School of Education Graduate Programs

Administration

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

Bloomington

JOYCE ALEXANDER, Ph.D., Executive Associate Dean

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

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

THOMAS BRUSH, Ph.D., Associate Dean for Teacher Education

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

LARRY RISS, Director of Education Technology Services

GENE McCLAIN, Director of Business Affairs and Budget

JONATHAN PURVIS, Director of External Relations

Indianapolis

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

SIGNE KASTBERG, Ph.D., Associate Dean for Academic Affairs

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

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

BETH BERGHOFF, Ph.D., C0-Chair for Graduate Programs

ROB HELFENBEIN, Ph.D, Co-Chair for Graduate Programs

ADRIANA MELNYK BRANDT, Ph.D., Director of Professional Development

Overview

Welcome to the School of Education at Indiana University Bloomington and Indianapolis Core Campus!

What we do:

- *Prepare professional educators.*
- *Create and share knowledge about education.*
- *Work with schools and their communities to help improve education.*
- *The School of Education is an academic unit within Indiana University.*

We consist of two core campuses:

- *Bloomington (IUB), and*
- *Indianapolis (IUPUI).*

In addition, education programs are offered on regional campuses at Fort Wayne, Gary, Kokomo, New Albany, Richmond and South Bend.

Mission and Objectives

Mission and Objectives of the School of Education

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

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

- Continue the school's commitment to strong pre-service teacher education.
- Strengthen partnerships with P-12 schools and communities.
- Enhance and expand the school's research and other scholarly and creative activities, and strengthen the quality of graduate programs.
- Provide leadership in the appropriate use of technologies to enhance teaching and learning experiences.
- Promote diversity.
- To fulfill its mission, the school strives to achieve the following objectives:
- To promote and execute disciplined inquiry in all sectors of education.
- To provide service to the state of Indiana, the nation, and the world in developing the finest possible school systems.
- To prepare elementary and secondary teachers in all subject areas and in special education.
- To prepare administrators and supervisors for the public schools of Indiana.
- To prepare faculty members and administrators for colleges and universities throughout the world.
- To prepare administrators, supervisors, and coordinators of special programs.
- To prepare counselors, school psychologists, and reading specialists.
- To prepare researchers, evaluators, and policy analysts in the field of education.
- To prepare educators and trainers in the use of technology for educational programs in schools, business, industry, and government.

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

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

- **Core Belief #1:**
  Comprehensive Knowledge Base Professional educators must have a comprehensive knowledge base that includes content and pedagogical and practical forms of knowledge.
- **Core Belief #2:**
  Intellectual Skills and Abilities
  Professional educators must possess discipline-specific skills that allow them to plan, implement, inquire about, and assess practices related to their field of concentration.
- **Core Belief #3:**
  Focus on Diversity, Culture, Community, and Context
  Professional educators must focus on the community context in which education takes place (from school community to our global society), understanding the role of family, culture, and community and their impact on the learner.
- **Core Belief #4**
  Commitment to Personal and Professional Growth Professional educators must make a commitment to education, to their particular discipline, and to all learners.

History

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

In 1951 the School of Education moved into a three-story limestone building on the corner of Third Street and Jordan Avenue on the Bloomington campus. This building also housed the education laboratory school (grades K-12). The School of Education grew rapidly, and eventually the laboratory school was moved to a new facility at the corner of Tenth Street and the Highway 45-46 Bypass. In 1979 the education building was named the W. W. Wright Education Building in honor of Wendell W. Wright, the second dean of the School of Education (1946-1959) and a university vice president. Education classes have been taught in Indianapolis since 1914, when the Extension Division of Indiana University was established. As the Indianapolis campus grew and course offerings became more numerous, the Extension Division

was renamed the Division of Regional Campuses. In 1969 it was possible to earn a bachelor's degree in education through what had become known as the Indianapolis campus of Indiana University. The following year the branch campuses of Indiana University and Purdue University at Indianapolis were unified in the establishment of Indiana University-Purdue University Indianapolis (IUPUI). At that time, the education program was located at the 38th Street campus.

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

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

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

The School has a strong research focus with more than $12M per year in research expenditures through its seven research centers: The Center for Research and P-16 Collaboration, The Center for Adolescent and Family Studies, The Center for Evaluation and Education Policy, The Center for Postsecondary Research, the Center for Research on Learning and Technology, The Center for Social Studies and International Education, and the Center for Human Growth. Faculty with externally funded projects work through one or more of these centers, which occupy space in several buildings near the Wright Education Building. The majority of research work takes place in Eigenmann Hall.

