philosophy, and Policy Studies in Education

This Ph.D. program consists of three distinct majors—history of education, philosophy of education, and education policy studies. In their goal statements, applicants should indicate their interest in one of the three majors. All three majors are designed to prepare students for professional roles in university teaching and research, as well as in development and consulting governmental and non-governmental agencies.

The major in the **history of education** emphasizes the history of American education, including elementary, secondary, and higher education; it encourages students to complete supplementary work in programs and departments outside the School of Education, such as in American Studies and History.

The major in **philosophy of education** may focus on ethics, epistemology, aesthetics, social and political philosophy, foundations of inquiry, feminist philosophy, continental philosophy, and historically important educational thinkers; it requires philosophically relevant work in departments outside the School of Education, including the Departments of Philosophy, Religious Studies, and History and Philosophy of Science. Applicants to this major should submit with their application a writing sample that demonstrates their skill in philosophical arguments, preferably a paper prepared for a relevant course.

The major in **education policy studies** includes a common core of studies in the

concepts and issues of policy study and permits students to select a concentration in international/comparative education, higher education, or educational leadership (U.S. elementary and secondary education); it requires a minor in a relevant field outside the School of Education, such as economics, public and environmental affairs, or sociology.

Through course work and independent research, students are expected to achieve a command of the literature in the major, to assess the soundness of arguments in that literature, to develop clarity of thinking and writing in the field, and to contribute to its scholarship. Students are given support and encouragement to become involved in the major scholarly organizations in their fields. The program may include relevant opportunities for international travel and study and for practicums in state, national, and international agencies.

Instructional Systems Technology

The Ph.D. program in instructional systems technology (IST) permits students to build a solid basis in theory and inquiry skills as well as to strengthen their professional competencies in the field of instructional technology. The program's emphasis on research and scholarship is well suited to a student planning a career as a professor or researcher at the college level.

There is considerable flexibility in the doctoral curriculum, allowing students to take courses in several areas of specialization leading to professional positions in education, business and industry, government, health professions, and other settings. Areas of specialization include administration of learning resources, computer-based instruction, institutional and organizational change, instructional development, and message design and production.

Language Education

The Ph.D. and Ed.D. programs in language education have the following objectives: (1) to prepare teachers of English, English as a Second Language and English as a Foreign Language, foreign language, and reading for positions of leadership in the field, particularly in the development of improved instructional procedures and improved curricula in language education, (2) to prepare program directors, instructional supervisors, and curriculum specialists in language areas, (3) to prepare college and university personnel to teach, design, and direct programs for the preparation of teachers of language education, (4) to prepare researchers in language education, and (5) to prepare specialists in the development of programs and instructional materials in language education at all levels.

The focus of the program is on research and theory in language education and the development of curricula in those areas.

Language Education applicants require a strong academic record pursuing a program broadly based in the language arts and children's or adolescent literature and two years of teaching (or alternative experience).

School Psychology

Accredited by the American Psychological Association, this Ph.D. program is a specialization within the educational psychology program. Students take course work in cognitive, affective, and behavioral assessment, consultation, professional ethics, the role of the school psychologist, special education, counseling, intervention, and psychology. Practica and an internship are also required.

Graduates of the program are eligible for a broad array of positions, including teaching and research as university faculty members and clinical and administrative practice as school psychologists or directors of school psychology in public school systems, mental health centers, and state departments of public instruction. Some graduates may become eligible for licensure as psychologists in independent practice. The application deadline for this program is January 15. Matriculation is in the fall semester only.

Double Major

Having two majors in a doctoral program is also possible. 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). In some cases it is possible to count courses taken in one major area as part of the other major, but such courses may not be double-counted. 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

from among those areas of study listed in this bulletin. The minor field must demonstrate wholeness within itself and contribute to the students overall doctoral program. An inter-department minor not specifically listed in the bulletin is also possible.

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, two approved minor area programs are available:

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.

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.

Requirements for Doctoral Programs

There are two configurations for doctoral programs in education at Indiana University: a 90 credit hour post-bachelor's Ph.D. or Ed.D. program (the "90 hour program"), and a 60 credit hour post-master's Ed.D. program (the "60 hour program"). At the present writing, the 60 hour program is available in curriculum

and instruction, higher education, instructional systems technology, and educational leadership.

For the 90 hour program, credit hours earned in master's or specialist degree programs may be included in the doctoral program, as long as they meet course currency requirements and are relevant to the student's doctoral areas of focus. Sixty credit hours (including 12 dissertation hours) in the 90 hour program must be taken at the Bloomington or Indianapolis campuses of Indiana University.

For the 60 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 for currency and relevance. In this program, 42 credit hours must be taken at IUB or IUPUI.

All course work, except dissertation and internship credits, must be completed within seven years of matriculation in the 90 hour program, and within five years in the 60 hour program. If there is a two-year lapse in enrollment the student's program will be terminated, and the student must apply for readmission to the program. See the chapter entitled "Policies Governing Graduate Programs" for regulations governing all graduate programs in the School of Education, including course revalidation, residency, GPA requirements, transfer of credit, and semester load.

Advisory Committee

During the first semester in the 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 have an advisory committee formally appointed and must submit a program of studies outline to the Office of Graduate Studies.

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

Program requirements fall into several component categories, which are explained below. The student and the advisory committee chair play the major role 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. ***If a completed program of studies form is not submitted within one year of matriculation, enrollment will be discontinued.*** See the chapter entitled "Policies Governing Graduate Programs" for information about the transfer of credit hours from other colleges and universities.

Inquiry Emphasis in Doctoral Training

Doctoral students are expected to generate questions about educational phenomena. They must be curious about how things are and how they became as they are. They must learn to identify assumptions made in posing questions and in drawing conclusions, as well as to judge the consistency and logic of arguments. They are required to question their own assumptions about what is right and what is wrong in educational practice. They must learn to evaluate educational programs and to inquire into the effects and effectiveness of educational practices. They must come to view the world from multiple perspectives in understanding the nature of reality. They must learn to generate hypotheses about educational phenomena and about relationships among educational variables, and to speculate about causal relationships. In addition, they must learn to test these hypotheses in a trustworthy manner. As such, inquiry training is to be included in all components of doctoral training.

Program of Studies Components

INQUIRY CORE

90 Credit Hour Program. Nine credit hours is the minimum requirement in this component. 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 in the Office of Graduate Studies.

60 Credit Hour Program. Nine credit hours of inquiry core course work are required.

MAJOR

90 Credit Hour Program. 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 if committee approval can be secured.

Six credit hours of inquiry course work are required in the major (in addition to the inquiry core course work). One of these inquiry courses is to be an **early inquiry experience** wherein a student carries out an actual research project, including the collection and analysis of data to answer a research question, and the writing of a research manuscript. 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., 590), through a master's thesis (599), 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. A form for this purpose is available in the Office of Graduate Studies.

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, is to focus 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.

60 Credit Hour Program. The major must consist of a minimum of 27 credit hours, of which three credit hours is to be in an inquiry linkage course. (No early inquiry experience course is required in the 60 credit hour program.)

MINOR

90 Credit Hour Program. 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.

60 Credit Hour Program. The minor requirement is 9 credit hours.

ELECTIVES

90 Credit Hour Program. The electives category is designated 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

90 Credit Hour Program. Twelve credit hours of dissertation credit (799) are required. In addition, 3 credit hours of **dissertation proposal preparation** are required. 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 Credit Hour Program. Six credit hours of 799 and 3 credit hours of 795 are required. The focus of the dissertation in the 60 hour program 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.

Doctoral Candidacy

Qualifying Examinations

Prior to beginning a doctoral dissertation and at or near the time of completion of all course work, all doctoral students in the School of Education must pass a qualifying examination in their major areas of study. In effect, this examination process is intended to determine

if a student is qualified to begin work on a doctoral dissertation.

A minor area qualifying examination is also required for all education majors who are minoring in another education program area. Students whose minor is outside of education may or may not have to take a minor examination, depending on the policy of the minor department. Students with interdepartmental (interdisciplinary) minors must take a minor qualifying examination if their minor member is an education faculty member or if the majority of their minor course work is in education. Doctoral students whose major is outside of education, and who are minoring in education, may or may not be required to take qualifying examinations, depending on the judgment of the minor representative.

Departments and programs determine the specific form of qualifying examination their students will take and establish the times at which examinations will be administered. Students need to file an application with their major and minor departments in the School of Education to take their qualifying examinations. Such application forms are available in departmental offices.

All qualifying examinations contain written and oral components. The written component will take one of three forms: a proctored examination, a take-home examination, or a portfolio.

(1) A proctored examination in the major area 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) Students completing a take-home examination in either their major or minor area should contact the appropriate program or department for examination requirements.

(3) For portfolios, students work with their doctoral advisory committee to determine the contents of the portfolio and a timeline for its completion. Students choosing this option 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 (see section on maintaining active student status).

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. **The date of passing the oral qualifying examination is a critical date. The seven years for course currency are counted backward from this date, and the seven years for completion of the dissertation are counted forward from this date.** (See “Seven-Year Rule” in the section entitled “The Dissertation” below.)

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.

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

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

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 take stock of the student’s progress in the doctoral program, to inventory the work remaining, to plan program requirements to ensure a good fit to career goals, and to offer critique, advice, and encouragement.

Review of all scholarly work produced by the student is an integral component of this program review. It is the responsibility of the advisory committee, and especially of the committee chair, to examine all major scholarly works produced by the student during the program of studies. 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.) Some doctoral programs have lists and descriptions of the types of scholarly products expected of their students prior to nomination to candidacy.

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 after all required course work has been completed. Considerable time may sometimes elapse between nomination to candidacy and admission to candidacy, due to incomplete course work or old course work requiring revalidation.

The Dissertation

Maintaining Active Student Status

After passing qualifying examinations, doctoral students must register for at least 1 credit hour each semester (not 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, with a fee of \$150 (subject to change).** This is an inexpensive way for students with graduate assistantships to maintain a “full load.” However, **enrollment in G901 is limited to six**

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

semesters, and it is not offered in summer sessions.

Registration in absentia 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, Education 1000, Indiana University, Bloomington, IN 47405-1006 (812-856-8540). **Students who fail to register each semester after passing qualifying examinations must back-enroll for all semesters missed, in order to graduate. There is a charge of \$250 per semester for back-enrollment.**

Seven-Year Rule

The dissertation must be completed within seven years of passing the oral qualifying examination. At this time, doctoral candidacy is terminated for students who have not completed the dissertation. Such students may apply for readmission. This process is initiated with a letter to the associate dean for graduate studies requesting readmission. Students applying for readmission are subject to current admission criteria. If readmitted, such 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.

Research Committee Constitution

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 interdisciplinary 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. One member of 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. A form for the appointment of the doctoral research committee is available in the Office of Graduate Studies. 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 full members of the University Graduate School faculty. If an associate or affiliate 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 associate or affiliate 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 whom 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 full or associate 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 a substitution 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.

Selecting 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. Ideally, each student has, by this time in the program, formed a mentoring relationship with one or more program faculty members. 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. Sometimes the student selects a research topic that is an extension of research being carried out by the mentor.

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

A one- to two-page dissertation prospectus must be submitted with the nomination of research committee form. This prospectus 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 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 is presented for examination.**

Dissertation Proposal

After submitting the prospectus students are next required to submit a dissertation proposal, a document that is considerably more detailed than the prospectus. 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, together with a two page summary of the proposal, must be filed with the Office of Graduate Studies.

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.** Questions about this procedure may be addressed to the contract and research risk compliance officer, Bloomington (812-855-3061), or the Office of Research Risk Administration, Indianapolis (317-274-8289). Human subjects form can be viewed and downloaded from the Web at www.indiana.edu/~resrisk/hmps.html.

Dissertation Manuscript

A Guide to the Preparation of Theses and Dissertations is available in the Office of Graduate Studies and in the Office of the University Graduate School. This document contains detailed instructions for the preparation and submission of the dissertation manuscript. The guide can be viewed at: www.indiana.edu/~grdschl/guide.html.

Final Oral Defense

An oral public examination 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 oral.

For both Ph.D. and Ed.D. students, an announcement of the final defense examination must be submitted to the Office of Graduate Studies one month prior to the examination. Also, Ph.D. students must also deliver a copy of the announcement to the University Graduate School. The announcement should be on one page and must contain the following: the date, the time and place of the examination, the title of the dissertation, the name of the author, the department or program area, the summary of the study, an invitation for all faculty to attend, and the 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. A sample of the desired format is available in the office of the University Graduate School and in the Office of Graduate Studies in Bloomington.

Checklist of Doctoral Program Milestones

- Admission to Program
- Advisory Committee and Program of Studies Approval (**Meeting and Form**)
- Written Qualifying Examinations
- Oral Qualifying Examination and Nomination to Candidacy (**Meeting and Form**)
- Admission to Candidacy
- Appointment of Dissertation Research Committee (**Form**)
- Dissertation Proposal Approval (**Meeting and Form**)
- Announcement of Dissertation Defense
- Oral Defense of Dissertation (**Meeting and Form**)
- Submit Dissertation Manuscript
- Degree Conferral

Licensure and Endorsement

In addition to the graduate degree programs presented in earlier chapters, the following licensure (certification) and endorsement/minor programs are available at Indiana University. The B or I after each entry indicates whether the licensure or endorsement program is offered at the Bloomington or Indianapolis campus. As a general rule, students working toward a license or teaching endorsement in the School of Education must earn at least half of their credits at Bloomington or Indianapolis. Please be aware that the Indiana Professional Standards Board has developed a new system for licensing educational professionals effective with the fall 2002 academic term.

Teaching Licenses

Kindergarten/Primary (B)
 Elementary (B-I)
 Senior High, Junior High, Middle School (B-I)
 All-Grade (B-I)

Teaching Major (Graduate Level)

School Media Services (K-12) (B) (offered by IUB School of Library and Information Sciences)

Teaching Endorsements

Artistically Talented (B)
 Bilingual and Bicultural Education (B)
 Gifted and Talented (B-I)
 Kindergarten (B-I)

Teaching Minors

Adapted Physical Education (B) (offered by IUB School of Health, Physical Education, and Recreation)
 Early Childhood Special Education (B)
 English as a Second Language (ESL) (B-I)
 Library Services (K-12) (B) (offered by IUB School of Library and Information Sciences)
 Reading (B-I)
 Special Education (B-I)

School Service Personnel Licenses

School Counselor (B-I)
 School Nurse (offered by IUPUI School of Nursing)
 School Psychologist (B)
 School Social Worker (offered by IUPUI School of Social Work)
 Speech and Hearing Clinician (offered by IUB Department of Speech and Hearing Sciences)

School Administrator Licenses

Director of Special Education (B)
 School Principal Elementary School Administration and Supervision (B-I)
 School Principal Secondary School Administration and Supervision (B-I)
 School Superintendent (B)

Information About Licensure

Admission to Licensure Programs

Applicants to licensure and teaching minor programs must complete the graduate degree and licensure application. Applicants to teaching endorsement programs may apply for admission as special students. Students who are presently in a graduate degree program (M.S., Ed.S., Ed.D., or Ph.D.), or who are applying for admission to one, are not required to apply separately for admission to a licensure, endorsement, or minor program. See the chapter entitled “Admission to Graduate Programs” for application procedures and admission criteria.

Standard and Professional Licenses

The licensure requirements presented in this chapter are for **standard** licenses. All standard licenses may be upgraded to **professional** licenses. The initial standard license is valid for five years. The initial professional license is valid for 10 years. Teachers can professionalize their standard license by completing an appropriate master's degree, with specific course work in each field to be included on the professional license, and five years of teaching. School psychologists can professionalize their license with five years of experience. School counselors can professionalize their license by completing 18 credit hours in six topical areas and five years of professional experience. School administrators can professionalize their license with five years of experience in the specified licensure area in an accredited school and 60 graduate credit hours.

License Renewal

Standard licenses must be renewed every five years. Professional licenses issued since 1990 must also be renewed every five years, after the initial ten year period. Both standard and professional licenses are renewed by taking 6 credit hours of course work in the major or minor field or in professional education course work. Licenses may also be renewed through the Indiana Professional Standards Board by earning a specified number of continuing renewal units (CRU's).

Applying for License

Upon completion of the requirements for licensure, the student must fill out an application form available in the Education Student Services Office at Education Building 1000, Bloomington, IN 47405-1006 (812-856-8511), or at Education/Social Work Building 3131, Indianapolis, IN 46202-5155 (317-274-0645).

Teaching Licenses (Graduate Level)

Teachers who have earned a teaching license in their undergraduate program may extend the license to other grade levels or add an endorsement for a specialized area of teaching by taking graduate course work. Students who have a baccalaureate degree in a field outside of education may earn an initial teaching license through a graduate nondegree licensure program. Initial teaching licenses and endorsements may also be attained by completing specified undergraduate course work. The advantage of taking graduate course work for licensure or endorsement is that these courses may also be used in a graduate degree program. The advantage of using undergraduate course work for these purposes is that the tuition rate for undergraduate courses is lower.

Complete requirements for undergraduate-level teaching licensure programs are listed in the School of Education Undergraduate Bulletin. Complete requirements for graduate-level teaching licensure programs are available from the Certification Office, Education 1000, Bloomington, IN 47405-1006 (812-856-8511), or Education/Social Work 3131, Indianapolis, IN 46202-5155 (317-274-0645). Students interested in earning a teaching license must have their transcripts evaluated by a licensure advisor.

Before receiving the initial teaching license, applicants must pass the required basic skills test as well as particular subtest(s) for their area(s) of specialization. This requirement may be waived if a student has had three years of relevant teaching experience in another state while holding a valid teaching license in that state.

Admission to Teacher Education Program

Graduate students who are seeking first-time teacher licensure must apply for admission to the Teacher Education Program in addition to applying for admission to the School of Education. The licensure requirements for graduate students vary, depending on their undergraduate course work. An application form for admission to the Teacher Education Program is available in the Education Student Services Office at Education 1000, Bloomington, IN 47405-1006 (812-856-8500), or Education/Social Work 3131, Indianapolis, IN 46202-5155 (317-274-0645).