Accreditation & Membership

The 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.

Program Coordinators

Organization of the School and Program Advisors	
Bloomington Campus Departments (Area Code 812)	**Indianapolis Campus Departments (below)**
Counseling and Educational Psychology	IU Web Site
Ginette Delandshere, Chair	Education 4038, 856-8347; e-mail

Counseling and Counselor Education(masters and specialist)	Sue Whiston, Education 4014, 856-8305; e-mail
Counseling Psychology (doctoral)	Rex Stockton, Education 4056, 856-8344; e-mail
Inquiry Methodology (doctoral)	Barbara Dennis, Education 4016, 856-8142; e-mail
Learning and Developmental Sciences	
Educational Psychology	David Estell, Education 4010, 856-8307; e-mail
Developmental Psychology	Anne Stright, Education 4058, 856-8311; e-mail@.
Inquiry Methodology (master's)	Barbara Dennis, Education 4016, 856-8142; e-mail
Learning Science	Daniel T. Hickey, Education 4018, 856-8563; e-mail
School Psychology (doctoral and specialist)	Thomas Huberty, Education 4062, 856-8309; e-mail and Jack Cummings, Education 4048; 856-8327 e-mail
Director of Center for Human Growth	Lynn Gilman, Education 0026, 856-8348; e-mail
Curriculum and Instruction	IU Web Site
Jesse Goodman, Chair	Education 3208, 856-8143; e-mail
Lara Lackey, Associate Chair	Education 3218, 856-8150; e-mail
Art Education (masters)	Elizabeth (Beau) Vallance, Education 3216, 856-8114; e-mail
Art Education (doctoral)	Marjorie Manifold, Education 3226, 856-8133; e-mail
Curriculum Studies	Mary McMullen, Education 3206, 856-8393; e-mail
Early Childhood Education	Cary Buzzelli, Education 3204, 856-8184; e-mail
Elementary Education	Carol-Anne Hossler, Education 3262, 856-8158; e-mail
Elementary Transition to Teaching	Jesse Goodman, Education 3208, 856-8143; e-mail@. and Diana Lambdin, Education 3058, 856-8149; e-mail
Mathematics Education (graduate)	Enrique Galindo, Education 3109, 856-8185; e-mail
Science and Environmental Education	Valarie Akerson, Education 3072, 856-8140; e-mail
Secondary Education	David Flinders, Education 3002, 856-8108; e-mail
Secondary Transition to Teaching	Ben Edmonds, Education 3258; 856-8162; e-mail
Social Studies Education (elementary)	Leana McClain, Education 3266, 856-8160; e-mail
Social Studies Education (secondary)	Keith Barton, Education 3234, 856-8058, @.
Special Education (master's)	Gretchen Butera, Education 3212, 856-8153; e-mail

Special Education (doctoral)	Erna Alant, Education 3238, 856-8110, e-mail
Educational Leadership and Policy Studies	IU Web Site
Gary Crow, Chair	Education 4224, 856-8192, e-mail
Educational Policy	Barry Bull, Education 4240, 856-8377, e-mail
Educational Foundations	Andrea Walton, Education 4218, 856-8358, e-mail
Higher Education	Don Hossler, Education 4268, 856-8391, @.
International and Comparative Education	Margaret Sutton, Education 4254, 856-856-8368, e-mail
Student Affairs Administration	Danielle DeSawal, Education 4274, 856-8382, e-mail
Instructional Systems Technology	IU Web Site
Ted Frick, Chair	Education 2276, 856-8460, e-mail
Literacy, Culture, and Language Education	IU Web Site
Larry Mikulecky, Chair	Education 3038, 856-8277, e-mail
English Education	Stephanie Carter, Education 3018, 856-8265, e-mail
Foreign Language Education	Martha Nyikos, Education 3020, 856-8272, e-mail
EFL/ESL, Bilingual Education	Faridah Pawan, Education 3030, 856-8274, e-mail
Reading, Literacy Education	Mitzi Lewison, Education 3024, 856-8269, e-mail
Indianapolis Campus	**Indianapolis Campus Areas (Area Code 317)**
ES, Education/Social Work	IU Web Site
Contact for Graduate Programs: Graduate Advisor	Sarah Zahl, ES 3149, 278-5739, e-mail
Co-Chairs of Graduate Programs	Rob Helfenbein, ES 3126, rhelfenb@iupui.edu (rhelfenb@iupui.edu), 278-1408;
	Beth Berghoff, ES 3127; 278-1108; e-mail
Chair for Educational Leadership	Brendan Maxcy, ES 3151, 274-7516, e-mail
Transition to Teaching Coordinator	Joy Seybold, ES 3130, 274-6815, jseybold@iupui.edu (jseybold@iupui.edu)
Language Education	Beth Berghoff, ES 3127, 278-1108, e-mail
English as Second/New Language	Annela Teemant, ES 3121, 274-1228, ateemant@iupui.edu
Mathematics Education	Erik Tillema, ES 3154, 274-6821; etillema@iupui.edu (etillema@iupui.edu),