Teaching Major (Graduate Level)

School Media Services (K-12)

Completion of this 36 credit hour program in school media information technology services for the standard teaching license will also count toward the requirements for the M.L.S. Completion of this major will allow the student to hold a position as a professional library media specialist with additional responsibilities in information technology and audiovisual services. Additional course work in professional education, including student teaching, is mandatory for students who do not hold a teaching license. For more information, contact the School of Library and Information Science at (812) 855-2018. The following courses are required:

L520 Bibliographic Access and Control
L524 Information Sources and Services
L526 Library Automation
L528 Collection Development and Management
L533 Library Materials for Children and Young Adults
L553 The School Media Specialist
L596 Internship in Library and Information Services

Choose three courses:

L503 User Needs and Behavior in Theory and Practice
L505 Organization and Representation of Knowledge and Information
L507 The Management of Information Environments
L509 Introduction to Research and Statistics

Choose two courses:

L551 Information Inquiry for Teachers
L552 Audio and Video Information Programming
L571 Information Networking
L578 Visualizing Information
L644 Online Information Retrieval
L657 Library Services for Children and Young Adults

Teaching Endorsements (Graduate Level)

Students may add the following endorsements to their teaching licenses.

Artistically Talented Endorsement

A 15 credit hour endorsement program is offered for students who plan to teach or administer programs for artistically talented students. Students interested in this endorsement program should contact the art education department at (812) 856-8103. The following courses are required:

W551 Education and Psychology of the Gifted and Talented (3 cr.)
Z510 Arts for Exceptional Children: Gifted (3 cr.)
Z530 Curriculum for Artistically Talented Students (3 cr.)
Z531 Advanced Methods and Materials in Artistically Talented Students (3 cr.)
Z701 Art Education Practicum with Artistically Talented Students (3 cr.)

Bilingual and Bicultural Education Endorsement

For this endorsement, students must complete 15 credit hours of professional preparation as well as course work for language and cultural proficiency. For more information, contact the curriculum and instruction department at (812) 856-8100.

Language Proficiency

Complete a four-semester sequence of Spanish courses above the 100-level beginning courses (12 cr.)

HISP S200 Second-Year Spanish (3 cr.)
HISP S250 Second-Year Spanish (3 cr.)
HISP S311 Spanish Grammar (P: HISP S275) (3 cr.)
HISP S312 Written Composition in Spanish **or**
HISP S317 Spanish Conversation and Diction (3 cr.)

Students must earn a grade point average of 2.5 or higher for the four courses.

Culture Proficiency

Choose one course:

- HISP S275 Introduction to Hispanic Culture (3 cr.)
- HISP S301 The Hispanic World I (3 cr.)
- HISP S302 The Hispanic World II (3 cr.)
- HISP S303 The Hispanic World III (3 cr.)
- HISP S412 Latin American Culture and Civilization (3 cr.)
- LTAM L400 Contemporary Mexico (3 cr.)
- LTAM L401 Seminar: Contemporary Latin America (3 cr.)

Professional Preparation

Choose one course:

- EDUC L441 Bilingual Education: An Introduction (3 cr.)
- EDUC L524 Language Issues in Bilingual/Multicultural Education (3 cr.)

Choose one course:

- EDUC L442 Methods for Bilingual Teaching (3 cr.)
- EDUC L520 Advanced Methods of Teaching Second/Foreign Language (3 cr.)

Choose one course:

- EDUC M470* Practicum: Bilingual/Bicultural Education (6 cr.)
- EDUC M550* Practicum: Bilingual/Bicultural Education (6 cr.)

* Student teaching in a bilingual classroom will fulfill this requirement.

Required:

- EDUC T550 Cultural/Community Forces and the Schools (3 cr.)

Gifted and Talented Endorsement

A 15 credit hour, all-grade endorsement program is offered for students who plan to teach gifted and talented students. Students interested in this endorsement program should contact the department at Education 3130, Bloomington, IN 47405-1006 (812-856-8103). The following courses are required:

- W551 Education and Psychology of the Gifted and Talented (3 cr.)
- W552 Curriculum for the Gifted and Talented (3 cr.) **or**
- Z530 Curriculum for Artistically Talented Students (3 cr.)
- W553 Methods and Materials for Gifted and Talented (3 cr.) **or**
- Z531 Advanced Methods for Artistically Talented Students (3 cr.)
- Z510 Arts for Exceptional Children (3 cr.) **or**
- Z701 Art Education Practicum with Artistically Talented Students (3 cr.)

Kindergarten Endorsement

Students interested in this endorsement program should contact the elementary and early childhood department, Education 3130, Bloomington, IN 47405-1006 (812-856-8105), or Education/Social Work 3155, Indianapolis, IN 46202-5155 (317-274-6801). The following courses are required:

- E338 The Early Childhood Educator (3 cr.) **or**
- HPER F345 Parent-Child Relations (3 cr.) **or**
- HPER F545 Parent Education (3 cr.)
- E506 Curriculum in Early Childhood Education (3 cr.)
- M470 Practicum (3 cr.) (with five-year-old children)
- E525 Advanced Curriculum Study in Early Childhood Education (3 cr.)
- HPER H363 Personal Health (3 cr.)

Teaching Minors (Graduate Level)

Students may add the following minors to their teaching licenses.

Adapted Physical Education Minor

This 24 credit hour minor is for students who plan to teach children with disabilities in mainstreamed regular education settings, resource environments, and self-contained classrooms. The minor is available for students who have completed an M.S. degree from the Department of Kinesiology with a program emphasis in adapted physical education or have completed the 18 credit hour adapted physical education emphasis and other requirements to meet the state of

Indiana's licensure requirement. For more information, contact the department, HPER 112C, Bloomington, IN 47405-4801 (812-855-5954). The following courses are required:

- HPER A585 Rehabilitation and Conditioning (3 cr.)
- HPER P546 Movement Performance of the Exceptional Child (3 cr.)
- HPER P550 Motor Assessment of the Exceptional Child (3 cr.)
- HPER P556 Problems in Adapted Physical Education (3 cr.)
- HPER P643 Practicum in Adapted Physical Education (3 cr.)
- HPER P646 Rehabilitation of the Physically Handicapped (3 cr.)
- HPER P647 Interdisciplinary Seminar: Problems of the Exceptional Child (3 cr.)
- One special education course (3 cr.)

Early Childhood Special Education Minor

A 30 credit hour early childhood special education minor is for students who plan to teach infants, toddlers, and preschool children with special needs. The early childhood special education minor is not currently required for teaching preschool children with handicapping conditions in Indiana. However, individuals who plan to teach in preschool special education programs are strongly encouraged to complete the requirements for this minor. Students interested in this minor program should contact the department, Education 3211, Bloomington, IN 47405-1006 (812-856-8123). The following courses are required:

- E506 Curriculum in Early Childhood Education (3 cr.)
- E525 Advanced Curriculum Study in Early Childhood Education (3 cr.)
- J538 M.S. Practicum/Internship (6 cr.) **or**
- K595 Practicum in Special Education (6 cr.)
- K540 Early Education for Children with Disabilities or At-Risk Conditions (3 cr.)
- K548 Foundations of Family-Focused Services (3 cr.)
- K549 Early Childhood Program Models (3 cr.)
- P515 Child Development (3 cr.)

Choose one course:

- K500 Interdisciplinary Seminar in Developmental Disabilities (3 cr.)
- K530 Medical and Physical Management of Students with Severe Disabilities (3 cr.)
- K535 Assessment and Remediation of the Mildly Handicapped I (3 cr.)
- K553 Management of Academic and Social Behavior (3 cr.)
- K561 Curriculum and Methods for Students with Severe Disabilities I (3 cr.)
- K562 Curriculum and Methods for Students with Severe Disabilities II (3 cr.)
- K565 Service Delivery Systems and Consultation Strategies (3 cr.)
- K573 Communication Interventions for Persons with Severe Disabilities (3 cr.)

Choose one course from the above list, or one of the following:

- HPER P546 Motor Performance of Exceptional Children (3 cr.)
- HPER P550 Motor Assessment of Exceptional Children (3 cr.)
- SPHS S433 Childhood Language (3 cr.)

English as a Second Language (ESL) Minor

A 24 credit hour minor program in teaching English as a second language (ESL) is available through the Department of Language Education. Candidates who are native speakers of English must present competence in a foreign language equivalent to two semesters (one year) of university foreign language work or two years of high school foreign language. If they did not have such course work, passing an examination at an equivalent level to the above in a foreign language is required. Credit earned by examination and recorded on the college transcript may be used toward fulfillment of these requirements. Students interested in this minor program should contact the language education department, Education 3044, Bloomington, IN 47405-1006 (812-856-8260), or Education/Social Work 3105, Indianapolis, IN 46202-5155 (317-274-6801). The following courses are required:

General Linguistics (3 cr.)

- LING L503 Survey of Linguistics (3 cr.)
- LING T522 Survey of Applied Linguistics (3 cr.)
- ENG G500 Introduction to the English Language (3 cr.)

Psycholinguistics and Sociolinguistics (3 cr.)

- EDUC L502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.)

LING T532 Second Language Acquisition (3 cr.)
 ENG G625 Introduction to Text Linguistics/Discourse Analysis (3 cr.)
 ENG G651 American English (3 cr.)
 ENG G652 English Language Sociolinguistics (3 cr.)

Culture and Society (3 cr.)

EDUC H520 Education and Social Issues (3 cr.)
 EDUC H540 Sociology of Education (3 cr.)

Literature (3 cr.)

EDUC L535 Adolescent Literature (3 cr.)
 EDUC L530 Topical Workshop: Trade Books for Students (K-12) (3 cr.)
 EDUC L559 Trade Books in the Elementary Classroom (3 cr.)

Methods (3-4 cr.)

EDUC L520 Advanced Methods of Teaching Foreign Languages (4 cr.)
 LING T534 Linguistic Resources of TESOL (4 cr.)
 EDUC L530 Topical Workshop in Language Education (if the topic is teaching ESL) (1-6 cr.)
 EDUC L630 Topics in Language Education (if the topic is teaching ESL) (1-3 cr.)

Practicum (3-6 cr.)

EDUC L525 Practicum in Language Education: ESL (6 weeks) (3-6 cr.)

Electives (3 cr.)

LING T522 Survey of Applied Linguistics (3 cr.)
 EDUC L530 Literature and Culture in Teaching ESL (3 cr.)
 EDUC L524 Language Issues in the Multicultural Education (3 cr.)
 SLIS L533 Library Materials for Children and Young Adults (3 cr.)
 EDUC L536 Methods and Materials for TESOL Teacher Trainers (3 cr.)
 LING T550 Language Testing
 EDUC J511 Methods of Individualized Instruction (3 cr.)
 EDUC L630 Linking Theory to Classroom Practice

Library Services Minor

Completion of the 24 credit hour minor in library services technology allows the student to hold an entry-level position as a professional school library specialist. For more information, contact the School of Library and Information Science at (812) 855-2018. The following courses are required:

SLIS L520 Bibliographic Access and Control (3 cr.)
 SLIS L524 Information Sources and Services (3 cr.)
 SLIS L526 Library Automation (3 cr.)
 SLIS L528 Collection Development and Management (3 cr.)
 SLIS L533 Library Materials for Children and Young Adults (3 cr.)
 SLIS L553 The School Library Media Specialist (3 cr.)
 SLIS L596 Internship in Library and Information Services (3 cr.)

Choose one course:

SLIS L578 Visualizing Information (3 cr.)
 SLIS L644 Online Information Retrieval (3 cr.)
 SLIS L657 Library Services for Children and Young Adults (3 cr.)

Reading Minor

A minor program in elementary and secondary reading is offered through the Department of Language Education. The minor requires 24 credit hours, to include at least 12 credit hours in reading. The remaining hours are to be taken in literature, linguistics, and electives from reading or related areas. Students may use appropriate courses from their undergraduate program to apply toward these requirements. The minor may also be combined with master's degree programs in teacher certification areas. Application forms are available in the language education department. **An undergraduate GPA of 3.0 is required** for admission to the Reading Minor Program. Students interested in this minor program should consult with the language education department, Education 3044, Bloomington, IN 47405-1006 (812-856-8260), or Education/Social Work 3105, Indianapolis, IN 46202-5155 (317-274-6801).

Reading (12 cr.)

EDUC L517 Advanced Study of Teaching Reading in Junior High and Secondary Schools (3 cr.)
 or
 EDUC L545 Advanced Study in Teaching Reading in Elementary Schools (3 cr.)
 EDUC L504 Diagnosis in Language Difficulties (3 cr.)
 EDUC L525 Practicum in Reading (3 cr.)
 EDUC L501 Critical Reading in the Content Areas (3 cr.)

Literature (3 cr.)

EDUC L535 Teaching Adolescent Literature (3 cr.) or
 EDUC L559 Trade Books in the Elementary Classroom (3 cr.) or
 EDUC L533 Library Materials for Children and Young Adults (3 cr.)

Linguistics (3 cr.)

ENG G553 Linguistics and the Teacher of English (3 cr.) or
 EDUC L502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.)

Electives (6 cr.)

Courses (300-level or above) selected with advisor's approval from reading, special education, language education, curriculum, or advanced educational psychology.

Special Education Minors

Special education minor programs in teaching people with learning disabilities, mild mental handicaps, and emotional handicaps are offered at both the Bloomington and Indianapolis campuses. A program leading to certification in teaching people with severe mental handicaps is available at the Indianapolis campus. These programs enable students holding teaching licenses in either elementary or secondary education to add certifications in special education in various areas of specialization. Students interested in these programs should contact the Special Education Program Office in Education 3211, Bloomington, IN 47405-1006 (812-856-8123), or the Office of Student Services in Education/Social Work 3131, Indianapolis, IN 46202-5155 (317-274-0045).

Learning Disabilities Minor (24 cr.)

K505 Introduction to Special Education for Graduate Students (3 cr.)
 K525 Survey of Mild Handicaps (3 cr.) or
 K521 Survey of Learning Disabilities (3 cr.) *IUPUI*
 K535 Assessment and Remediation of the Mildly Handicapped I (3 cr.)
 K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.) **P: K535**
 K553 Management of Academic and Social Behavior (3 cr.)
 K565 Service Delivery Systems and Consultation Strategies (3 cr.) **P: K553**
 K595 Practicum in Special Education (3 cr.)
 Elective in special education (e.g., K500, K590)

Mild Mental Handicaps Minor (24 cr.)

K505 Introduction to Special Education for Graduate Students (3 cr.)
 K525 Survey of Mild Handicaps (3 cr.) or
 K522 Survey of Mental Retardation (3 cr.) *IUPUI*
 K535 Assessment and Remediation of the Mildly Handicapped I (3 cr.)
 K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.) **P: K535**
 K553 Management of Academic and Social Behavior (3 cr.)
 K565 Service Delivery Systems and Consultation Strategies (3 cr.) **P: K553**
 K595 Practicum in Special Education (3 cr.)
 Elective in special education (e.g., K500, K590)

Emotional Handicaps Minor (27 cr.)

G573 Communication Skills and Interpersonal Relations in Counseling
 K505 Introduction to Special Education for Graduate Students (3 cr.)
 K520 Survey of Behavior Disorders (3 cr.)
 K535 Assessment and Remediation of the Mildly Handicapped I (3 cr.)
 K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.) **P: K535**
 K553 Management of Academic and Social Behavior (3 cr.)
 K545 Management of the Severely Emotionally Disturbed (3 cr.) **P: K553**
 K565 Service Delivery Systems and Consultation Strategies (3 cr.) **P: K553**
 K595 Practicum in Special Education (3 cr.)

Severe Mental Handicaps Minor (IUPUI) (30 cr.)

K505 Introduction to Special Education for Graduate Students (3 cr.)
 K510 Trends and Issues in Special Education (3 cr.) *IUPUI*
 K530 Medical and Physical Management of Students with Severe Disabilities (3 cr.) *IUPUI*

K553 Management of Academic and Social Behavior (3 cr.)
 K565 Service Delivery Systems and Consultation Strategies (3 cr.) P:K553
 K561 Curriculum and Methods for Students with Severe Disabilities I (3 cr.) IUPUI
 K562 Curriculum and Methods for Students with Severe Disabilities II (3 cr.) IUPUI
 K573 Communication Interventions for Persons with Severe Disabilities (3 cr.) IUPUI
 K595 Practicum in Special Education (6 cr.)

School Service Personnel Licenses

Following are the initial licensure program requirements for school counselor and school psychologist. 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 Indianapolis (see School of Social Work Bulletin). A speech, language, and hearing licensure program is available from the Department of Speech and Hearing Sciences, Speech and Hearing Center, Bloomington, IN 47405-1901 (812-855-4156).

School Counselor

In order to be licensed as a school counselor in the State of Indiana, the student must earn an master's degree in counseling (school specialization). See the section entitled "Master of Science in Education Degree" for the required course work for a master's degree in counseling.

Students interested in becoming licensed as a school counselor in the State of Indiana should contact the counseling program at School of Education 4003, Bloomington, IN 47405-1006 (812) 856-8305 or Education/Social Work 3115, Indianapolis, IN 46202-5155 (317) 274-6801.

School Psychologist

To be licensed as a school psychologist through IU, 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 doctoral 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. Students who successfully complete either program and receive a passing score on the National School Psychology Examination are 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 4008, 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.)
 P591 Seminar and Practicum in School Psychology (4 cr.)
 P592 Seminar and Practicum in School Psychology II (4 cr.)
 P595 Practicum in School Psychology (4 cr.)
 P650 Psychological Issues in Cultural Diversity (3 cr.)
 P682 Developmental Psychopathology of Childhood and Adolescence (3 cr.)
 P680 Seminar in School Psychology (2 cr.)
 P691 Seminar in 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

Nature of Exceptional Children (3 cr.)
 K520, K521, K522, K780, or elective

Remedial Education (3 cr.)
 K500, K535, K536, K553, or elective

Behavioral Interventions (3 cr.)
 K553 or elective

Educational Foundations (3 cr.)
 J630, H530, A408, or elective

Learning (3 cr.)
 P530, P540, P550, or elective

Social Bases of Behavior (3 cr.)
 P566

Consultation (3 cr.)
 G645 or K565

Interventions (6 cr.)
 G502, G522, G523, G532, G622, P575, or electives

Research Methods (6 cr.)
 Y502 and Y520

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 Administrator Licenses

Director of Special Education

Candidates must hold professional licensure in one of the following areas: special education, speech and hearing therapy, or school psychology. School psychology and speech and hearing therapy majors will require 12 credit hours of special education course work. Students interested in this program should contact Education 4228, Bloomington, IN 47405-1006 (812-856-8365). The following course work is required:

Educational Leadership (18 cr.)
 A500 Introduction to Educational Leadership (3 cr.)
 A608 Legal Perspectives on Education (3 cr.)
 A630 Economics of Education (3 cr.)
 A653 Organizational Context of Education (3 cr.)
 A675 Leadership in Special Education (3 cr.)
 A735 Building Unified Systems of Students with Disabilities (3 cr.)

Special Education (8 cr.)
 To be selected in consultation with the faculty advisor.

Program Evaluation and Curriculum Assessment (6 cr.)
 J660 Evaluation of School Programs (3 cr.) **or**
 Y535 Evaluation Models and Techniques (3 cr.)
 K535 Assessment and Remediation of the Mildly Handicapped I (3 cr.)

School Principal

This program is for students who already hold a master's degree and a professional teaching license, and who wish to become licensed as an elementary or secondary school principal. To be admitted to this program, students must have a 2.75 undergraduate and a 3.0 graduate grade point average (GPA) and must submit a goal statement and two letters of recommendation. Requirements for professionalization of teaching license can be found under "Standards and Professional Licenses."

Licensure requires the completion of 24 credit hours, at least 12 of which are taken on the Bloomington or Indianapolis campus. Students must achieve a GPA of at least 3.0 in all course work taken at Indiana University toward licensure. Since this licensure-only program does not involve the awarding of a degree, regulations governing course recency do not apply.

Students interested in this program should contact Education 4228, Bloomington, IN 47405-1006 (812-856-8365).

Elementary School Administration and Supervision

Candidates for an elementary school principal license must hold a professional teaching license in elementary education or early childhood, kindergarten/primary, elementary, or junior high/middle school education. The following course work is required:

A500 Introduction to Educational Leadership (3 cr.)
 A510 School-Community Relations (3 cr.)
 A608 Legal Perspectives on Education (3 cr.)
 A625 Administration of Elementary School (3 cr.)
 A635 Public School Budgeting and Accounting (3 cr.)
 A695 Practicum in Educational Leadership (3 cr.) **or**
 A785 Internship in Educational Leadership (3 cr.)
 E535 Elementary School Curriculum (3 cr.) **or**
 S530 Junior High and Middle School Curriculum (3 cr.)
 E536 Supervision of Elementary School Instruction (3 cr.)

See also the section on the M.S. in Educational Leadership, which includes licensure requirements.

Secondary School Administration and Supervision

Candidates for a secondary school principal license must hold a professional teaching license in junior high/middle school or high school education. The following course work is required:

A500 Introduction to Educational Leadership (3 cr.)
 A510 School-Community Relations (3 cr.)
 A608 Legal Perspectives on Education (3 cr.)
 A627 Secondary School Administration (3 cr.)
 A635 Public School Budgeting and Accounting (3 cr.)
 A695 Practicum in Educational Leadership (3 cr.) **or**
 A785 Internship in Educational Leadership (3 cr.)
 S503 Secondary School Curriculum (3 cr.) **or**
 S530 Junior High and Middle School Curriculum (3 cr.)
 S655 Supervision of Secondary School Instruction (3 cr.)

See also the M.S. in Educational Leadership, which includes licensure requirements.

School Superintendent

The holder of the school superintendent license is eligible to become a superintendent or associate superintendent. Such a person is also eligible to become principal of any school that contains grades in which the holder has at least three years of teaching experience. Students interested in this program should contact the department at Education 4228, Bloomington, IN 47405-1006 (812-856-8365).

Candidates must hold a professional teacher's license and must complete an Ed.S. or Ed.D. degree in educational leadership and at least 12 credit hours must be taken on the Bloomington or Indianapolis campus. The following courses are required:

A510 School-Community Relations (3 cr.)
 A608 Legal Perspectives on Education (3 cr.)
 A630 Economics of Education (3 cr.)
 A635 Public School Budgeting and Accounting (3 cr.)
 A638 Public School Personnel Management (3 cr.)
 A640 Planning Educational Facilities (3 cr.)
 E536 Supervision of Elementary School Instruction (3 cr.) **or**
 S655 Supervision of Secondary School Instruction (3 cr.)
 J630 Curriculum Theory and Practice (3 cr.)

One course from the following:

A560 Political Perspectives of Education (3 cr.)
 A600 Problems in Educational Leadership (3 cr.)
 A653 Organizational Context of Education (3 cr.)
 S505 The Junior High and Middle School (3 cr.)

One course in each of the following areas:

Educational psychology
 History, philosophy, or sociology of education
 Educational measurement and assessment of students

A minimum of 12 credit hours in a teaching field and/or fields related to educational leadership.

Courses

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 some credit hours indicates prerequisites.

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.

Educational Leadership

A500 Introduction to Educational Leadership (3 cr.) This course entails an introduction to the history, philosophy, and social aspects of educational leadership. It reviews relevant theories of administration; the historical role of administration in schools; and the political, social, economic, and philosophical frameworks that have informed administration.

A508 School Law and the Teacher (3 cr.) This course examines legal issues affecting teachers, including church-state issues, teacher liability, employment, contracts, assignment, dismissal, tenure, retirement, and pupil control.

A510 School Community Relations (3 cr.) This course investigates characteristics of the community school, including the multicultural quality of the community. It also explores adapting the educational program to community needs, using community resources in instruction, and planning school-community relations programs.

A560 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.

A590 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 product(s). Ordinarily, A590 should not be used for the study of materials taught in a regularly scheduled course.

A600 Problems in Educational Leadership (1-3 cr.) P: A500 or equivalent. This course is designed to identify problems of practice, determine issues, explore alternative solutions, and investigate implications of various actions.

A608 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.

A610 School Administrators and Cultural Pluralism (2 cr.) This course is designed to meet the needs of educational administrators, professional staff, and community leaders in the areas of human relations, cultural awareness of minority groups and multiethnic/multicultural education.

A615 Advanced School Law (1-3 cr.) P: A608 or equivalent and consent of instructor. This course considers constitutional and statutory provisions and court decisions affecting the administration of public schools. Particular attention is given to current legal concerns.

A625 Administration of Elementary Schools (3 cr.) P: A500. This course provides an overview of leadership at the elementary school level, including topics such as instructional leadership, personnel issues, managing support services and budgets, and building parent and community relationships.

A627 Secondary School Administration (3 cr.) This course provides an overview of leadership at the secondary school level, including topics such as planning for instruction, personnel issues, managing support services and record keeping practices, coordinating extracurricular activities, and building parent and community relationships.

A630 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.

A635 Public School Budgeting and Accounting (3 cr.) This course explores the normative and positive aspects of financing K-12 public education. After a rigorous introduction to the foundation of school finance theory, the course investigates the concepts and practices of effective budget management.

A638 Public School Personnel Management (3 cr.) P: A500 or equivalent. This course explores the background, present conditions, and future directions of school personnel management. It entails development and implementation of a school personnel management program and examination of problems and issues.

A640 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.

A650 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 are provided.

A653 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.

A670 Topical Seminar in Educational Leadership (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.

A671 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.

A672 Moral Dimensions of Leadership (3 cr.) This course examines the concept of leadership from a political, historical, and social framework, with emphasis on values and ethics in the leader-follower relationship. Topics include analyses of change processes, conflict, power, and transformation.

A675 Leadership in Special Education (3 cr.) P: K505, 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.

A680 Education Specialist Seminar (Educational Leadership) (1-3 cr.) P: consent of instructor. This course, taken near the completion of degree requirements, permits interaction with practicing school administrators and others with expertise in educational leadership. The student prepares an "issues" paper, the subject of which may be discussed in the final oral examination.

A695 Practicum in Educational Leadership (1-3 cr.) P: consent of instructor. This course provides for a closely supervised field experience in various areas of educational leadership. S/F grading.

A710 Research in School Law (3 cr.) P: A608 or equivalent and consent of instructor. Students pursue in-depth research on specific topics pertaining to interpretations of constitutional and statutory law affecting education.

A720 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.

A735 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.

A754 Seminar on 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.

A785 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.

A795 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.

A799 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.

Higher Education

C565 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.

C585 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.

C595 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.

C654 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.

C655 Higher Education and Public Policy (3 cr.) Course will introduce a broad range of public policy themes associated with higher education. Topics to be considered include roles of federal, state, and local governments; legislation, regulation, and policy formulation; impact of special commission reports, landmark legislation, and lobbying; and other external relations.

C665 Higher Education Administration (3 cr.) P: Master's degree and credit in or concurrent with C654. Patterns of organization and administration for academic, business, student, and public relation activities.

C670 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.

C675 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.

C680 History of Higher Education and Philanthropy (3 cr.) Course examines philanthropy within the history of higher education in the U.S. Readings will introduce some classic works so that philanthropy is understood in terms of historical, social, economic, and political factors which have shaped colleges and universities over more than three centuries.

C685 Information and Development in Higher Education (3 cr.) P: Master's degree and C665. Effective programs of public relations, with consideration of mass media, problems and practices in university development, organization of alumni groups, research foundations, general university support.

C690 Independent Study in Higher Education (1-3 cr.) Individual research or study with a higher education faculty member, arranged in advance of registration. A one- or two- page written proposal should be submitted to the instructor during the first week of the term, specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, C690 should not be used for the study of material taught in a regularly scheduled course.

C695 Academic Problems in Higher Education (3 cr.) P: C654 and C665. Selection, assignment, guidance, evaluation, payment, and retirement of academic personnel; promotional policies; organization of faculty for development of policy; teaching and research activities; and curricular development and instructional resources.

C705 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.

C747 Practicum in Administration (1-6 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.

C750 Topical Seminar: (variable title) (1-6 cr.) P: master's degree and consent of the instructor. Current issues, developments, and concerns bearing on higher education. Specific topics vary each semester.

C760 Internship in Administration (1-6 cr.) P: master's degree, C665, and consent of the 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.

C788 Seminar in Research in Higher Education (3 cr.) Study of research design, techniques, and procedures applicable to research problems in administration.

C795 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.

C799 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.

Adult Education

D500 Introduction to Adult Education Theory (3 cr.) A study of the writings of major adult education theorists, including Grundtvig, Lindeman, Knowles, Bergevin, and Friere. Adult education theories of practice in historical perspective. Students develop and defend their personal theories of practice.

D505 The Adult as a Client of Education I (3 cr.) Analysis of contemporary adult life with emphasis on the individual as related to the professional discipline of adult education and the development of educational programs for adults. Critical analysis of the theories and research methods in designing comprehensive adult education programs.

D506 The Adult as a Client of Education II (3 cr.) P: D505. A continuation of D505.

D512 Seminar in Forms and Forces of Adult Education (3 cr.) The history and current status of adult education in the United States; the nature, scope, purpose, and historical development of adult education institutions and program areas.

D521 Participation Training (2 cr.) Team building in groups; collaborative program planning and implementation; application of the design to appropriate settings; training in roles of group leaders, observer, and recorder; recognition and treatment of dysfunctional behaviors in group settings. Emphasis on functional aspects of group cohesion, consensus decision making, shared leadership, and program evaluation.

D523 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; leadership roles, styles, and strategies; consideration of major models of group formation and development, and implications of theory for social practice.

D550 Practicum in Adult Education (1-3 cr.) P: D505 or D506, and consent of instructor. Supervised practice in instructional planning, teaching, and program development in adult educational settings in schools and agencies.

D590 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 a regularly scheduled course.

D600 Seminar in the Teaching-Learning Transaction in Adult Education (3 cr.) P: D505, D512, or consent of instructor. Critical inquiry into the theory of adult learning

activities. Includes a review of current research in the adult teaching-learning transaction and the designing and evaluating of individualized instruction for adults.

D613 The Diagnostic Procedure in Adult Education (3 cr.) P: D500, D506, D512, or D625. Ways of identifying the educational needs of adults, with major emphasis on the theory and practice of the diagnostic procedure and the use of diagnostic skills for effective adult education program development.

D625 Topical Seminar: (variable title) (1-3 cr.) Systematic study of current issues and problems related to the theory and practice of program development and research in adult education.

D650 Internship in Adult Education (1-6 cr.) P: D500, D505, D506, D613, D625, 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.

D660 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.

Elementary Education

E505 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.

E506 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. This is a two-semester course.

E507 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.

E508 Seminar in Early Childhood Education (2-3 cr.) Seminar will be based on current interest 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.

E513 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.

E516 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.

E518 Workshop in General Elementary Education (1-6 cr.) Individual and group study of problems within the field of elementary education. One credit hour is offered for each week of full-time work.

E525 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 on the beliefs of Dewey, Piaget, Vygotsky, Montessori, Eisner, and Bruner and how they influence each student's educational belief system.

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

E535 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.

E536 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.

E543 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.

E547 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.

E548 Advanced Study in the Teaching of Science in the Elementary School (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.

E555 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.

E579 Inquiry in Elementary Education (3 cr.) P: E535 or equivalent, 6 credit hours foundations, 6 credit hours methods, 9 elective credit hours. A study of the methodology of inquiry, including the teacher as a researcher and the use of inquiry as a classroom learning technique. Required: An inquiry project to be designed and implemented in an elementary classroom.

E590 Research in Elementary Education (1-6 cr.) Individual research.

E594 Master's Seminar in Elementary Education (2-3 cr.) Development of professional projects and reflection upon current teaching practices.

E595 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.

E650 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.

E690 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 Course

F500 Topical Explorations in Education: (variable title) (1-3 cr.) For experimental courses.

Counseling

G502 Professional Orientation and Ethics (3 cr.) The psychological and educational foundations for counseling and guidance. Overview of counseling theories, practices, and organization.

G505 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.

G522 Counseling Theory (3 cr.) P: G502 or equivalent. Master's students must take G523 concurrently. Introduction to counseling theories and psychological processes involved in individual counseling.

G523 Laboratory in Counseling (3 cr.) P: consent of instructor. Concurrent: G522. Laboratory experiences in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in the laboratory setting.

G524 Practicum in Counseling (1-3 cr.) P: G502, G522, 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.

G532 Introduction to Group Counseling (3 cr.) P: G502; for M.S. students. Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups.

G542 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.

G550 Internship in Counseling (1-6 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.

G552 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.

G562 School Counseling: Interventions, Consultation, and Program Development (3 cr.) Foundations and contextual dimensions of school counseling. Knowledge and skills for the practice of school counseling. Developmental counseling. Program development, implementation and evaluation. Consultation. Principles, practice and applications of needs assessment. Provides an overall understanding of organization of schools and the functions of the counselor and counseling program.

G563 Foundations of Mental Health Counseling (3 cr.) Foundations and contextual dimensions of mental health counseling. Program development, implementation and evaluation. Principles, practice and applications of community needs assessment. Ethics. Examination of professional issues. Administration, finance and management of mental health counseling services.

G567 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.

G568 Family Counseling (2-3 cr.) 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.

G572 An Introduction to Values Clarification Techniques (3 cr.) A theoretical and practical basis for values clarification in human assessment and development. The psychology of valuing. Values clarification in human adjustment, problem solving, decision making, and self-understanding. Values clarification techniques for counselors, helping professionals, teachers, and other educators.

G573 Communication Skills and Interpersonal Relations in Counseling (3 cr.) P: 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.

G575 Cross-Cultural 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.

G577 Counseling Women (1-3 cr.) This course will consider in seminar format, the literature related to counseling women and examine the implications of this literature for the delivery of counseling services to women. This course will examine issues affecting women, and the diagnosis, treatment, and conceptualization of women.

G580 Topical Seminar in Counseling and Guidance (1-3 cr.) An intensive study of theory and research of selected topics in counseling.

G581 Workshop in Counseling and Guidance (1-3 cr.) Individual and group work. Credit hours to be arranged at time of registration.

G590 Research in Counseling (1-3 cr.) P: Consent of instructor. Individual study or research with a counseling faculty member.

G598 Seminar on Professional Issues (1-3 cr.) An examination of professional issues and trends in the field of counseling and their implications for practice.

G600 Proseminar in Counseling Psychology (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.

G615 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.

G622 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.

G624 Advanced Practicum in Counseling Psychology (1-6 cr.) Closely supervised practice in counseling in various agency settings. Special application required.

G632 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.

G645 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.

G647 Advanced Internship in Counseling (1-3 cr.) P: Educ. G524, G532 and two semesters of G550. Supervised practice in counseling in various educational or agency settings. This field based experience is a paid internship for master's students in counseling. Course partially satisfies new counseling licensure requirements.

G654 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.

G672 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.

G685 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.

G763 Advanced Practicum in Counseling Supervision (1-3 cr.) Closely directed experience in supervising master's level students in counseling practice in a laboratory, a school, or an agency. Participation in seminar discussion of the theory and practice of supervision.

G785 Topical Seminar in Counseling Psychology: (variable title) (1-3 cr.) Intensive advanced study of research and theory on selected topics.

G795 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.

G799 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.

Graduate Education

G901 Advanced Research (6 cr.) Open only to doctoral candidates who have been admitted to candidacy (eg., 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.

History, Philosophy, and Policy Studies in Education

H504 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.

H510 Foundations of Educational Inquiry (3 cr.) Examination of the nature and purpose of educational inquiry with a focus on topics in social science epistemology.

H520 Education and Social Issues (3 cr.) Identification and analysis of major problems set for education by the pluralistic culture of American society.

H525 Anthropology of Education (3 cr.) The bearing of modern and contemporary anthropological thought and cultural theory on selected problems of education. An interdisciplinary approach to educational theory; designed for graduate students in education.

H530 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.

H538 Critical Thinking and Education (3 cr.) A philosophical examination of the role of education in fostering the development of critico-creative thinking, with an emphasis on: (1) techniques of reasoning, (2) methods of logical appraisal (formal vs. informal), and (3) their application in the classroom.

H540 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.

H551 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.

H552 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.

H553 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.

H560 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.

H590 Independent Study in History, Philosophy, and Comparative Education (1-3 cr.) Individual research or study with a history, philosophy, and comparative education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, H590 should not be used for the study of material taught in a regularly scheduled course.