Science Education	Jomo Mutegi, ES 3132, 274-4202 jmutegi@iupui.edu (jmutegi@iupui.edu),
Special Education	Mary Jo Dare, ES 3105, 274-6486, mdare@indiana.edu (mdare@indiana.edu) and Kathleen King Thorius, ES 3152, kkingtho@iupui.edu (kkingtho@iupui.edu), 278-0745
Counseling and Counselor Education	Keith Morran, ES 3111, 274-6850, e-mail and Chalmer Thompson, ES 3161, 274-6827, e-mail
Educational Leadership	
Higher Education and Student Affairs	Nancy Chism, ES 3150, 278-0009, e-mail

- *812-856-8500*   *317-274-6801*
- *educate@indiana.edu*
- *http://education.indiana.edu/   http://education.iupui.edu/soe/index.aspx*

Bloomington Departments: See also **Program Coordinators**

Counseling and Educational Psychology*: Wright Education 4000; (812)856-8300, cep@indiana.edu*

Curriculum and Instruction: *Wright 3140; (812)856-8123; FAX (812)856-8116*

Educational Leadership and Policy Studies: *Wright 4228 (812)856-8370; FAX (812)856-81394*

Instructional Systems Technology: *Wright 2276; (812)856-8455; FAX (812)856-8239; http://education.indiana.edu/ist*

Literacy, Culture and Language Education: *Wright 3040; (812)856-8260; FAX (812)856-8287; http://indiana.edu/~langed/*

Campuses

The Bloomington Campus

Indiana University Bloomington is a residential campus of approximately 40,000 students. Woods and streams interlacing the 1,800-acre campus make it one of the most picturesque in the country. 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 Indianapolis Museum of Art, fascinating historical attractions, an excellent zoo, and the world's largest children's museum.

Contact Information

Campus

- *W. W. Wright Education Building   School of Education, IUPUI*
- *201 North Rose Avenue   902 West New York Street*
- *Bloomington, IN 47405-1006   Indianapolis, IN 46202*

Admissions

The following tables indicate all majors in 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 titled "Licensure Programs."

Majors Offered in Degree Programs
Bloomington Campus

	M.S.	Ed.S.	Ed.D.	Ph.D.
Department of Counseling and Educational Psychology				
Counseling and Counselor Education	X	X		
Counseling Psychology				X
Inquiry Methodology				X
Learning and Developmental Sciences: Educational Psychology/, Human Development, Learning Sciences; and MS with emphasis	X			X

in Inquiry Methodology				
School Psychology	X		X	
Department of Curriculum and Instruction (C&I)		X		
Art Education	X		X	X^1
Curriculum Studies			X	X^1
Elementary Education	X	X^2	X	X^1
Mathematics Education	X^3		X	X^1
Science and Environmental Education	X^3		X	X^1
Secondary Education	X	X^2	X	X^1
Social Studies Education	X			X^1
Special Education	X	X^2	X	X
Department of Educational Leadership and Policy Studies				
Education Policy Studies				X^4
Educational Leadership	X	X	X	X
Higher Education	X		X	X
History and Philosophy of Education	X			
History of Education				X
International and	X			X^4

Comparative Education				
Philosophy of Education				X
Student Affairs Administration	X			
Department of Instructional Systems Technology	X	X^2		X
Department of Literacy, Culture, and Language Education	X	X	X	X

The title of the degree may differ from that of the major or subject area. For details please consult the various sections in the latter part of the bulletin.

[1]These majors are tracks in the Ph.D. program in Curriculum Studies.

[2]These majors are tracks in the Ed.S. in Education program.

3The master's degree in this specialization is granted for secondary education only.

[4]These majors are available as concentrations in the Ph.D. program in Education Policy Studies.