H600 Concepts and Arguments in Education (3 cr.) The use of philosophic resources in the analysis of the grounds and reasons for educational claims.

H601 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.

H603 Classics in Philosophy of Education (3 cr.) Selected readings from authors such as Plato, Aristotle, Aquinas, Descartes, Kant, or Nietzsche.

H620 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.

H622 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.

H623 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.

H630 Values and Evaluative Judgments in Education (3 cr.) The relevance of general value theory to education. Special attention to philosophical problems involved in various educational evaluations.

H631 Social and Political Philosophy and Education (3 cr.) Methods and concepts of social and political philosophy relative to educational issues.

H637 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. Consult department for times and topics.

H638 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.

H650 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.

H657 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.

H705 Seminar in History of American Educational Thought (3 cr.) P: consent of instructor. Critical study of selected educational theories and movements. Special attention to methodology of inquiry pertaining to the history of educational ideas.

H710 Advanced Study in Philosophy of Education (3 cr.) Advanced study in periods, movements, or branches of philosophy of education.

H750 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. Contact department for times and special emphases.

H795 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.

H799 Doctoral Thesis in the History or 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.

Curriculum Studies

J500 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.

J510 Gender and Schooling (3 cr.) How do schools contribute to making and legitimating particular versions of femininity and masculinity? To answer this question, we examine multiple dimensions of school life—i.e., formal curriculum, informal

curriculum, teacher and student relationships, conceptions of teachers—for their gendered components. We consider alternative theories of gender acquisition and maintenance.

J511 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.

J538 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.

J602 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 its ongoing discourses, and explore a variety of conversations currently taking place among curriculum study scholars. S/F grading.

J605 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.

J610 Staff Development Issues and Principles (3 cr.) 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.

J620 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.

J630 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.

J636 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.

J637 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.

J638 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.

J650 Independent Study in Curriculum (1-3 cr.) Independent study of a selected topic under the guidance of a faculty member.

J655 Seminar in Multicultural and Global Education (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.

J660 Seminar in the Evaluation of School Programs (3 cr.) P: Y520, Y535, or consent of 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.

J661 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.

J664 Seminar: Contemporary Curriculum Theorizing (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.

J670 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.

J690 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.

J700 Teaching in 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.

J705 Seminar: Inquiry in Curriculum and Instruction (3 cr.) P: completion of 57 graduate credit hours or permission from the instructor. Intended for students at a stage in their doctoral programs that requires them to begin conceptualizing their own doctoral dissertation research. Emphasis will be on analyzing and synthesizing a body of research in one or more of the specialized fields of study within curriculum and instruction.

J710 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.

J720 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.

J760 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.

J762 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.

J795 Dissertation Proposal Preparation (1-3 cr.) P: previously or currently taking 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.

J799 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.

Special Education

K500 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.

K505 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.

K510 Trends and Issues in Special Education (3 cr.) P: K505. Provides beginning graduate students with an overview of current trends and issues in the field. Major emphasis is on application and implication of principles mandated by PL 94-142 and Section 504 of the Rehabilitation Act of 1973.

K520 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.

K521 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.

K522 Survey of Mental Retardation (3 cr.) P: K505. An advanced survey of the literature related to mental retardation, including historical information, theoretical approaches, characteristics, and issues.

K525 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.

K530 Medical and Physical Management of Students with Severe Disabilities (3 cr.) This course addresses medical and physical aspects of severe disabilities and focuses on educational implications of various conditions/disorders. The course incorporates information from various disciplines into classroom programming. The goal is to develop the knowledge of basic vocabulary to communicate effectively with all related service personnel.

K535 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.

K536 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.

K540 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.

K541 Skills Assessment and Remediation for the Special Needs Adult (3 cr.) Provides an overview of basic skills assessment and remediation techniques appropriate for handicapped, disadvantaged, or other adolescents/adults with special needs. Emphasizes instruction in functional academics, daily living, and personal/social skills.

K545 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 analyses.

K548 Foundations of Family-Focused Services (3 cr.) Families and cultural settings, to include knowledge of a family systems approach and impact of intervention on a family system.

K549 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.

K553 Management of Academic and Social Behavior (3 cr.) Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

K561 Curriculum and Methods for Students with Severe Disabilities I (3 cr.) Introduction to issues in providing educational services to students with severe handicaps (traditionally labeled moderately, severely, and profoundly retarded; multiply handicapped; and autistic). Covers design, development, and evaluation of instructional materials for learners with severe disabilities. Emphasis is on basic skill development, task analysis, data-based program modification, and programming generalization and maintenance. Course addresses all grade levels.

K562 Curriculum and Methods for Students with Severe Disabilities II (3 cr.) The focus of this course is on the development of instructional programs in the following curriculum areas: reading, math, self-help/personal management, social/leisure, and vocational. There is an emphasis on programming for generalization and maintenance and on general elements of classroom management (e.g., scheduling, communication). Course addresses all grade levels.

K565 Service Delivery Systems and Consultation Strategies (3 cr.) Reviews methods of implementing service delivery systems; consulting with professionals and parents; designing in-service training programs; and developing referral systems, curricular and personnel resources, and evaluation techniques used in special education programs.

K573 Communication Interventions for Persons with Severe Disabilities (3 cr.) This course focuses upon the process for planning and implementing communication intervention in educational settings with individuals who are severely disabled. Intervention is presented within the framework of the development of social interaction and cognitive ability as part of communication skills within the overall classroom and work-setting ecology.

K590 Independent Study in Special Education (1-3 cr.) Individual research or study with a special education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, K590 should not be used for the study of material taught in a regularly scheduled course.

K595 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.

K614 Social Reactions to Persons with Handicaps and Behavioral Differences (3 cr.) Historical, anthropological, sociological, and social-psychological examination of reactions to persons with physical or mental handicaps or behavioral differences. Topics explored include infanticide, institutionalization, attitudes labeling, normalization, and mainstreaming. Critical papers and data-based pilot study required.

K780 Seminar in Special Education (1-4 cr.) P: consent of instructor. Intensive advanced study of selected problems in the field.

K785 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.

K795 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.

K799 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.

Language Education

L500 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.

L501 Critical Reading, K-12 (3 cr.) Analyzes and applies to reading various theories and models of thinking; presents teaching/learning strategies for developing critical reading; evaluates instructional materials and methodologies designed to foster critical reading.

L502 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 pragmatic semantics, grammar, and dialect.

L504 Identifying and Working with Learner Literacy Difficulties (3 cr.) P: L517 or L545, and Y507. Examines methods and tools for identifying and working with literacy difficulties. Emphasizes on-going assessment as a part of the teaching process as well as techniques effective with at-risk literacy learners.

L506 Academic Language Support for 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 Center.

L511 Advanced Study in the Teaching of Writing in Elementary Schools (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.

L512 Advanced Study in the Teaching of Writing in Secondary Schools (3 cr.) Study of current trends, issues, theories, and research in literacy, emphasizing the teaching and learning of writing in secondary schools. Addresses linguistic and cultural diversity issues in composition as it explores the complex and varied nature of "good" writing and "effective" communication, tracing the implications for composition pedagogy.

L513 Literary Aspects of Designing Documents for Training (2-3 cr.) Teachers and business trainers must develop materials for readers at a variety of ability levels. This course will provide the research foundation and practical experiences needed to design print materials for readers of varying literacy abilities in high schools, the workplace, and English as a Second Language classrooms.

L516 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.

L517 Advanced Study of Content Reading and Literacy. (1-3 cr.) Examines approaches for improving adolescent/adult literacy when reading the specialized materials of various content areas. Special focus upon the literacy

process, dealing with a wide range of student literary abilities, identifying and modifying materials to support literacy development, and using reading, writing, and thinking activities in instruction.

L520 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.

L524 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.

L525 Practicum in 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.

L530 Topical Workshop in 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.

L535 Teaching Adolescent/Young Adult Literature (3 cr.) The course highlights and analyzes recent young adult literature acknowledging significant, earlier texts and their distinguishing features. It also considers curricular and pedagogical issues salient to the adoption of multicultural curricula.

L536 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 preservice and in-service English teacher training programs overseas.

L545 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.

L549 Advanced Study in the Teaching of Language Arts in the 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.

L559 Trade Books in the Elementary Classroom (3 cr.) Emphasizes the use of trade books in language and reading in elementary classrooms.

L567 Media in the Teaching of English (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.

L590 Independent Study in Language Education (1-3 cr.) Individual research or study with a Language Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, L590 should not be used for the study of material taught in a regularly scheduled course.

L599 Master's Thesis/Early Inquiry Experience in 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.

L600 Issues in 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.

L601 Reading Research for Practitioners (3 cr.) P: L525 and consent of instructor. A seminar devoted to interpreting theoretical positions and research data for application to curricular and instructional planning. Current research literature is explored for varying research procedures, methodologies, data reporting techniques, and interpretation of conclusions. Focus is on consumer applications.

L630 Topics in 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.

L645 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.

L650 Internship in Language Education (1-4 cr.) Provides directed and supervised experience for advanced graduate students in the field of language education.

L690 Readings in Language Education (1-3 cr.) Individually selected advanced readings.

L700 Seminar on 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.

L750 Topical Seminar in Language Education (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.

L795 Dissertation Proposal Preparation (1-3 cr.) 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.

L799 Doctoral Thesis in Language Education (1-12 cr.) 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.

Field Experience

M501 Laboratory/Field Experience (1-3 cr.) A laboratory/field experience in education for graduate students. May be repeated.

M550 Practicum: (variable title) (1-10 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.

M580 Internship in Music (1-16 cr.) Supervised teaching in music in an elementary, junior high/middle, or high school.

Social Studies Education

M514 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.

M590 Independent Study in Social Studies Education (1-3 cr.) Individual research or study with a social studies education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, M590 should not be used for the study of material taught in a regularly scheduled course.

M653 The Nature of Social Studies (3 cr.) Exploration of the relationships among history, the social sciences, and social studies in elementary and secondary schools.

M680 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.

Mathematics Education

N517 Advanced Study in the Teaching of Secondary School Mathematics (3 cr.) P: Completion of an undergraduate methods course and teaching experience, or permission of instructor. Methods, materials, literature; laboratory practice with mathematics equipment; evaluation techniques; standards; and determination of essentials of content. Developing mathematics program for specific school situations.

N518 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.

N523 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.

N524 Workshop for Junior/Senior High School Mathematics (1-6 cr.) Means for improving the teaching of mathematics in the junior/senior high school.

N543 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.

N590 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 product(s). Ordinarily, N590 should not be used for the study of material taught in a regularly scheduled course.

N610 Internship in Mathematics Education (1-3 cr.) P: Teaching experience and advanced graduate student standing in mathematics education, or consent of instructor. Under the direction of mathematics education faculty, experiences are prescribed to coordinate professional practice with contemporary theory. The student's professional goals will significantly influence the prescribed experiences.

N713 Seminar in the History of Mathematics Education (3 cr.) This doctoral seminar traces the development of mathematics education as a field. Topics include the modern mathematics movement of the 1960 and 1970's and the broadening of mathematics education to be a field which draws from a variety of disciplines.

N716 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.

Educational Psychology

P501 Statistical Method Applied to Education (3 cr.) [For course description, see Educational Inquiry Methodology.]

P506 Topical Workshop in Educational Psychology (0-3 cr.) Individual and group study of selected topics in the field of educational and school psychology.

P507 Testing in the Classroom (3 cr.) [For course description, see Educational Inquiry Methodology.]

P510 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.

P512 Gerontology I: Multidisciplinary Perspectives (3 cr.) An overview of areas involved in the study of aging, including physiological aspects, psychological aspects, sociological aspects, and sociopolitical issues. Includes major theoretical approaches to aging

and current research in each area listed above presented by experts from these various disciplines.

P513 Gerontology II: Multidisciplinary Perspectives (3 cr.) This course examines changes in the lifestyle of elderly persons as well as the adjustments made by this group to external and internal environments. Strengths and weaknesses in the family and community, as they enhance or inhibit the lifestyle of elderly persons, are investigated. Students are encouraged to reexamine their lifestyle in relation to the aged person.

P514 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.

P515 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.

P516 Adolescent Development (3 cr.) Factors of growth and development in adolescents, including physical, psychological, social, cognitive, and emotional, with particular reference to relevance for the practitioner and potential for future research. Examines contemporary issues, such as drug and alcohol abuse, sexuality, vandalism, ethnic and cultural issues, and problems of handicapped youths.

P517 Adult Development and Aging (3 cr.) Course covers adult development from the early adult years through the final stages of life. Topics include life-span development theories and research methods, age changes in cognitive processes, intellectual functioning and personality, physiological changes, psychopathology associated with aging, death and dying, and planning for delivery of services to the adult and the aged.

P525 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.

P526 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.

P530 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 as well as knowledge representation, problem solving, cognitive strategies, transfer, and instructional decision making.

P540 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.

P544 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.

P545 Educational Motivation (3 cr.) Examines motivation as a theoretical construct, as a research topic, and applications to educational contexts. Course emphasizes cognition-motivation link.

P550 Cognition and Semiotics (3 cr.) Survey of theory and research in cognitive science, with emphasis on the relation between semiotic systems of representation and cognition.

P565 Personality, Socialization, and Education (3 cr.) Perspectives on personality and socialization theory and theorists as they relate to human development, personality assessment, and current research emphases. Educational implications for classroom teaching and learning, parenting, and counseling/therapy.

P566 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.

P575 Developing Human Potential (3 cr.) Theory and techniques of humanistic psychology as they relate to the helping professions. A variety of readings and experiences emphasize applications in human relations skills, self-image, values, and stress management. Course assignments include applications to both personal and professional life.

P590 Independent Study in Educational Psychology (1-3 cr.) Individual research or study with an educational psychology faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, P590 should not be used for the study of material taught in a regularly scheduled course.

P591 Cognitive Assessment and Intervention (4 cr.) Historical and current theories of intellectual functioning. Supervised practice in the use and interpretation of major individually administered measures of cognitive behavior. Emphasis on ethical test use in a diverse society and linking assessment results to cognitive behavioral and self-monitoring interventions for children and adolescents.

P592 Academic Assessment and Intervention (4 cr.) P: P591 or consent of the instructor. Major approaches and procedures for individual assessment and intervention with students experiencing academic difficulties. Supervised practice with curriculum-based and norm-referenced instruments in general achievement areas, adaptive behavior, and early childhood assessment. Emphasis placed on linking assessment and classroom intervention for students with disabilities and culturally diverse populations.

P595 Practicum in School Psychology (1-3 cr.) P: Consent of instructor. Supervised experience in various educational settings. Use of psychometric techniques with children, advising on decisions about children, and conferences to aid children's academic and social efficiency. May be repeated.

P596 Internship in School Psychology I (2-6 cr.) P: Consent of instructor. Supervised, intensive field experiences in a school setting for a full academic year for Ed.S. students in School Psychology.

P600 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 current topics in learning, cognition, and instruction, as well as implementation issues in an educational environment.

P623 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.

P640 Thinking and Learning in Social Contexts (3 cr.) P: 525, P530, P540, P550 or equivalent. 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.

P650 Topical Seminar in Educational Psychology: (variable title) (1-3 cr.) An intensive advanced study of research and theory on selected topics.

P660 Ecological Psychology (3 cr.) Theory and research concerning environment and behavior. Ecological, environmental, and ecosystem models. Opportunity for naturalistic research and field studies. Educational applications.

P680 Seminar in School Psychology (1-3 cr.) P: Consent of instructor. For majors in school psychology. Roles of the school psychologist, organization and administration of psychological services in public schools, working with teachers, and diagnostics.

P682 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.

P690 Independent Study in Educational Psychology (1-3 cr.) P: 36 credit hours of graduate credit. Reading and/or research directed by an educational psychology faculty member.

P691 Personality Assessment and Intervention (3 cr.) P: Y527 or equivalent, P682 or equivalent, graduate standing in school psychology or counseling psychology, and consent of instructor. Administration, scoring, interpretation, and reporting of selected personality and behavior assessment instruments and procedures, and linking assessment results to educational and therapeutic interventions. Emphasis on practical applications.

P692 Seminar in Therapeutic Interventions with Children (3 cr.) P: P540 or equivalent, and consent of instructor. Course work in counseling and/or personality theory recommended. Emphasis on behavioral intervention techniques with children having behavioral/emotional problems, school consultation, play therapy, and related techniques.

P695 Practicum in Personality and Behavioral Assessment (1-2 cr.) P: P691 and consent of instructor. Supervised experience in conducting personality and behavioral assessments of children and/or adults in various settings, such as schools, mental health settings, and hospitals. May be repeated.

P696 Practicum in Therapeutic Interventions with Children (1-2 cr.) P: P692 and consent of instructor. Supervised experience in therapeutic interventions with children in mental health settings, schools, etc. Emphasis on behavioral techniques, counseling, therapy, and consultation. May be repeated.

P699 Internship in School Psychology II (1-2 cr.) P: Advanced standing in School Psychology Ph.D. program, consent of instructor. Supervised, one-year intensive field experience. Minimally, one-half time in work directly related to public schools. Remainder may be in institutions primarily designed for providing services to children and families.

P795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in educational psychology. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

P799 Doctoral Thesis in Educational Psychology (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.

Science and Environment

Q514 Workshop in Junior High School/Middle School Science (1-3 cr.) For experienced teachers. Ideas on curriculum trends and instructional techniques; new resource materials; development of new educational materials; and analysis of problems. One credit hour is offered for each week of full-time work.

Q515 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.

Q517 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.

Q528 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.

Q540 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.

Q590 Independent Study in Science Education (1-3 cr.) Individual research or study with a science education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, Q590 should not be used for the study of material taught in a regularly scheduled course.

Q610 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.

Q690 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.

Instructional Systems Technology (IST)

R503 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.

R505 Workshop in Instructional Systems Technology (1-6 cr.) Topical workshops on selected media/technology emphasizing hands-on experience. Content will vary; e.g., multi-media, microcomputers, simulations/games.

R511 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.

R519 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.

R521 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.

R522 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.

R541 Instructional Development and Production Process I (3 cr.) P: R522. Given a design plan for a simple interactive product, student teams are introduced to the entire multimedia production process. Emphasizes basic skills in writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance and complementary teamwork. Laboratory use of text, still image, authoring and presentation software.

R542 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.

R547 Computer-Mediated Learning (3 cr.) P: R501 or equivalent. Intermediate level course on design, development and formative evaluation of Computer-Assisted Instruction (CAI) programs. Instructional design strategies based on research on effective CAI are emphasized. Students use CAI software development tools to create and evaluate interactive lessons including questions for assessing learning achievement.

R561 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. The course will also focus on change theory and principles as they relate to adoption and use of instructional products.

R563 Business and Economic Dimensions of Training and Development Process (3 cr.) P: R561. 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.

R580 Instructional Systems Technology Colloquium (0.5 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 maximum of one credit.

R586 Practicum in Instructional Systems Technology (1-3 cr.) P: R522, 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.

R590 Independent Study in Instructional Systems Technology (1-3 cr.) Individual research or study with an IST 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, R590 should not be used for the study of material taught in a regularly scheduled course.

R611 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.

R620 Instructional Task Analysis (3 cr.) P: R522. 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.

R621 Needs Analysis and Assessment (3 cr.) P: R522. 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.

R622 Learning Environments Design (3 cr.) P: R522. 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.

R625 Designing Instructional Systems (3 cr.) P: R522. 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.

R626 Instructional Strategies and Tactics (3 cr.) P: R522. 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.

R630 Learner Analysis in the Instructional Technology Process (3 cr.) P: R522. 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.

R641 Instructional Development and Production Process II (3 cr.) P: R541. Given an instructional problem, student teams create a design plan for an interactive product and complete the instructional development process. Emphasizes intermediate skills in writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance, and teamwork. Laboratory use of audio and motion video software.

R660 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.

R665 Managing Training and Development Projects (3 cr.) P: R511, R522. 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.

R667 Educational Systems Design (3 cr.) Introduces students to the opportunities and challenges of systemic restructuring in education. It is concerned with both product and process issues: what an educational system should be like for a post-industrial information-age society, and what process will most facilitate transformation to such a system.

R681 Instructional Project Development (3 cr.) P: R522, R541, and consent of instructor. Practical experience in instructional product development under the guidance of an IST faculty member. Product and accompanying documentation must provide evidence of acceptable work in analysis, design, production, evaluation, and implementation. Required as the culminating experience in the IST master's degree program.

R685 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.

R686 Internship in Instructional Systems Technology (3-6 cr.) P: R511, R522, R541, and R561. 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.

R690 Application of Research Methods to Instructional Systems Technology Issues (3 cr.) P: Y501, Y502. 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.

R695 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.

R699 Specialist Project in Instructional Systems Technology (1-3 cr.) P: No more than 15 credit hours remaining and completion of most specialist course work. Individual instructional systems 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.

R711 Readings in Instructional Technology (3 cr.) P: R511, R522, 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.

R741 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.

R745 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. Student specialize in one of these roles on an R641 or R741 product development team. Students receive individualized coaching in their specialized roles.

R780 Instructional Systems Technology Research Colloquium (0.5 cr.) P: Doctoral student. 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. Repeatable for a maximum of 1 credit.

R795 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.

R799 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.

Secondary Education

S503 Secondary School Curriculum (3 cr.) Designed to provide an overview for the teacher of the basic theories underlying the

secondary school curriculum as well as an examination of the subject areas, problems, trends, challenges for the future and significant research in the field.

S505 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.

S506 Student Activity Programs (2-3 cr.) For elementary, junior high/middle, and secondary school teachers and administrators. Comprehensive consideration of the student activity program.

S507 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.

S508 Problems in Secondary Education (1-3 cr.) Group analysis of a common problem in the field of secondary education. May be repeated.

S510 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.

S512 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.

S518 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.

S519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.) P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Restudying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social studies programs for specific school situations.

S528 Workshop in Junior High School/Middle School Curriculum (1-3 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.

S530 Junior High and Middle School Curriculum (3 cr.) P: S505, junior high/middle school teaching experience, or consent of instructor. The educational program especially designed for pre- and early adolescents, with emphasis on analysis, planning, organization, and evaluation of junior high/middle school curriculum and special attention to specific subject areas.

S533 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.

S590 Independent Study in Secondary Education (1-3 cr.) Individual research or study with a secondary education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, S590 should not be used for the study of material taught in a regularly scheduled course.

S591 Research Project in Secondary Education (3 cr.) Designed to permit students to demonstrate their ability to identify, analyze, and propose solutions to problems in their educational area. Solutions may include research or comprehensive review of the literature, together with recommendations. An oral examination and defense of the project is required.

S650 Readings in Junior High/Middle/Intermediate Education (1-3 cr.) P: Consent of instructor. Selected advanced readings in junior high/middle/intermediate school education.

S655 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.

S690 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.

Multicultural/Urban Education

T531 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.

T550 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.

T590 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.

Higher Education and Student Affairs

U544 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.

U545 Student Affairs Organizations and Procedures (2 cr.) An introduction to principles of group dynamics, organizational development, and leadership development in college and university settings.

U546 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.

U547 Practicum in Personnel Work (1-7 cr.) P: U544 or consent of instructor. Supervised experience in a student affairs related office. May be repeated for credit with departmental approval.

U548 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.

U549 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.

U550 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.

U551 Administrative Practices (1 cr.) An overview of budgeting practices and personnel issues in colleges and universities.

U552 The College Student (1 cr.) A multicultural focus on students on college and university campuses.

U553 College Student and the Law (1 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.

U559 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.

U560 Internship in Student Affairs (1-4 cr.) P: Appointment to off-campus internship. Relates theory to practice through supervised experience in student affairs.

U570 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.

U580 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.

U590 Independent Study in Higher Education and Student Affairs (1-3 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 product(s). Ordinarily, U590 should not be used for the study of material taught in a regularly scheduled course.

In-Service Education

W505 Professional Development Workshop: (variable title) (1-6 cr.) Workshop to meet specific professional needs.

Gifted and Talented Education

W551 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.

W552 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.

W553 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.

W560 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.

W595 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.

Master's Thesis

X599 Master's Thesis in Education (1-6 cr.) P: 12 credit 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.

Educational Inquiry Methodology

P501 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.

Y502 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).

P507 Testing in the Classroom (3 cr.) Construction of classroom tests and other evaluation devices; teacher uses of standardized tests. Designed for master's level teacher training students who have no undergraduate course in measurement. Note: Doctoral and nonteacher training master's students, see Y527.

Y520 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.

Y527 Educational Assessment and Psychological Measurement (3 cr.) P: P501, 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.

Y530 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.

Y535 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.

Y590 Independent Study in Inquiry Methodology (1-3 cr.) Individual research or study with an Inquiry faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, Y590 should not be used for the study of material taught in a regularly scheduled course.

Y603 Statistical Design of Educational Research (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 analyses.

Y604 Multivariate Analysis in Educational Research (3 cr.) P: Y502 or equivalent. 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.

Y611 Qualitative Inquiry in Education (3 cr.) P: Y520 or 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.

Y617 Psychometric Theory (3 cr.) P: Y502 or 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.

Y620 Dissertation Proposal Preparation (3 cr.) This course is for the development of a dissertation proposal in program areas in education which do not currently offer such a course. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

Y635 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.

Y650 Topical Seminar in Education Research Design and Analysis (variable title) (1-3 cr.) An intensive advanced study of research and theory on selected topics.

Y750 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.

Art Education

Z500 Advanced Art Education (3 cr.) Survey of art education literature. Examination of history and competing philosophies of art education as a foundation for contemporary art education as a component of general education. Emphasis on issues that directly affect the teaching of art within all aspects of educational systems. This course is required of all art education graduate students.

Z510 Arts for Exceptional Children: (variable title) (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.

Z511 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.

Z530 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.

Z531 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.

Z532 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.

Z533 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.)

Z550 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.

Z590 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 product(s). Ordinarily, Z590 should not be used for the study of material taught in a regularly scheduled course.

Z700 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.

Z701 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.

Education Faculty

(B) = IUB; (I) = IUPUI; (C) = Columbus

Regular Faculty

Alexander, Joyce, Ph.D. (*University of Georgia, 1992*), Associate Professor (Graduate School) (B)
 Anaya, Guadalupe, Ph.D. (*University of California-Los Angeles, 1992*), Assistant Professor (Graduate School-Associate) (B)
 Andersen, Hans O., Ed.D. (*Indiana University, 1966*), Professor (Graduate School) (B)
 Anderson, Jeffrey, Ph.D. (*University of South Florida, 1998*), Assistant Professor (I)
 Arno, Robert, Ph.D. (*Stanford University, 1969*), Professor (Graduate School) (B)
 Banta, Trudy W., Ed.D. (*University of Tennessee, 1967*), Professor (Graduate School) (I)
 Barab, Sasha A., Ph.D. (*University of Connecticut, 1997*), Assistant Professor (Graduate School-Associate) (B)
 Barman, Charles, Ed.D. (*University of Northern Colorado, 1974*), Professor (Graduate School) (I)
 Bean, John P., Ph.D. (*University of Iowa, 1978*), Associate Professor (Graduate School) (B)
 Behney, Jean, B.S. (*Indiana University, 1980*), Part-Time Lecturer (B)
 Bennett, Christine, Ph.D. (*University of Texas, 1972*), Professor (Graduate School) (B)
 Berghoff, Beth, Ph.D. (*Indiana University, 1995*), Assistant Professor (Graduate School-Associate) (I)
 Beyer, Landon E., Ph.D. (*University of Wisconsin-Madison, 1981*), Professor (Graduate School) (B)
 Bhola, Harbans, Ph.D. (*The Ohio State University, 1965*), Professor (Graduate School) (B)
 Bichelmeyer, Barbara, Ph.D. (*University of Kansas, 1991*), Assistant Professor (Graduate School-Associate) (B)
 Blackwell, Jacqueline, Ph.D. (*University of Maryland, 1977*), Associate Professor (Graduate School-Associate) (I)
 Boling, Elizabeth, M.F.A. (*Indiana University, 1983*), Associate Professor (Graduate School) (B)
 Bommer, Randy, Ph.D. (*Teachers College, Columbia University, 1996*), Assistant Professor (B)
 Bonk, Curtis J., Ph.D. (*University of Wisconsin, 1989*), Associate Professor (Graduate School) (B)
 Boone, William J., Ph.D. (*University of Chicago, 1991*), Associate Professor (Graduate School) (B)
 Boyle-Baise, Marilynn, Ph.D. (*University of Wisconsin, 1982*), Assistant Professor (Graduate School-Associate) (B)
 Brantlinger, Ellen, Ed.D. (*Indiana University, 1978*), Professor (Graduate School) (B)
 Britton, Ronald B., Ed.D. (*University of Missouri, 1972*), Associate Professor (I)

Brown, Catherine, Ed.D. (*University of Georgia, 1985*), Associate Professor (Graduate School) (B)
 Bull, Barry L., Ph.D. (*Cornell University, 1979*), Professor (Graduate School) (B)
 Burrello, Leonard C., Ed.D. (*Syracuse University, 1969*), Professor (Graduate School) (B)
 Buzzelli, Cary A., Ph.D. (*Georgia State University, 1985*), Associate Professor (Graduate School) (B)
 Carter, Deborah, Ph.D. (*University of Michigan, 1995*), Assistant Professor (Graduate School-Associate) (B)
 Carter, Joya, M.Ed. (*Georgia State University, 1995*), Convertible Lecturer (B)
 Chafel, Judith A., Ph.D. (*University of Illinois, 1979*), Associate Professor (Graduate School) (B)
 Chism, Nancy, Ph.D. (*The Ohio State University, 1982*), Associate Professor (Graduate School) (I)
 Cohen, Michael R., Ph.D. (*Cornell University, 1968*), Professor (Graduate School) (I)
 Cruikshank, Kathleen A., Ph.D. (*University of Wisconsin, 1993*), Assistant Professor (Graduate School-Associate) (B)
 Cummings, Jack, Ph.D. (*University of Georgia, 1980*), Professor (Graduate School) (B)
 Cunningham, Donald, Ph.D. (*University of Illinois, 1969*), Professor (Graduate School) (B)
 D'Ambrosio, Beatriz, Ph.D. (*Indiana University, 1987*), Associate Professor (Graduate School) (I)
 Davidson, Miriam, M.Ed. (*McGill University-Montreal, 1995*), Convertible Lecturer (B)
 Delandshere, Ginette, Ph.D. (*University of California, 1986*), Associate Professor (Graduate School-Associate) (B)
 Dilworth, Paulette, M.A. (*Emory University, 1995*), Convertible Lecturer (B)
 Duffy, Thomas M., Ph.D. (*University of Illinois, 1969*), Professor (Graduate School) (B)
 Ehman, Lee, Ph.D. (*University of Michigan, 1969*), Professor (Graduate School) (B)
 Eklund, Susan, Ph.D. (*George Peabody College, 1970*), Professor (Graduate School) (B)
 Farr, Roger C., Ed.D. (*State University of New York at Buffalo, 1967*), Chancellor's Professor (Graduate School) (B)
 Flinders, David, Ph.D. (*Stanford University, 1987*), Associate Professor (Graduate School) (B)
 Flint, Amy S., Ph.D. (*University of California-Berkeley, 1997*), Assistant Professor (B)
 Foster, William F., Ed.D. (*University of Pennsylvania, 1977*), Professor (Graduate School) (B)
 Frick, Theodore, Ph.D. (*Indiana University, 1984*), Associate Professor (Graduate School) (B)
 Froehle, Thomas D., Ph.D. (*The Ohio State University, 1967*), Professor (Graduate School) (B)
 Gabel, Dorothy L., Ph.D. (*Purdue University, 1974*), Professor (Graduate School) (B)

Galindo, Enrique, Ph.D. (*Ohio State University, 1994*), Assistant Professor (Graduate School-Associate) (B)
 Gavin, Karen, Ph.D. (*University of Miami, 1999*), Assistant Professor (B)
 Gonzales, Gerardo, Ph.D. (*University of Florida, 1978*), Professor (B-I)
 Goodman, Jesse, Ph.D. (*University of Wisconsin, 1982*), Professor (Graduate School) (B)
 Goud, Nelson, H., Ph.D. (*Michigan State University, 1967*), Associate Professor (I)
 Gregory, Thomas, Ph.D. (*University of Texas, 1969*), Professor (Graduate School) (B)
 Hamilton, Sheri, Ph.D. (*Purdue University, 1996*), Assistant Professor (Graduate School-Associate) (B)
 Harste, Jerome C., Ph.D. (*University of Minnesota, 1971*), Professor and Armstrong Chair (Graduate School) (B)
 Hart, Stuart N., Ph.D. (*Indiana State University, 1972*), Professor (Graduate School) (I)
 Harwood, William S. Ph.D. (*Purdue University, 1986*), Associate Professor (Graduate School-Associate) (B)
 Hines, Mary B., Ph.D. (*University of Iowa, 1992*), Assistant Professor (Graduate School-Associate) (B)
 Hossler, Carol-Anne, Ed.D. (*Indiana University, 1997*), Assistant Professor (C)
 Hossler, Donald, Ph.D. (*Claremont Graduate School, 1979*), Professor (Graduate School) (B)
 Huberty, Thomas, J., Ph.D. (*University of Missouri, 1980*), Associate Professor (Graduate School) (B)
 Ingersoll, Gary M., Ph.D. (*Pennsylvania State University, 1970*), Professor (Graduate School) (B)
 Kinzie, Jillian, Ph.D. (*Indiana University, 2000*), Visiting Lecturer/Visiting Assistant Professor (B)
 Klein, Susan, Ph.D. (*University of Illinois, 1968*), Professor (Graduate School) (B)
 Kloosterman, Peter, Ph.D. (*University of Wisconsin, 1984*), Associate Professor (Graduate School) (B)
 Knapczyk, Dennis, Ph.D. (*University of Kansas, 1972*), Professor (Graduate School) (B)
 Kuh, George D., Ph.D. (*University of Iowa, 1975*), Professor (Graduate School) (B)
 Lackey, Lara, Ph.D. (*University of British Columbia, 1997*), Assistant Professor (B)
 Lambdin, Diana, Ph.D. (*Indiana University, 1988*), Associate Professor (Graduate School) (B)
 Le, Hoa Xuan, B.A. (*Hanoi University, 1991*), Visiting Scholar (B)
 Leland, Christine, Ed.D. (*Boston University, 1986*), Associate Professor (Graduate School-Associate) (I)
 Lester, Frank K., Ph.D. (*The Ohio State University, 1972*), Professor (Graduate School) (B)
 Levinson, Bradley, Ph.D. (*University of North Carolina - Chapel Hill, 1993*), Assistant Professor (Graduate School-Associate) (B)