Indianapolis Campus

http://education.iupui.edu/soe/programs/graduate/index.aspx

	M.S.
Department of Counseling and Educational Psychology	
Counseling and Counselor Education (School Counseling Track Only)	X
Department of Curriculum and Instruction	
Elementary Education	X
Mathematics Education	X^1
Science Education	X^1
Secondary Education	X
Special Education	X

Department of Educational Leadership and Policy Studies	
Educational Leadership	X^2
Student Affairs Administration	X^2
Department of Language Education	**X**

The title of the degree may differ from that of the major or subject area. For details please consult the various sections in the latter part of the bulletin.

[1] The master's degree in this specialization is granted for secondary education only.

[2] These programs are joint programs; courses are offered at both the Indianapolis and Bloomington campuses.

Application Procedures

- Degree, Licensure and Certificate Programs

NON-PROGRAM/Special Student Status

On the Bloomington campus, applications for special student status may be made by contacting the distance education registrar, deregstr@indiana.edu; Wright Education 2206, (812) 856-8548. In Indianapolis, application for special student status may be made in Education/Social Work 3131, (317) 274-6868. See also Enrollment in Classes: Distance Education http://iuconnected.iu.edu/.

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, 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. Special student status is granted for 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.**

Degree, Licensure or Certificate Programs
General Instructions
These are the required components for applications to graduate degree and licensure programs.

1. Completed online application form: Bloomington (https://onestart.iu.edu/sisad-prd/p/Guest.do? methodToCall=start&inst=IUBLA&career=GRAD&parm1=DEGR) or Indianapolis (https://uisapp2.iu.edu/sisad-prd/p/Guest.do?methodToCall=start&inst=IUINA&career=GRAD).
2. Letters of recommendation. See "Letters of Recommendation" below.
3. Personal Statement explaining academic and career objectives. See "Personal Statement" below.
4. Official transcripts from the institutions of higher learning attended. See "Transcripts" below.
5. Application fee (charged at time of application submission).
6. Graduate Record Examination scores. See "GRE General Test" below.
7. International students only: TOEFL (Test of English as a Foreign Language)

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. Application to a graduate licensure program and to a graduate degree program may be combined.

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.

Licensure and certificate programs may have fewer requirements than those listed above. Please refer to programs' websites or contact the graduate admissions office. However, certain programs have application requirements in addition to those listed above. Some doctoral, specialist, and master's programs require a personal or telephone interview with department faculty. The Higher Education and Student Affairs Program requires applicants to obtain a graduate assistantship as a condition of admission. Occasionally, scholarly writing samples (e.g., term papers) are requested prior to an admission decision. Some programs (e.g., higher education, special education, and educational leadership) require work experience prior to admission. Certain doctoral programs require completion of a master's degree prior to admission.

Applicants will be provided with a user ID and password when beginning an online application. Applicants who 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).

Letters of Recommendation

Normally, applicants are required to submit two letters of recommendation. Three letters are required for application to the School Psychology, Learning and Developmental Sciences, Counseling and Counselor Education, Inquiry Methodology, and Counseling Psychology programs.

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, an applicant has been out of school for a number of years, professional references may

be substituted. Letters from family members or from recommenders who know the applicant only as a friend will not be accepted.

Recommendations may be submitted online or on letterhead. Recommenders with e-mail addresses or named as online providers in the application will receive an e-mail notification with instructions to submit the recommendations online. Recommenders submitting paper recommendations should use institution or company letterhead and include the applicant's name and, if available, date of birth. Each recommender must enclose the letter in a sealed envelope, sign across the seal, and return the envelope to the applicant. Should the recommender prefer to send the letter directly to our office, he or she may do so. Reference letteres with unsigned envelopes cannot be accepted.

Personal Statement

Applicants should write a brief statement, of at most 500 words, describing background, work experience, plans for graduate study and professional career, and providing other relevant information. The personal statement is an important part of the application review process, so applicants should take care to produce a carefully planned and written statement. The personal statement may be uploaded into the online application.

Transcripts

Applicants must send one official sealed transcript from each institution of higher learning attended, except Indiana University, or they must make arrangements for official transcripts to be sent. It is not necessary to send transcripts for institutions at which the applicant enrolled in 8 or fewer credit hours unless credit hours will be transferred for the degree. Unconditional admission cannot be granted until the official transcript has been received showing the date the bachelor's degree was conferred.

GRE General Test

Most degree programs require applicants to submit Graduate Record Examination (GRE) general aptitude test scores. The GRE advanced tests and subject tests are not required. For specific score requirements and information on which programs do not require GRE scores to be submitted, please see the section titled "Admission Criteria" in this bulletin. An official report 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 1324 must be used when sending GRE scores to our office.

In the United States the GRE is given only in a computer-based format. For further information and registration information please visit the Educational Testing Service website at http://www.gre.org. Those students taking the GRE outside of North America should contact Educational Testing Service at http://www.gre.org to find out whether the testing center in their region supports computer or paper-based testing and to obtain registration information. At all testing sites, regardless of testing format, testing accommodations for people with documented disabilities can be made. Please contact Educational Testing Service well in advance of the desired test date for information on this process. Applicants can also 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. For general information, call (609) 771-7670; for TTY call (609) 771-7714.

Paper Applications

Applying with the online application is strongly preferred, although paper applications are still accepted at Indianapolis from the Office of Student Services, Education/Social Work Building 3131, 902 W. New York Street, Indianapolis, IN 46202-5155; (317) 274-0645.

Application Fees

Applicants applying online pay the nonrefundable application fee as part of this process. Indianapolis applicants applying with paper applications should submit nonrefundable application fees to the Office of the Bursar on the campus where they are applying, in the form of a check or money order made payable to Indiana University. Currently, the application fee is $55 at Bloomington and Indianapolis for U.S. citizens and permanent residents, and $65 at Bloomington and Indianapolis for international applicants. The amount of the application fee is subject to change. Applications cannot be processed until the application fee is paid in full.

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, 213 for the computer version, or 79 for the Internet-based 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 Indiana University is 1324.

The TOEFL is administered by Educational Testing Service once each month at locations throughout the world. Information about registering to take the TOEFL may be obtained from Educational Testing Service at http://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' enrollment in graduate courses may be prohibited or restricted until English lanaguage deficiencies are remediated.

Licensure Programs
General Instructions

These are the required components for applications to licensure programs.

1. Completed online application form Bloomington (https://onestart.iu.edu/sisad-prd/p/Guest.do?methodToCall=start&inst=IUBLA&career=GRAD&parm1=DEGR) or Indianapolis (https://uisapp2.iu.edu/sisad-prd/p/Guest.do?methodToCall=start&inst=IUINA&career=GRAD).
2. Letters of recommendation. See "Letters of Recommendation" below.
3. Personal Statement explaining academic and career objectives. See "Personal Statement" below.
4. Official transcripts from the institutions of higher learning attended. See "Transcripts" below.
5. Application fee (charged at time of application submission).
6. Graduate Record Examination scores. Generally not required, but see "GRE General Test" below.
7. International students only: TOEFL (Test of English as a Foreign Language)

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**. Please follow degree applicant requirements.

Applicants will be provided with a user ID and password when beginning an online application. 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).

Letters of Recommendation

Normally, applicants are required to submit two letters of recommendation. Three letters are required for application to the School Psychology, and Counseling programs.

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, an applicant has been out of school for a number of years, professional references may be substituted. Letters from family members or from recommenders who know the applicant only as a friend will not be accepted.

Recommendations may be submitted online or on letterhead. Recommenders with e-mail addresses or named as online providers in the application will receive an e-mail notification with instructions to submit the recommendations online. Recommenders submitting paper recommendations should use institution or company letterhead and include the applicant's name and, if available, date of birth. Each recommender must enclose the letter in a sealed envelope, sign across the seal, and return the envelope to the applicant. Should the recommender prefer to send the letter directly to our office, he or she may do so. Reference letters with unsigned envelopes cannot be accepted.

Personal Statement

Applicants should write a brief statement, of at most 500 words, describing background, work experience, plans for graduate study and professional career, and providing other relevant information. The personal statement is an important part of the application review process, so applicants should take care to produce a carefully planned and written statement. The personal statement may be uploaded into the online application.

Transcripts

Applicants must send one official sealed transcript from each institution of higher learning attended, except Indiana University, or they must make arrangements for official transcripts to be sent. It is not necessary to send transcripts for institutions at which the applicant enrolled in 8 or fewer credit hours unless credit hours will be transferred for the degree. Unconditional admission cannot be granted until the official transcript has been received showing the date the bachelor's degree was conferred. The Computer Educator License for Practicing Teachers (CEL-T) application requires a photocopy of the teaching license, but no transcripts.

Praxis I, II Tests for Licensure Programs

Applicants to the Transition to Teaching programs must submit documentation of basic skills competency. Acceptable documentation includes a composite score of 527 on the Praxis I, a 24 on the ACT, an 1100 on the SAT, or an 1100 on the GRE. Applicants with an advanced degree from a regionally accredited university are not required to document basic skills competency. Other licensure programs, whether initial license or license additions, do not required basic skills tests for admission although such documentation will be required during the course of initial licensure programs.