Lewis, Mitzi, Ph.D. (*University of Southern California, 1994*), Assistant Professor (Graduate School-Associate) (B)
 Lysaker, Judith, M.A. (*St. Joseph's University, 1989*), Convertible Visiting Lecturer (B)
 Mank, David, Ph.D. (*University of Oregon, 1985*), Professor (Graduate School) (B)
 Manset, Genevieve, Ph.D. (*University of California-Santa Barbara, 1994*), Assistant Professor (Graduate School-Associate) (B)
 Martens, Prisca, Ph.D. (*University of Arizona, 1994*), Assistant Professor (I)
 Mason, Terrence C., Ph.D. (*University of California-Los Angeles, 1986*), Assistant Professor (Graduate School-Associate) (B)
 Mau, Sue, Ph.D. (*Indiana University, 1993*), Assistant Professor (Graduate School-Associate) (I)
 McCarthy, Martha M., Ph.D. (*University of Florida, 1975*), Chancellor's Professor (Graduate School) (B)
 McCarty, Luise P., Ph.D. (*Florida State University, 1990*), Associate Professor (Graduate School) (B)
 McClellan, B. Edward, Ph.D. (*Northwestern University, 1972*), Professor (Graduate School) (B)
 McMullen, Mary B., Ph.D. (*Florida State University, 1992*), Assistant Professor (Graduate School-Associate) (B)
 Metcalf, Kim K., Ph.D. (*Ohio State University, 1989*), Associate Professor (Graduate School) (B)
 Mikulecky, Larry J., Ph.D. (*University of Wisconsin, 1970*), Professor (Graduate School) (B)
 Mitchell, Marianne, Ed.D. (*University of Toledo, 1964*), Professor (Graduate School) (B)
 Molenda, Michael H., Ph.D. (*Syracuse University, 1971*), Associate Professor (Graduate School) (B)
 Morran, Keith, Ph.D. (*Indiana University, 1980*), Professor (Graduate School) (I)
 Morrone, Anastasia S., Ph.D. (*University of Texas at Austin, 1992*), Assistant Professor (I)
 Mueller, Daniel I., Ph.D. (*University of Illinois, 1969*), Professor (Graduate School) (B)
 Murtadha, Khaula, Ph.D. (*Miami University, 1994*), Assistant Professor (Graduate School-Associate) (I)
 Nelms, Charlie Ed.D. (*Indiana University, 1977*), Professor (B)
 Nyikos, Martha, Ph.D. (*Purdue University, 1987*), Associate Professor (Graduate School) (B)
 Ochoa, Theresa, Ph.D. (*University of California-Santa Barbara, 1999*), Assistant Professor (B)
 Odom, Samuel, Ph.D. (*University of Washington, 1982*), Professor (Graduate School) (B)
 Osgood, Robert, Ph.D. (*Claremont Graduate School, 1989*), Assistant Professor (Graduate School-Associate) (I)
 Ovando, Carlos, Ph.D. (*Indiana University, 1975*), Professor (Graduate School) (B)

Parsons, Michael D., Ph.D. (*Indiana University, 1994*), Associate Professor (Graduate School–Associate) (I)

Patrick, John J. Ed.D. (*Indiana University, 1969*), Professor (Graduate School) (B)

Peng, Chao-Ying Joanne, Ph.D. (*University of Wisconsin, 1979*), Associate Professor (Graduate School) (B)

Pershing, James A., Ph.D. (*University of Missouri, 1975*), Associate Professor (Graduate School–Associate) (B)

Plucker, Jonathan A., Ph.D. (*University of Virginia, 1995*), Assistant Professor (Graduate School–Associate) (B)

Polsgrove, Lewis J., Ed.D. (*University of Kentucky, 1974*), Professor (Graduate School) (B)

Preusz, Gerald C., Ed.D. (*Indiana University, 1970*), Associate Professor (I)

Priest, Douglas, Ed.D. (*Indiana University, 1984*), Associate Professor (B)

Pugh, Sharon L., Ed.D. (*Indiana University, 1978*), Associate Professor (Graduate School) (B)

Reigeluth, Charles M., Ph.D. (*Brigham Young University, 1977*), Professor (Graduate School) (B)

Ridley, Charles R., Ph.D. (*University of Minnesota, 1978*), Professor and Associate Dean of Research and the University Graduate School (Graduate School) (B)

Robison, Floyd F., Ph.D. (*Indiana University, 1982*), Associate Professor (Graduate School) (I)

Rogan, Patricia M., Ph.D. (*University of Wisconsin-Madison, 1987*), Associate Professor (Graduate School–Associate) (I)

Rosario, Jose R., Ph.D. (*University of Wisconsin-Madison, 1976*), Professor (Graduate School) (I)

St. John, Edward, Ed.D. (*Harvard University, 1978*), Professor (Graduate School) (B)

Schwandt, Thomas A., Ph.D. (*Indiana University, 1984*), Professor (Graduate School) (B)

Schwen, Thomas, Ed.D. (*Indiana University, 1970*), Associate Professor (Graduate School) (B)

Scott, Myrtle, Ph.D. (*George Peabody College for Teachers, 1969*), Professor (Graduate School) (B)

Sexton, Thomas, Ph.D. (*Florida State University, 1986*), Professor (Graduate School) (B)

Siegel, Martin A., Ph.D. (*University of Illinois, 1973*), Professor (Graduate School–Associate) (B)

Silk, David, Ph.D. (*University of Maryland, 1972*), Associate Professor (Graduate School–Associate) (I)

Simich-Dudgeon, Carmen, Ph.D. (*Georgetown University, 1984*), Assistant Professor (Graduate School–Associate) (B)

Skiba, Russell, Ph.D. (*University of Minnesota, 1987*), Associate Professor (Graduate School) (B)

Smith, W. Raymond, Ph.D. (*University of Missouri-Columbia, 1992*), Assistant Professor (B)

Stage, Frances K., Ph.D. (*Arizona State University, 1986*), Professor (Graduate School) (B)

Stockton, Rex A., Ed.D. (*Ball State University, 1968*), Professor (Graduate School) (B)

Stowers, Patricia, Adjunct Lecturer (B)

Stright, Anne D., Ph.D. (*University of Wisconsin-Madison, 1994*), Assistant Professor (Graduate School–Associate) (B)

Sutton, Margaret, Ph.D. (*Stanford University, 1991*), Assistant Professor (Graduate School–Associate) (B)

Tempel, Eugene R., Ed.D. (*Indiana University, 1985*), Professor (I)

Theobald, Neil D., Ph.D. (*University of Washington, 1988*), Associate Professor (Graduate School) (B)

Thompson, Chalmer E., Ph.D. (*University of Maryland-College Park, 1988*), Associate Professor (Graduate School) (B)

Tracy, Michael L., Ph.D. (*University of Michigan, 1969*), Associate Professor (Graduate School) (B)

Walton, Andrea, Ph.D. (*Columbia University, 1995*), Assistant Professor (Graduate School–Associate) (B)

Warren, Donald, Ph.D. (*University of Chicago, 1968*), Professor (Graduate School) (B)

Whiston, Susan, Ph.D. (*University of Wyoming, 1986*), Professor (Graduate School) (B)

Wilcox, Barbara L., Ph.D. (*University of Illinois, 1972*), Professor (Graduate School) (I)

Winikates, Deborah, Ed.D. (*University of Houston, 1995*), Assistant Professor (I)

Wolf, Barbara, Ph.D. (*University of Illinois, 1977*), Professor (Graduate School) (B)

Zimmerman, Enid, Ed.D. (*Indiana University, 1979*), Professor (Graduate School)

Adjunct, Part-Time and Visiting Faculty

Adkins, Donald, B.S. (*Indiana University, 1992*), Part-time Lecturer (B)

Agostino, Francita, M.F.A. (*Schiffanoia School of Fine Arts, 1971*), Part-time Lecturer (B)

Allen, Paul D., M.S. (*Indiana University, 1980*), Part-time Lecturer (B)

Anderson, Sydney, Ph.D. (*University of Houston, 1983*), Part-time Assistant Professor (B)

Arnold, Stephen, Ph.D. (*University of Michigan, 1973*), Part-time Assistant Professor (B)

Backler, Alan, Ph.D. (*University of Michigan, 1971*), Adjunct Associate Professor (B)

Baghetto, Ron, M.S. (*University of Wyoming, 1998*), Research Associate (B)

Barnes, Ronald E., Ed.D. (*Indiana University, 1978*), Part-time Associate Professor (B)

Barman, Natalie S., M.S.T. (*University of Wisconsin-Superior, 1975*), Visiting Lecturer (I)

Bein, Frederick L., Ph.D. (*University of Florida, 1974*), Adjunct Professor (I)

Bellessis, Martyna, Ed.D. (*Indiana University, 1986*), Part-time Assistant Professor (B)

Bippen, Paul R., Ed.D. (*Indiana University, 1973*), Adjunct Assistant Professor (I)

Bird, Michael, M.S. (*Indiana University, 1989*), Part-time Lecturer (B)

Bizzari, Janice, Ed.D. (*Indiana University, 1991*), Part-time Lecturer (B)

Blad, Kenneth, Ed.D. (*Indiana University, 1984*), Part-time Assistant Professor (B)

Blessing, Laura, B.S. (*Indiana University, 1995*), Part-time Lecturer (B)

Bohenkamp, Julie, Adjunct Lecturer, (I)

Bolinger, Judy, M.A. (*IPFW, 1976*), Part-time Lecturer (B)

Bond, Pamela, M.A. (*Ball State University, 1971*), Part-time Lecturer (B)

Brabson, Cynthia, Ph.D. (*Indiana University, 1987*), Part-time Assistant Professor (B)

Brinklew, Arthur Allen, M.A.T. (*Indiana University, 1963*), Part-time Lecturer (B)

Briscoe, Howard, Ed.S. (*Indiana University, 1983*), Part-time Lecturer (B)

Brown, Christopher M. Ph.D. (*Penn State, 1997*), Visiting Assistant Professor (B)

Buker, Byron, M.S. (*Indiana State University, 1963*), Part-time Lecturer (B)

Butler, Jeannine, M.S. (*Indiana University, 1962*), Part-time Lecturer (B)

Butler, Nayra Jo, M.S. (*Butler University, 1964*), Part-time Lecturer (B)

Calabrese, Joann, M.S. (*Indiana University, 1969*), Instructor (B)

Cambridge, Barbara L., Ph.D. (*Indiana University, 1983*), Adjunct Associate Professor (I)

Capshew, James, Ph.D. (*University of Pennsylvania, 1986*), Adjunct Associate Professor (B)

Carini, Robert, M.A. (*University of South Carolina, 1994*), Research Associate (B)

Carlson, Ronald P., Ph.D. (*Indiana University, 1971*), Part-time Associate Professor (B)

Castellanos, Jeanett, M.Ed. (*Washington State University, 1997*), Visiting Lecturer

Caulfield, Richard, M.S. (*Indiana University, 1972*), Part-time Lecturer (B)

Chapman, Carrie, M.S. (*Southern Illinois University-Carbondale, 1988*), Part-time Lecturer (B)

Chung, Choong-Geun, M.A. (*Indiana University, 1995*), Research Associate (B)

Cohen, Darla, M.S. (*Indiana University, 1976*), Research Associate (B)

Cole, Cassandra, Ed.D. (*Indiana University, 1995*), Adjunct Assistant Professor (B)

Coleman, Donald, M.A. (*Ball State University, 1970*), Part-time Lecturer (B)

Conn-Powers, Michael, Ph.D. (*University of Wisconsin-Madison, 1982*), Adjunct Assistant Professor (B)

Conner, Jennifer, Ph.D. (*Indiana University, 1999*), Part-time Lecturer (B)

Cotton, Eileen, Ph.D. (*University of Maryland, 1979*), Part-time Assistant Professor (B)

Crafton, Patricia, M.A.T. (*Indiana University, 1972*), Part-time Lecturer (B)

Cramer, Joni, M.B.A. (*Indiana Wesleyan University, 1995*), Research Associate (B)

Danyluk, Cathy, M.S. (*Indiana University, 1984*), Adjunct Assistant Professor (I)

Davis, Robert, Ed.D. (*University of Maryland, 1968*), Adjunct Professor (I)

De Caprariis, Pascal, Ph.D. (*Rensselaer Polytechnic Institute, 1973*) (I)

Diehm, Mary Jo, M.S. (*St. Francis College, 1967*), Part-time Lecturer (B)

Dormant, Diane, Ph.D. (*Indiana University, 1976*), Adjunct Associate Professor (B)

Dulle, Ambrose (Tom) H., M.A. (*Ball State University, 1963*), Part-time Lecturer (B)

Eby, Kermit, Ph.D. (*University of Wisconsin, 1974*), Part-time Assistant Professor (B)

Ellenwood, Gloria, M.A. (*Ball State University, 1961*) Part-time Lecturer (B)

Emmert, David., J.D. (*Indiana University, 1977*), Adjunct Associate Professor (I)

Elkins, Hope, Ph.D. (*Indiana University, 1992*), Part-time Assistant Professor (B)

Ely, Sharon, M.A. (*Indiana University, 1997*), Part-time Lecturer (B)

Essex, Christopher N., M.F.A. (*Indiana University, 1995*), Part-time Lecturer (B)

Evans, William, Ed.D. (*Florida State University, 1961*), Part-time Professor (B)

Ezzell, Effie, M.A. (*Indiana University, 1972*), Part-time Lecturer (B)

Fecher, Ron, MS. (*St. Francis College, 1973*), Part-time Lecturer (B)

Fitzpatrick, Christine, M.A. (*Ball State University, 1981*) Lecturer (B)

Gable, Karen E., Ed.D. (*Indiana University, 1985*), Adjunct Associate Professor (I)

Gaither, Milton, Ph.D. (*Indiana University, 2000*), Part-time Lecturer (B)

Galindo, Herendira (Ellie), Ph.D. (*Ohio State University, 1994*), Part-time Assistant Professor (B)

Garcia-Harris, Carmen L., M.S. (*Indiana University, 1983*), Part-time Lecturer (B)

Gibboney, Pamela, M.S. (*Indiana University-South Bend, 1974*), Part-time Lecturer (B)

Gibson, James, M.A. (*Moorehead State University, 1984*), Part-time Lecturer (B)

Gilliatt, Pam, M.S. (*Indiana University, 1981*), Part-time Lecturer (B)

Glenn, Dale, Ed.D. (*Indiana University, 1975*), Part-time Assistant Professor (B)

Gonyea, Robert, M.A. (*Michigan State University, 1987*), Research Associate (B)

Greene, Bobby, M.A. (*Western Kentucky University, 1957*), Part-time Lecturer (B)

Grossi, Teresa A., Ph.D. (*The Ohio State University, 1991*), Research Associate (B)

Guthier, Mark, J.D. (*Indiana University, 1990*), Instructor (B)

Haas, Geraldine, B.A. (*Kalamazoo College, 1990*), Research Associate (B)

Hallett, Karen, Ph.D. (*Indiana University, 1997*), Part-time Lecturer (B)

Hamilton, Sharon, Ph.D. (*University of London (England), 1986*), Adjunct Associate Professor (I)

Hankee, Nancy, M.A. (*Bridgewater State College, 1978*), Part-time Lecturer (B)

Harden, Staci, M.A. (*Indiana University, 1993*), Part-time Lecturer (B)

Halter, William, M.S. (*Indiana University, 1971*), Part-time Lecturer (B)

Harris, Laura, M.S. (*Indiana University, 1979*), Part-time Lecturer (B)

Harris, Philip L., Ed.D. (*Indiana University, 1967*), Adjunct Assistant Professor (B)

Hayek, John, M.S. (*St. Thomas University, 1994*), Research Associate (B)

Hill, Walter, Ph.D. (*University of Iowa, 1958*), Adjunct Professor (B)

Holmes, Joyce, Ed.S. (*Indiana University, 1973*), Part-time Lecturer (B)

Horn, Evelyn, M.S. (*Indiana University-South Bend, 1992*), Part-time Lecturer (B)

Hornibrook, Lisa, Ph.D. (*Indiana University, 1994*), Part-time Assistant Professor (B)

Horvath, Barbara, M.A. (*Indiana University, 1981*), Research Associate (B)

Houser, Linda, Ph.D. (*Indiana State University, 1992*), Adjunct Assistant Professor (I)

Hsiao, Jau-jiun, Ph.D. (*Indiana University, 1990*), Visiting Scholar (B)

Hu, Shouping, M.A. (*Indiana University, 1998*), Research Associate (B)

Hurt, Susan, M.A. (*Loyola College-Maryland, 1998*), Part-time Lecturer (B)

Ingram, Ken, M.S. (*Indiana University, 1968*), Part-time Lecturer (B)

Jeffries, Michael, M.Ed. (*Indiana University, 1983*), Part-time Lecturer (B)

Juillerat, Florence, Ph.D. (*Purdue University, 1974*), Adjunct Associate Professor (I)

Kassis, William, M.S. (*Indiana State University, 1966*), Part-time Lecturer (B)

Keene, Delos F., Ed.S. (*Purdue University, 1985*), Part-time Lecturer (B)

Kercheval, Aaron, M.A. (*University of California-Berkeley, 1981*), Research Associate (B)

Kim, Dae-Hyum, Ph.D. (*Pusam National University, 1992*), Visiting Associate Professor (B)

Kinman, David W., Ed.D. (*Indiana University, 1972*), Part-time Professor (B)

Kinzie, Jillian L., M.Ed. (*Cleveland State University, 1988*), Part-time Research Associate (B)

Kisling, Eric L., M.S.E. (*Indiana University, 1997*), Visiting Research Associate (B)

Kreamer, Lionel, M.S. (*St. Francis College, 1965*), Part-time Lecturer (B)

Lanting, Ashley, Ph.D. (*University of Illinois, 2000*), Research Associate (B)

Lapteva, Marina, Ph.D. (*Research Center for Evaluation of Quality of Specialists' Training-Moscow, 1999*) Visiting Scholar (B)

Lash, Martha, M.S. (*Indiana University, 1997*), Part-time Lecturer (B)

Ledbetter, Marla, M.S. (*Indiana University, 1987*), Part-time Lecturer (B)

Lees, Norman D., Ph.D. (*Northwestern University, 1973*), Adjunct Associate Professor (I)

Lieber, Frederic, M.S. (*Indiana University, 1983*), Visiting Assistant Professor (B)

Little, Charles, Ed.D. (*Indiana University, 1978*), Part-time Associate Professor (B)(I)

Liu, Meifeng, M.S. (*Beijing Normal University, 1992*), Visiting Scholar (B)

Luterback, Ken, Ph.D. (*Indiana University, 1997*), Research Associate (B)

Maddy, Vicky L., M.S. (*IUPUI, 1983*), Part-time Lecturer (B)

Matthews, Martha, Ph.D. (*Indiana University, 1999*), Part-time Assistant Professor (B)

Mayfield, (Jack) Jon, M.S. (*Indiana State University, 1967*), Part-time Lecturer (B)

Mayfield, Susan, M.S. (*Indiana State University, 1967*), Part-time Lecturer (B)

McCall, William, M.S. (*Indiana University, 1979*), Part-time Lecturer (B)

McClain, Leanna, M.S. (*Indiana University, 1996*), Part-time Lecturer (B)

McKaig, Richard, Ed.D. (*Indiana University, 1982*), Part-time Assistant Professor (B)

Medina, Monica A., M.S. (*Indiana University, 1979*), Visiting Lecturer (I)

Menosky, Dorothy M., Ed.D. (*Wayne State University, 1972*), Adjunct Professor (B)