The Secondary Transition to Teaching Program also requires applicants to meet qualifying scores on the Praxis II tests in the certification subject(s) of interest for final or unconditional admission.

Information about Praxis I and Praxis II tests may be found at www.ets.org/praxis. The code 1324 must be used when sending Praxis scores to our office.

GRE General Test

Most DEGREE programs require applicants to submit Graduate Record Examination (GRE) general aptitude test scores: LICENSURE-ONLY programs do not require the GRE except for Transition to Teaching international applicants or applicants whose undergraduate GPA's are lower than a 3.0. The GRE advanced tests and subject tests are not required. For specific score requirements and information on which programs do not require GRE scores to be submitted, please see the section titled "Admission Criteria" in this bulletin. An official report 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 1324 must be used when sending GRE scores to our office.

In the United States the GRE is given only in a computer-based format. For further information and registration information please visit the Educational Testing Service website at www.gre.org. Those students taking the GRE outside of North America should visit Educational Testing Service website at www.gre.org to find out whether the testing center in their region supports computer or paper-based testing and to obtain registration information. At all testing sites, regardless of testing format, testing accommodations for people with documented disabilities can be made. Please contact Educational Testing Service well in advance for information on this process. Applicants can also 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. For general information, call (609) 771-7670; for TTY call (609) 771-7714.

Paper Applications

Applying with the online application is strongly preferred, although paper applications are still accepted at Indianapolis from the Office of Student Services, Education/Social Work Building 3131, 902 W. New York Street, Indianapolis, IN 46202-5155; (317) 274-0645.

Application Fees

Applicants applying online pay the nonrefundable application fee as part of this process. Applicants applying with paper applications should submit nonrefundable application fees to the Office of the Bursar on the campus where they are applying, in the form of a check or money order made payable to Indiana University. Currently, the application fee is $55 at Bloomington and Indianapolis for U.S. citizens and permanent residents, and $65 at Bloomington and Indianapolis for international applicants. The amount of the application fee is subject to change. Applications cannot be processed until the application fee is paid in full.

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, 213 for the computer version, or 79 for the Internet-based 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 Indiana University is 1324.

The TOEFL is administered by Educational Testing Service once each month at locations throughout the world. Information about registering to take the TOEFL may be obtained from Educational Testing Service at http://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' enrollment in graduate couses may be prohibited or restricted until English language deficiencies are remediated.

Academic Certificate Programs

General Instructions

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

1. *Completed online application form: Bloomington (https://onestart.iu.edu/sisad-prd/p/Guest.do?methodToCall=start&inst=IUBLA&career=GRAD&parm1=DEGR) or Indianapolis (https://uisapp2.iu.edu/sisad-prd/p/Guest.do?methodToCall=start&inst=IUINA&career=GRAD).*
2. *Letters of recommendation. See "Letters of Recommendation" below.*
3. *Personal Statement explaining academic and career objectives. See "Personal Statement" below.*
4. *Official transcripts from the institutions of higher learning attended. See "Transcripts" below.*
5. *Application fee (charged at time of application submission).*
6. *International students only: TOEFL (Test of English as a Foreign Language)*

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.

Applicants will be provided with a user ID and password when beginning an online application. Applicants who wish to check the status of their application may e-mail or call (812) 856-8504 (Bloomington) or (317) 274-6868 (Indianapolis).

Letters of Recommendation

The number of letters required depends on the Certificate program: applicants to the Higher Education and Student Affairs program need to submit a letter of recommendation; the Instructional Systems Technology, two. No letters are required for the English as Foreign/Second Language (EPDE) Certificate. If uncertain, you may email educate@indiana.edu. .

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, an applicant has been out of school for a number of years, professional references may be substituted. Letters from family members or from recommenders who know the applicant only as a friend will not be accepted.

Recommendations may be submitted online or on letterhead. Recommenders with e-mail addresses or named as online providers in the application will receive an e-mail notification with instructions to submit the recommendations online. Recommenders submitting paper recommendations should use institution or company letterhead and include the applicant's name and, if

available, date of birth. Each recommender must enclose the letter in a sealed envelope, sign across the seal, and return the envelope to the applicant. Should the recommender prefer to send the letter directly to our office, he or she may do so. Reference letteres with unsigned envelopes cannot be accepted.

Personal Statement

Applicants should write a brief statement, of at most 500 words, describing background, work experience, plans for graduate study and professional career, and providing other relevant information. The personal statement is an important part of the application review process, so applicants should take care to produce a carefully planned and written statement. The personal statement may be uploaded into the online application.

Transcripts

Applicants must send one official sealed transcript from each institution of higher learning attended, except Indiana University, or they must make arrangements for official transcripts to be sent. It is not necessary to send transcripts for institutions at which the applicant enrolled in 8 or fewer credit hours unless credit hours will be transferred for the degree. Unconditional admission cannot be granted until the official transcript has been received showing the date the bachelor's degree was conferred.

GRE General Test: No GRE is requierd for Certificate programs.

Paper Applications

Applying with the online application is strongly preferred, although paper applications are still accepted at Indianapolis from the Office of Student Services, Education/Social Work Building 3131, 902 W. New York Street, Indianapolis, IN 46202-5155; (317) 274-0645.

Application Fees

Applicants applying online pay the nonrefundable application fee as part of this process. Indianapolis applicants applying with paper applications should submit nonrefundable application fees to the Office of the Bursar on the campus where they are applying, in the form of a check or money order made payable to Indiana University. Currently, the application fee is $55 at Bloomington and Indianapolis for U.S. citizens and permanent residents, and $65 at Bloomington and Indianapolis for international applicants. The amount of the application fee is subject to change. Applications cannot be processed until the application fee is paid in full.

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, 213 for the computer version, or 79 for the Internet-based 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 Indiana University is 1324.

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

English Language Placement Test: Campus Based students only

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' enrollment in graduate courses may be prohibited or restricted until English lanaguage deficiencies are remediated.

Admission Process

- for Domestic Students
- for International Students
- Admission Decisions
- Admission Categories

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 Graduate Studies/Student Services 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.

Application Deadlines

SUMMER	FALL	SPRING	SUMMER
Indianapolis Programs	March 1	November 1	March 1
Bloomington Programs			
All Ed.D. and Ph.D. Programs except as noted below	January 15	November 1	March 1
All M.S. and Ed.S. Programs except as noted below	March 1	November 1	March 1
Counseling and Counselor	March 1	November 1	None

Program			
Education (M.S. and Ed.S.)			
Counseling Psychology (Ph.D.)	December 1	None	None
Higher Education (Ph.D. and Ed.D.)	January 15	None	None
Inquiry Methodology (Ph.D)	December 1	None	None
Instructional Systems Technology (Ph.D.)	January 15	None	None
Literacy, Culture, and Language Education	Rolling admissions		
Learning and Developmental Sciences	December 1	None	None
School Psychology (Ph.D. and Ed.S.)	December 1	None	None
Higher Education and Student Affairs (M.S.)	December 1	None	None

Domestic Students

Application Deadlines for Domestic Students

For **doctoral applications (Ed.D. and Ph.D.),** the application **deadline** for fall matriculation **is January 15,** except for **Counseling Psychology, Inquiry Methodology, School Psychology, and Learning and Developmental Sciences** for which the **deadline is December 1.** To insure 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 section titled "Financial Support.") Most fellowships, fee scholarships, and assistantships are awarded immediately after this date. Late applications will be considered in some programs until June 1, but only when space is available, and with greatly reduced opportunity for financial support. For spring matriculation to doctoral programs (not including Higher Education, Counseling Psychology, and School Psychology), the deadline for applications is November 1.

The summer admission deadline is March 1, except for Counseling, Learning, and Developmental Sciences

and School Psychology, which do not admit students for summer semesters.

Applications to Master's and Education Specialist (Ed.S.) programs should be submitted by **March 1** for fall matriculation, except for the **MS in Higher Education and Student Affairs** and for the **Ed.S. in School Psychology,** for which the **deadline is December 1.** Late applications will be considered in some programs until June 1, but only when space is available. For spring matriculation, November 1 is the deadline for all master's and Ed.S. programs (except for School Psychology and Higher Education and Student Affairs, which do not have spring admissions). For summer matriculation, March 1 is the deadline (see exceptions on chart). It should be noted that most fellowships, assistantships, and fee scholarships are awarded to doctoral students only.

Applicants are encouraged to contact the chairperson of the department to which they are applying for the latest information regarding financial assistance.

International Students

Application Deadlines for International Students

International applicants must submit their application to the Office of International Admissions, 300 N. Jordan Ave., Bloomoington, IN 47405, as described in the "Application Procedures section. For important application information, international applicants should visit the International Admissions website at http://www.admit.indiana.edu/apply/int-graduate/apply.shtml. 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 1.** However, Counseling Psychology Ph.D., School Psychology Ph.D., and Learning and Developmental Sciences applicants should send all materials to the Office of International Admissions by **November 1.** The application deadline for fall admission to all other graduate degree programs is **March 1,** except for Learning and Developmental Sciences and Higher Education and Student Affairs, which have a **December 1** deadline. 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 recommendation, 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. For applications to Bloomington programs, departments and program areas make their admission recommendations to the associate dean for graduate studies after reviewing applications. 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.