Michael, Robert, Ph.D. (*Indiana University, 1994*), Assistant Scientist Part-Time Lecturer (B)

Miller, Sharon, M.S. (*St. Francis College, 1967*), Part-time Lecturer (B)

Miracle, Louise B., Ph.D. (*Indiana University, 1991*), Part-time Assistant Professor (B)

Montgomery, Janice, M.S. (*Indiana University, 1982*), Part-time Lecturer (B)

Moss, Gary, M.S. (*Indiana University, 1984*), Part-time Lecturer (B)

Muller, Patricia A., Ph.D. (*Indiana University, 1999*), Research Associate (B)

Musoba, Glenda, M.A. (*University of Iowa, 1990*), Visiting Research Associate (B)

Nay, Mary L., Ed.D. (*Indiana University, 1997*), Part-time Assistant Professor (B)

Nelson, Carol, Ph.D. (*Indiana University, 1991*), Part-time Assistant Professor (B)

Niggle, Timothy, Ed.D. (*Indiana University, 1989*), Part-time Assistant Professor (B)

Novak, Gregor M., Ph.D. (*Indiana University, 1975*), Adjunct Associate Professor (I)

Ociepka, Anne T., M.A. (*Northeastern Illinois University, 1978* (I)

Ouimet, Judith, Ed.D. (*University of Texas at Austin, 1998*), Research Associate (B)

Orr, James, M.S. (*Indiana University, 1991*), Part-time Lecturer (B)

Paladino, Mary Jo, B.A. (*St. Mary's College, 1974*), Research Associate (B)

Pappas, Victoria, Ph.D. (*Indiana University, 1982*), Part-time Assistant Professor (B)

Perry, Jon D., Ph.D. (*Indiana University, 1992*), Adjunct Assistant Professor (B)

Pestel, Beverly, D.A. (*Lehigh University, 1983*), Part-time Lecturer (B)

Pomeroy, Kathy, M.S. (*Indiana University, 1999*), Part-time Lecturer (B)

Powers, Gerald T., Ph.D. (*University of Pittsburgh, 1973*), Adjunct Professor (I)

Pratt, Cathy, Ph.D. (*Indiana University, 1992*), Research Associate and Adjunct Assistant Professor (B)

Purnell, Latayna, M.S. (*University of Maine, 1997*), Part-time Lecturer (B)

Railsback, Charles, Ph.D. (*Indiana University, 1996*), Lecturer (B)

Ransdell, Mary Ann, M.S. (*IUPUI - Columbus/Indianapolis, 1994*), Part-time Lecturer (B)

Reed, Richard B., Ed.D. (*Indiana University, 1976*), Adjunct Assistant Professor (B)

Resch, Barbara, M.E.D. (*Indiana University, 1996*), Part-time Assistant Professor (B)

Reynolds, Susan, M.S. (*Indiana University, 1981*), Part-time Lecturer (B)

Risinger, C. Frederick, M.S. (*Northern Illinois University, 1968*), no academic appointment (B)

Ritter, Shana, M.A. (*State University of New York at Buffalo, 1976*), Part-time lecturer (B)

Robb, Karyl A., Ph.D. (*Indiana University, 1992*), Adjunct Assistant Professor (I)

Rodes, Paul, M.A. (*Indiana University, 1987*), Lecturer (B)

Rohany, Nayan, M.A. (*Indiana University, 1989*), Part-time Lecturer (B)

Rose, Lowell, Ph.D. (*Purdue University, 1959*), Visiting Professor (B)

Russo, Raymond J., Ph.D. (*University of Notre Dame, 1977*), Adjunct Professor (I)

Ryall, William F., M.S. (*Indiana University, 1968*), Part-time Lecturer (B)

Samuel, John, Ph.D. (*Indiana University, 1984*), Part-time Assistant Professor (B)

Sarkissian, Armen, Ed.D. (*Indiana University, 1983*), Adjunct Assistant Professor (B)

Scheckler, Rebecca, Ph.D. (*Virginia Polytechnic Institute and State University, 2000*), Research Associate (B)

Schultz, Virginia, M.S. (*Butler University, 1977*), Part-time Lecturer (B)

Schuyler, Paul, Ed.S. (*Purdue University, 1981*), Part-time Lecturer (B)

Seiler, Timothy, Ph.D. (*Indiana University, 1980*), Adjunct Assistant Professor (I)

Shedd, Jill, Ph.D. (*Indiana University, 1987*), Adjunct Assistant Professor (B)

Shepard, Linda, Ph.D. (*Indiana University, 1987*), Instructor (B)

Shirley, Carolyn, M.A. (*Indiana University, 1975*), Part-time Lecturer (B)

Stantz, James, Ph.D. (*University of Michigan, 1976*), Part-time Associate Professor (B)

Simmons, Ada B., Ed.D. (*Indiana University, 1996*), Adjunct Assistant Professor (B)

Slisz, Robert, M.S. (*Indiana University, 1999*), Part-time Lecturer (B)

Smith, Michael, Ph.D. (*Indiana University, 1996*), Part-time Assistant Professor (B)

Sokal, Jacqueline, M.A. (*California State University-Northridge, 1981*), Part-time Lecturer (B)

Sol, Yang-Hwan, Ph.D. (*Brigham Young University, 1995*), Visiting Scholar (B)

Somers, John W., Ed.D. (*Indiana University, 1992*), Adjunct Assistant Professor (I)

Stafford, Patricia, Ed.S. (*Middle Tennessee State University, 1981*), Visiting Research Associate (B)

Stafford, Phil, M.S. (*Indiana University, 1960*), Part-time Lecturer (B)

Strange, Rebecca L., Ed.D. (*Indiana University, 1986*), Part-time Assistant Professor (B)

Tamborrino, Wendy, B.S. (*Indiana University, 1995*), Part-time Lecturer (B)

Tate, Richard, M.S. (*Indiana University, 1984*), Part-time Lecturer (B)

Taylor, Leah, M.S. (*Indiana State University, 1984*), Part-time Lecturer (B)

Tempel, Eugene R., Ed.D. (*Indiana University, 1985*), Adjunct Associate Professor (I)

Tidd, Georgia, M.S. (*Indiana University, 1964*), Part-time Lecturer (B)

Tojo, Reiko (*National Nigata University, 1966*), Visiting Scholar (B)

Toth, Paul, Ph.D. (*Indiana University, 1994*), Part-time Assistant Professor (B)

Tran, Hoan Huu, M.A. (*Vietnam National University, 1997*), Visiting Scholar (B)

Ulmer, Harriet J., M.S. (*Indiana University, 1969*), Part-time Lecturer (B)

VanHook, Mary Jane, B.A. (*Indiana University, 1963*), Part-time Lecturer (B)

Vontz, Thomas, M.S.T. (*University of Nebraska-Lincoln, 1993*), Research Associate (B)

Walsh, Michael, Ed.S. (*Indiana University, 1982*), Part-time Assistant Professor (B)

Watt, Jeffrey X., Ph.D. (*Indiana University, 1990*), Adjunct Assistant Professor (I)

Wehnehan, Joyce, M.A. (*Ball State University, 1980*), Visiting Scholar (B)

Weith, Robert, M.S. (*Western Illinois, 1975*), Part-time Lecturer (B)

Welch, Betty J., M.S. (*Indiana University, 1967*), Part-time Lecturer (B)

Wellman, Richard, Ph.D. (*Utah State University, 1995*), Visiting Research Associate (B)

Emeritus Faculty

- Abel, Billy, Ed.D. (*Indiana University, 1970*) (I)
- Aldrich, Anita, Ed.D. (*Pennsylvania State University, 1957*) (B)
- Anderson, Jean, Ed.D. (*Indiana University, 1968*) (B)
- Arrington, J. Donald, Ed.D. (*Indiana University, 1972*) (I)
- Becker, James M., M.A. (*University of Minnesota, 1949*) (B)
- Bell, Alan P., Ph.D. (*Columbia University, 1967*) (B)
- Berkley, Dean F., Ed.D. (*University of Denver, 1954*) (B)
- Best, William P., Ph.D. (*Purdue University, 1968*) (I)
- Brennan, William, H.S.D. (*Indiana University, 1970*) (B)
- Brill, Arthur D., Ed.D. (*Indiana University, 1969*) (I)
- Brogneaux, John P., P.E. Dir. (*Indiana University, 1948*) (B)
- Brown, Laurence D., Ed.D. (*University of Illinois, 1962*) (B)
- Buffie, Edward G., Ed.D. (*Indiana University, 1962*) (B)
- Carter, Ledford C., M.S. in Ed. (*Indiana University, 1954*) (B)
- Chase, Clinton I., Ph.D. (*University of California at Berkeley, 1958*) (B)
- Chamberlain, Philip C., Ph.D. (*Indiana University, 1963*) (B)
- Chiappetta, Michael, Ph.D. (*University of Michigan, 1950*) (B)
- Clark, Gilbert A., Ph.D. (*Stanford University, 1972*) (B)
- Crawford, T. James, Ph.D. (*University of Pittsburgh, 1956*) (B)
- Davies, Ivor K., Ph.D. (*University of Nottingham, England, 1967*) (B)
- Davis, Bette Joe, Ph.D. (*Wayne State University, 1975*) (I)
- Dehnke, Ronald E., Ed.D. (*Wayne State University, 1966*), Associate Professor (I)
- Dever, Richard, Ph.D. (*University of Wisconsin, 1968*) Professor (B)
- Draper, Merle R., Ed.D. (*Indiana University, 1965*) (I)
- Dunfee, Maxine M., Ed.D. (*Indiana University, 1949*) (B)
- Dvorak, Earl A., Ed.D. (*Indiana University, 1951*) (B)
- Ebbert, J. Marvin, Ph.D. (*Purdue University, 1964*) (I)
- Englander, Meryl E., Ph.D. (*University of Michigan, 1957*) (B)
- Faris, K. Gene, Ed.D. (*Indiana University, 1959*) (B)
- Fay, Leo C., Ph.D. (*University of Minnesota, 1948*) (B)
- Fink, Albert, Ph.D. (*University of Michigan, 1970*) (B)
- Fleming, Malcolm, L., Ed.D. (*Indiana University, 1960*) (B)
- Floyd, Earl C., Jr., M.A. (*Ball State University, 1949*) (B)
- Gibson, Robert L., Ed.D. (*Teachers College, Columbia University, 1956*) (B)
- Gilchrist, Mary A., Ed.D. (*University of Colorado, 1968*) (I)
- Gliessman, David H., Ph.D. (*University of Illinois, 1961*) (B)
- Gousha, Richard P., Ed.D. (*Indiana University, 1960*) (B)
- Grimmett, Sadie A., Ph.D. (*George Peabody College for Teachers, 1969*) (B)
- Grigsby, Clifford E., Ed.D. (*Indiana University, 1971*) (I)
- Guba, Egon G., Ph.D. (*University of Chicago, 1952*) (B)
- Guskin, Samuel L., Ph.D. (*University of North Carolina, 1958*) (B)
- Guss, Carolyn, Ed.D. (*Indiana University, 1952*) (B)
- Hall, Dale J., Ed.D. (*Indiana University, 1965*) (B)
- Harris, Robert, Ed.D. (*University of Illinois, 1970*) (B)
- Harvin, Virginia, Ed.D. (*Indiana University, 1964*) (I)
- Heinich, Robert, Ph.D. (*University of Southern California, 1967*) (B)
- Hobbs, Philip J., Ph.D. (*Purdue University, 1969*) (I)
- Holland, Ruth E., Ed.D. (*Indiana University, 1967*) (I)
- Horn, Ernest W., Ed.D. (*Indiana University, 1956*) (B)
- Hubbard, Guy A., Ph.D. (*Stanford University, 1963*) (B)
- Hughes, Lawson H., Ph.D. (*Indiana University, 1959*) (B)
- Jarboe, Everett, Ed.D. (*Indiana University, 1949*) (I)
- Jacobs, Lucy C., Ph.D. (*Indiana University, 1961*) (B)
- Jenkinson, Edward B., M.A. (*Indiana University, 1956*) (B)
- Jung, Christian W., Ed.D. (*University of Colorado, 1949*) (B)
- Jwaideh, Alice R., Ph.D. (*Indiana University, 1968*) (B)
- Knowlton, James Q., Ph.D. (*University of California at Los Angeles, 1958*) (B)
- Kurpius, DeWayne J., Ed.D. (*University of North Dakota, 1964*) (B)
- Lang, Duaine C., Ed.D. (*University of Nebraska, 1957*) (B)
- LeBlanc, John F., Ph.D. (*University of Wisconsin, 1968*) (B)
- Lynch, William W., Jr., Ph.D. (*Yale University, 1950*) (B)
- McBurney, Wendell F., Ed.D. (*Indiana University, 1967*) (I)
- McIntosh, Jerry A., Ed.D. (*Indiana University, 1963*) (B)
- McKinley, John, Ed.D. (*Indiana University, 1960*) (B)
- McQuigg, R. Bruce, Ed.D. (*University of Colorado, 1962*) (B)
- Maccia, George S., Ph.D. (*University of Southern California, 1952*) (B)
- Mahan, James M., Ed.D. (*Syracuse University, 1968*) (B)
- Manlove, Donald C., Ed.D. (*Indiana University, 1959*) (B)
- Mannan, Golam, Ph.D. (*Indiana University, 1967*) (I)
- Marker, Gerald W., Ed.D. (*Indiana University, 1970*) (B)
- Marten, Milton E., Ph.D. (*Indiana University, 1958*) (B)
- Medlyn, William H., Ph.D. (*University of Michigan, 1957*) (B)
- Mehlinger, Howard, Ph.D. (*University of Kansas, 1964*) (B)
- Moldstad, John A., Ed.D. (*Indiana University, 1953*) (B)
- Newman, Anabel P., Ed.D. (*State University of New York at Buffalo, 1971*) (B)
- Ochoa, Anna, Ph.D. (*University of Washington, 1970*) (B)
- Overly, Norman V., Ph.D. (*The Ohio State University, 1966*) (B)
- Pace, Vernon D., Ed.D. (*Indiana University, 1967*) (B)
- Perisho, M. Joan, M.S. in Ed. (*Indiana University, 1950*) (I-B)
- Pett, Dennis W., Ed.D. (*Indiana University, 1966*) (B)
- Prentice, Joan L., Ed.D. (*Indiana University, 1964*) (B)
- Robbins, Edward L., Ed.D. (*Indiana University, 1971*) (I)
- Shaffer, Robert H., Ph.D. (*New York University, 1945*) (B)
- Shane, June G., Ed.D. (*State University of New York at Buffalo, 1966*) (B)
- Sherman, Mendel, Ed.D. (*University of Southern California, 1955*) (B)
- Small, Don M., Ed.D. (*Indiana University, 1980*) (B)
- Smith, Carl B., Ph.D. (*Case Western Reserve University, 1967*) (B)
- Smith, Frederick R., Ph.D. (*University of Michigan, 1960*) (B)
- Smith, Gerald, Ed.D. (*Columbia University, 1964*) (B)
- Smith, Vernon H., Ed.D. (*University of Colorado, 1966*) (B)
- Spear, Josephine, Ed.D. (*Indiana University, 1952*) (B)
- Spicker, Howard H., Ph.D. (*George Peabody College for Teachers, 1963*) (B)
- Steiner, Elizabeth, Ph.D. (*University of Southern California, 1957*) (B)
- Voorhies, William T., Ed.D. (*Indiana University, 1960*) (B)
- Walden, James D., Ed.D. (*University of Illinois, 1963*) (B)
- Weigand, James E., Ed.D. (*Indiana University, 1964*) (B)
- Wolf, Hugh A., Ed.D. (*Indiana University, 1971*) (I)
- Wood, Leslie A., Ed.D. (*Stanford University, 1962*) (I)
- Woodward, Virginia, Ed.D. (*Columbia University, 1967*) (B)

Indiana University

When you become a student at Indiana University, you join an academic community internationally known for the excellence and diversity of its programs. With 1,013 degree programs, the university attracts students from all 50 states and around the world. The full-time faculty numbers more than 4,000 and includes members of many academic societies such as the American Academy of Arts and Sciences, the American Philosophical Society, and the National Academy of Sciences.

Indiana University was founded at Bloomington in 1820 and is one of the oldest and largest institutions of higher education in the Midwest. It serves 92,000 students on eight campuses. The residential campus at Bloomington and the urban center at Indianapolis form the core of the university. Campuses in Gary, Fort Wayne, Kokomo, New Albany, Richmond, and South Bend join Bloomington and Indianapolis in bringing an education of high quality within reach of all of Indiana's citizens.

General Policies

Equal Opportunity/Affirmative Action Policy of Indiana University

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the university and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and Vietnam-era veterans.

An Affirmative Action office on each campus monitors the university's policies and assists individuals who have questions or problems related to discrimination.

Special Assistance

For people who have disabilities and need special assistance, special arrangements can be made to accommodate most needs. In Bloomington, contact Disabled Student Services at (812) 855-7578; at IUPUI, contact Adaptive Educational Services at (317) 274-3241.

Confidentiality of Student Records

In accordance with federal statutes and regulations, student records are confidential and available for disclosure to persons other than the student only under stated conditions.

Student Rights and Responsibilities

A statement of students' rights and responsibilities is published in a handbook, *Code of Student Rights, Responsibilities, and Conduct*, which contains a description of due process hearings in the event of disciplinary action.

Degree Requirements Students are responsible for understanding all requirements for graduation and for completing them by the time they expect to graduate. Information about a specific school or division can be found in the front section of the bulletin for that school.

Requests for deviation from department, program, or school requirements may be granted only by written approval from the respective chairperson, director, or dean (or a designated administrative representative). Disposition at each level is final.

Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes

These Rules establish the policy under which students shall be classified as residents or nonresidents upon all campuses of Indiana University for University fee purposes. Nonresident students shall pay a nonresident fee in addition to fees paid by a resident student.

These Rules shall take effect February 1, 1974; provided, that no person properly classified as a resident student before February 1, 1974, shall be adversely affected by this Rule, if he or she attended the University before that date and while he or she remains continuously enrolled in the University.

1. "Residence" as the term, or any of its variations (e.g., "resided"), as used in the context of these Rules, means the place where an individual has his or her permanent home, at which he or she remains when not called elsewhere for labor, studies, or other special or temporary purposes, and to which he or she returns in seasons of repose. It is the place a person has voluntarily fixed as a permanent habitation for himself or herself with an intent to remain in such

place for an indefinite period. A person at any one time has but one residence, and a residence cannot be lost until another is gained.

- (a) A person entering the state from another state or country does not at that time acquire residence for the purpose of these Rules, but except as provided in Rule 2(c)¹, such person must be a resident for 12 months in order to qualify as a resident student for fee purposes.
 - (b) Physical presence in Indiana *for the predominant purpose* of attending a college, university, or other institution of higher education, shall not be counted in determining the 12-month period of residence; nor shall absence from Indiana for such purpose deprive a person of resident student status.
2. A person shall be classified as a "resident student" if he or she has continuously resided in Indiana for at least 12 consecutive months immediately preceding the first scheduled day of classes of the semester or other session in which the individual registers in the University, subject to the exception in (c)¹ below.
 - (a) The residence of an unemancipated person under 21 years of age follows that of the parents or of a legal guardian who has actual custody of such person or administers the property of such person. In the case of divorce or separation, if either parent meets the residence requirements, such person will be considered a resident.²
 - (b) If such person comes from another state or country for the predominant purpose of attending the University, he or she shall not be admitted to resident student status upon the basis of the residence of a guardian in fact, except upon appeal to the Standing Committee on Residence in each case.¹
 - (c) Such person may be classified as a resident student without meeting the 12-month residence requirement within Indiana if his or her presence in Indiana results from the establishment by his or her parents of their residence within the state *and* if he or she proves that the move was predominantly for reasons other than to enable such person to become entitled to the status of "resident student."¹
 - (d) When it shall appear that the parents of a person properly classified as a "resident student" under subparagraph (c) above have removed their residence from Indiana, such
3. The foreign citizenship of a person shall not be a factor in determining resident student status if such person has legal capacity to remain permanently in the United States.
 4. A person classified as a nonresident student may show that he or she is exempt from paying the nonresident fee by clear and convincing evidence that he or she has been a resident (see Rule 1 above) of Indiana for the 12 months prior to the first scheduled day of classes of the semester in which his or her fee status is to be changed. Such a student will be allowed to present his or her evidence only after the expiration of 12 months from the Residence Qualifying Date, i.e., the date upon which the student commenced the 12-month period for residence. The following factors will be considered relevant in evaluating a requested change in a student's nonresident status and in evaluating whether his or her physical presence in Indiana is for the predominant purpose of attending a college, university, or other institution of higher education. The existence of one or more of these factors will not require a finding of resident student status, nor shall the non-existence of one or more require a finding of nonresident student status. All factors will be considered in combination, and ordinarily resident student status will not result from the doing of acts which are required or routinely done by sojourners in the state or which are merely auxiliary to the fulfillment of educational purposes.
 - (a) The residence of a student's parents or guardians.
 - (b) The situs of the source of the student's income.
 - (c) To whom a student pays his or her taxes, including property taxes.
 - (d) The state in which a student's automobile is registered.

¹Rules 2(b) and 2(c) apply only to unemancipated persons under 21 years of age.

²Invocation of the provision in Rule 2(a) that applies to cases of divorce or separation requires appropriate legal documentation.

- (e) The state issuing the student's driver's license.
- (f) Where the student is registered to vote.
- (g) The marriage of the student to a resident of Indiana.
- (h) Ownership of property in Indiana and outside of Indiana.
- (i) The residence claimed by the student on loan applications, federal income tax returns, and other documents.
- (j) The place of the student's summer employment, attendance at summer school, or vacation.
- (k) The student's future plans including committed place of future employment or future studies.
- (l) Admission to a licensed profession in Indiana.
- (m) Membership in civic, community, and other organizations in Indiana or elsewhere.
- (n) All present and intended future connections or contacts outside of Indiana.
- (o) The facts and documents pertaining to the person's past and existing status as a student.
- (p) Parents' tax returns and other information, particularly when emancipation is claimed.
5. The fact that a person pays taxes and votes in the state does not in itself establish residence, but will be considered as hereinbefore set forth.
6. The Registrar or the person fulfilling those duties on each campus shall classify each student as resident or nonresident and may require proof of all relevant facts. The burden of proof is upon the student making a claim to a resident student status.
7. A Standing Committee on Residence shall be appointed by the President of the University and shall include two students from among such as may be nominated by the student body presidents of one or more of the campuses of the university. If fewer than four are nominated, the President may appoint from among students not nominated.
8. A student who is not satisfied by the determination of the Registrar has the right to lodge a written appeal with the

- Standing Committee on Residence within 30 days of receipt of written notice of the Registrar's determination, which Committee shall review the appeal in a fair manner and shall afford to the student a personal hearing upon written request. A student may be represented by counsel at such hearing. The Committee shall report its determination to the student in writing. If no appeal is taken within the time provided herein, the decision of the Registrar shall be final and binding.
9. The Standing Committee on Residence is authorized to classify a student as a resident student, though not meeting the specific requirements herein set forth, if such student's situation presents unusual circumstances and the individual classification is within the general scope of these Rules. The decision of the Committee shall be final and shall be deemed equivalent to a decision of the Trustees of Indiana University.
10. A student or prospective student who shall knowingly provide false information or shall refuse to provide or shall conceal information for the purpose of improperly achieving resident student status shall be subject to the full range of penalties, including expulsion, provided for by the University, as well as to such other punishment which may be provided for by law.
11. A student who does not pay additional monies which may be due because of his or her classification as a nonresident student within 30 days after demand, shall thereupon be indefinitely suspended.
12. A student or prospective student who fails to request resident student status within a particular semester or session and to pursue a timely appeal (see Rule 8) to the Standing Committee on Residence shall be deemed to have waived any alleged overpayment of fees for that semester or session.
13. If any provision of these Rules or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of these Rules which can be given effect without the invalid provision or application, and to this end the provisions of these Rules are severable.

Fees

The instructional fees listed here were approved at the May 2000 meeting of the Trustees of Indiana University. Fees are subject to change by action of the trustees. For up-to-date information about fees in effect at registration time, see the campus *Schedule of Classes*.

Certain courses and programs requiring studios, laboratories, microscopes, computers, or other special equipment may involve special fees in addition to the instructional fee. Applied music, student teaching, and some physical education courses also carry additional fees. See the campus *Schedule of Classes* for a list of such courses and programs.

Fees for Indiana University campuses other than Bloomington and Indianapolis are published in the bulletin of the specific campus.

INSTRUCTIONAL FEES	Indiana Resident	Nonresident
	Bloomington Campus	
Undergraduate ¹	\$1,951.20 flat fee/semester for 12 to 17 credit hours \$121.80/credit hour under 12 or over 17	\$6,479.05 flat fee/ semester for 12 to 17 credit hours \$404.90/credit hour under 12 or over 17
Graduate and Professional ¹		
Business–M.B.A. Program ²	\$4,674.55/semester	\$9,349.10/semester
Business ³	\$292.25/credit hour	\$584.70/credit hour
Law	\$255.10/credit hour	\$654.25/credit hour
Library and Information Science	\$178.35	\$519.50
Optometry	\$206.55/credit hour	\$573.55/credit hour
Public and Environmental Affairs— M.P.A. and M.S.E.S. Programs	\$204.10/credit hour	\$553.35/credit hour
Other	\$168.60/credit hour	\$491.15/credit hour
Independent Study (Correspondence)	\$99.60/credit hour	\$99.60/credit hour
Dissertation research (G901) ⁴	\$150.00/semester	\$150.00/semester
Auditing (no credit)	\$25.00/credit hour	\$25.00/credit hour
Distance Education Special Courses ⁵ for Schools of Education; and Health, Physical Education, and Recreation:		
Graduate		
Undergraduate	Same as rate for on-campus instruction in respective category	
Indianapolis Campus		
Undergraduate ¹	\$119.00/credit hour	\$370.25/credit hour
Graduate and Professional ¹		
Business–M.B.A. Program	\$270.00/credit hour	\$540.00/credit hour
Business–M.P.A. Program	\$200.00/credit hour	\$400.00/credit hour
Dentistry	\$13,166.00/year	\$28,196.00/year
Engineering	\$178.25/credit hour	\$509.60/credit hour
Law	\$246.80/credit hour	\$599.40/credit hour
Medicine	\$13,908.00/year	\$31,847.00/year
Nursing	\$163.90/credit hour	\$472.85/credit hour
Social Work	\$167.00/credit hour	\$481.50/credit hour
Master of Accountancy	\$200.00/credit hour	\$400.00/credit hour
Other	\$163.90/credit hour	\$472.85/credit hour
Dissertation research (G901) ⁴	\$100.00/semester	\$100.00/semester
Auditing (no credit)	Applicable credit hour rate	Applicable credit hour rate
Distance Education Special Courses for Allied Health Histotechnology:		
Graduate and Undergraduate	Same as rate for on-campus instruction in respective category	

¹Includes credit courses in the School of Continuing Studies.

²M.B.A. students enrolled in 9 or more credit hours of business courses will be assessed a flat rate. Enrollment in any courses other than business will be assessed on a per-credit-hour basis.

³Graduate business credit hour rates apply to (a) M.B.A. students enrolled in fewer than 9 credit hours of business courses, and (b) students enrolled in a doctoral business program.

⁴To keep their candidacies active, doctoral students with 90 credit hours or more and Master of Fine Arts students with 60 credit hours or more may enroll in G901 for a flat fee of \$150. Also, they must have completed all graduate degree requirements except for the dissertation or final project/performance. Enrollment in G901 is limited to six times. Students who do not meet these criteria pay the applicable credit hour rate for dissertation research.

⁵In addition to instructional fee rates, course fees of \$90.00 for Education, \$75.00 for HPER, and \$50.00 for Library and Information Science will be assessed.

INCIDENTAL FEES ⁶	Bloomington Campus	Indianapolis Campus
Application for admission		
Domestic, undergraduate	\$40.00	\$35.00
Domestic, graduate	\$45.00	\$55.00
International	\$45.00	\$55.00
Deferment service charge ⁷	\$24.00	\$22.00
Health service fee ⁸	\$76.50/semester \$32.80/summer I \$43.70/summer II	
Late payment charge ⁹	\$10.00-\$50.00/month	\$11.00/month
Late program change ¹⁰	\$21.00/course added or dropped	\$19.00/course added
Late registration ¹¹	\$54 to \$94/semester \$54.00/summer session	\$40.00 to \$100.00/ semester \$40.00 to \$65.00/ summer session
Student activity fee ¹²	\$26.77 or \$53.55/semester \$13.37 or \$26.77/summer session	\$24.25 or \$44.10/ semester \$27.70/semester for Athletic Development
Technology fee, fall or spring semesters ¹³		
Undergraduate	\$25.00, \$50.00, \$100.00	\$27.85, \$55.70, \$83.55
Graduate/professional, nondegree students	\$12.00, \$25.00, \$50.00	(varies)
Technology fee, summer sessions ¹⁴		
Undergraduate	\$25.00, \$50.00	\$27.85, \$41.75
Graduate/professional, nondegree students	\$12.00, \$25.00	(varies)
Transcripts	\$9.00	\$7.00
University Division services fee	\$25.00/semester	
Business Undergraduate program fee	\$200.00/semester	

⁶Applicable to both in-state and out-of-state students.

⁷Fee is assessed if deferred billing option is elected.

⁸The health fee is assessed each semester/session on the Bursar's bill for all day and evening students enrolled in more than 3 credit hours. Eligible individuals not covered by the health fee will be seen on a fee-for-service basis.

⁹Any payment due by you to the university that is not received by the due date is subject to a monthly late fee based on a sliding scale of at least \$10.00 (for fees of \$200.00 to \$999.99) and as much as \$50.00 (for \$5,000.00 or more). The late fee will continue to be assessed monthly until the account is restored to good standing.

¹⁰After drop/add period (100 percent refund period), students will be assessed \$21.00 in Bloomington and \$19.00 in Indianapolis for each added course, section change, change of arranged hours, or credit/audit change. On the Bloomington campus, students will also be assessed for each dropped course.

¹¹A late registration fee will be assessed any student who does not register during the scheduled registration period. On the Bloomington campus, the fee is \$54.00 for students who register by the last Friday before classes begin and increases by \$10.00 on the Monday of each successive week to a maximum of \$94.00. On the Indianapolis campus, a \$40.00 late registration fee is in effect upon conclusion of registration through the end of the first week of classes, increasing by \$25.00 the first week, \$20.00 the second week, and \$15.00 the third week to a maximum of \$100.00. In Indianapolis summer sessions, a late registration fee of \$40.00 is assessed the first week, and \$65.00 the second week and thereafter.

¹²Bloomington students enrolled in 3 or fewer credit hours during the fall and spring semesters pay a mandatory student activity fee of \$26.77. Students enrolled in more than 3 credit hours pay \$53.55. Summer-session students pay a fee per session according to the number of credit hours in which they are enrolled: 3 or fewer credit hours, \$13.37; more than 3 credit hours, \$26.77. At Indianapolis, the student activity fee for 1 to 8 credit hours is \$24.25 per semester. Students enrolled in 9 or more credit hours pay \$44.10 per semester. Indianapolis students are also charged a \$27.70 Athletic Development fee each semester.

¹³A technology fee will be assessed according to the number of enrolled credit hours as follows: 3 credit hours or fewer; greater than 3 through 6 credit hours; greater than 6 credit hours.

¹⁴At Indianapolis, a technology fee is assessed for summer sessions according to the number of enrolled credit hours as follows: 3 or fewer credit hours; greater than 3 credit hours. At Bloomington, summer-session students are assessed half the regular-semester technology fee, based on the number of credit hours as follows: 3 credit hours or fewer; greater than 3 credit hours.

Course Fee Refund Schedule

Time of Withdrawal	Refund	Time of Withdrawal	Refund
9- through 16-week classes		1-week (or less) classes	
During 1st week of classes	100%	During 1st day of classes	100%
During 2nd week of classes	75%	During 2nd day of classes	50%
During 3rd week of classes	50%	During 3rd day of classes and thereafter	None
During 4th week of classes	25%	The refund policy applies to credit hour fees and all course-related fees.	
During 5th week of classes and thereafter	None	Procedure See the <i>Schedule of Classes</i> for more information about how to withdraw from classes.	
5- through 8-week classes		Student Financial Assistance Students can obtain information about financial assistance through the financial aid office, through the student employment office, or through their schools and departments. For courses taken in Bloomington, contact the Office of Student Financial Assistance or Human Resources Management for information about faculty/ staff fee courtesy; for courses taken at IUPUI, contact the Office of Student Financial Aid Services.	
During 1st week of classes	100%		
During 2nd week of classes	50%		
During 3rd week of classes and thereafter	None		
2- through 4-week classes			
During the 1st and 2nd day of classes	100%		
During 3rd and 4th day of classes	50%		
During 5th day of classes and thereafter	None		

Veterans Benefits

Eligible students will receive veterans benefits according to the following scale, which is based on the number of credit hours in which the student is enrolled.

	Bloomington and IUPUI Fall/Spring Semesters ¹	IUPUI Summer I ¹	Bloomington Summer I	Bloomington and IUPUI Summer II ¹
Undergraduate Benefits				
full	12 or more	6	4	6
three-quarters	9-11	4-5	3	4-5
one-half	6-8	3	2	3
tuition only	fewer than 6	1-2	1	1-2
Graduate Benefits				
full	8 or more	4	4	4
three-quarters	6-7	3	3	3
one-half	4-5	2	2	2
tuition only	fewer than 4	1	1	1

It is the responsibility of the veteran or veteran dependent to sign up for benefits each semester or summer session of enrollment. It is also the responsibility of the veteran or veteran dependent on the Bloomington campus to notify the Office of Veterans Affairs of any schedule change that may increase or decrease the amount of benefits allowed. Veterans and veteran dependents on the IUPUI campus should notify the Office of the Registrar.

Veterans with service-connected disabilities may qualify for the Department of Veterans Affairs Vocational Rehabilitation Program. They should contact their regional VA office for eligibility information.

At IUPUI, veterans and veteran dependents must notify their veteran benefit representative in the Office of the Registrar in person at the time of registration.

¹Students on the IUPUI campus who are taking Summer I or II classes lasting more than six weeks should check with a VA representative in the Office of the Registrar for positive verification of their benefit status.

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Indiana University Bulletins

You may want to explore other schools of Indiana University. The following is a complete list of our bulletins. Please write directly to the individual unit or campus for its bulletin.

Indiana University Bloomington

College of Arts and Sciences
 Kelley School of Business¹
 School of Continuing Studies²
 School of Education¹
 School of Health, Physical Education, and Recreation
 School of Informatics¹
 School of Journalism
 Division of Labor Studies
 School of Law—Bloomington³
 School of Library and Information Science
 School of Music
 School of Optometry
 School of Public and Environmental Affairs¹
 University Division⁴
 University Graduate School

*Indiana University–Purdue University Indianapolis

* School of Allied Health Sciences
 * Kelley School of Business¹
 * School of Continuing Studies²
 * School of Dentistry
 School of Education¹
 School of Engineering and Technology (Purdue University)
 Herron School of Art
 School of Journalism
 * Division of Labor Studies
 * School of Law—Indianapolis³
 School of Liberal Arts
 * School of Medicine
 Military Science Program
 * School of Nursing¹
 School of Physical Education
 * School of Public and Environmental Affairs¹
 School of Science (Purdue University)
 * School of Social Work
 * University College
 University Graduate School

Indiana University East (Richmond)

Indiana University–Purdue University Fort Wayne

Indiana University Kokomo

Indiana University Northwest (Gary)

Indiana University South Bend

Indiana University Southeast (New Albany)

¹Two bulletins are issued: graduate and undergraduate. Undergraduate information about the Schools of Business and Nursing at IUPUI is found in the IUPUI campus bulletin.

²Bulletins on the General Studies Degree Program and the Independent Study Program are available from this school.

³There are two Indiana University schools of law. Be sure to specify whether you want a bulletin of the Bloomington or Indianapolis school.

⁴Available only to admitted University Division students.

IUPUI produces one campus bulletin including information about all schools listed here. Schools marked with an asterisk () also produce separate bulletins.