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, 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. Special student status is granted for 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.**

On the Bloomington campus, applications for special student status may be made by contacting the distance education registrar, deregstr@indiana.edu; Wright Education 2100, (812) 856-8548. In Indianapolis, application for special student status may be made in Education/Social Work 3131, (317) 274-6868.

Distance Education: http://iuconnected.iu.edu
The School of Education Distance Education Program offers beginning and experienced educators fully accredited course work delivered via the Internet. 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, and may potentially become part of a master's program. (See, for example, the master's programs in Instructional Systems Technology and in Literacy, Culture and Language Education.) Students participating in some distance education courses do not need to be Indiana University students. Students who are interested in a particular distance education course should contact the distance education registrar, deregstr@indiana.edu, Wright Education 2206, 812-856-8548.

Online or Web-based courses are conducted entirely on the Internet. Online chat sessions may be part of some of these courses. Students with e-mail and Internet access may read and respond to course material on their own schedules, as long as work is completed by designated times.

All distance education courses follow the semester timeine, beginning and ending at the same time as traditional classes. Fees for online courses vary depending on the program and course structure. In most situations, students who are already enrolled at Indiana University pay the same fee as they would for an on-campus course. Other students usually pay in-state tuition plus $37 per credit hour. As distance education programs develop, this fee structure is subject to change. Students may register for courses in non-degree-granting programs online at www.indiana.edu/—disted/. At the current time, distance education students in degree-granting programs must register through the regular system (see Registration Procedure).

For answers to frequently asked questions, see http://iuconnected.iu.edu. For answers to specific questions, send an e-mail to @. .

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 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 may be made when under-graduate course work is judged to have been

especially rigorous, and when other application credentials are very strong.

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. *Domestic* applicants to the master's degree programs in Curriculum and Instruction and Language Education with a final, cumulative undergraduate GPA of 3.00 or higher are not required to take the GRE exam. The GRE is required for all international applicants. Students admitted to doctoral programs in education typically must have a total GRE combined verbal and quantitative score of 1100 or better and an analytical writing score of 4 or better. Specialist and most master's programs require a GRE combined verbal and quantitative score of 900 or above and an analytical writing score of 3.5 or better for admission. The GRE scoring scale will change on August 1, 2011; after that date, call (812) 856-8504 (Bloomington) or (317) 274-6868 (Indianapolis) for recommended minimum scores on thte new scale. The test must have been taken within five years prior to application. Generally, students in licensure-only programs are not required to submit GRE scores unless applying to the Transition to Teaching or the Counselor Education Licensure Program, which require scores to be submitted. There may be exceptions; domestic Transition to Teaching applicants with a final, cumulative undergraduate GPA of 3.00 or higher are not required to submit GRE scores. Please contact advisor. However, if tlicensure-only students switch to another program or apply to an Ed.S. or Ed.D. or Ph.D. program, they will be required to take the GRE.

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. 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.

8. The policy of Indiana University prohibits the use of the following characteristics in selecting students for graduate programs: age, gender, race, ethnicity, sexual orientation, religious preference, socioeconomic class, country of birth, or physical handicap.

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 positions, and private and/or federal 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. Preference is given to doctoral students over master's students in the awarding of assistantships, fee scholarships, and fellowships. Some international students receive financial support as well but typically are competitive recruitment awards where students are selected by their graduate admissions committee.

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
- Fellowships and Scholarships
- Other Student Support Opportunities

Assistantships
Graduate and Research Assistantships
Many full-time doctoral students in the School of Education hold a graduate assistantship during some or all of their tenure in the graduate program. These Student Academic Appointments (SAA) are usually tied to recruitment fellowships. Most graduate assistants are appointed to work between 15 and 20 hours per week (.375 to .50 of full time equivalent).

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.

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.

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 section titled "School of Education" for a listing of department or area chairs and program advisors.)

Some continuing Ph.D. 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 Ph.D. students who wish help in locating assistantship opportunities should consult their department chair, program head, or advisor.

Another category of graduate assistantships entails 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 http://education.indiana.edu/tabid/5027/Default.aspx.

Teaching Assistantships
On both the Bloomington and Indianapolis campuses, 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 associate instructor positions. Associate instructors receive training and are supervised by faculty members. They must collect student evaluations, which are then submitted to their department. Associate instructors 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/learning and developmental sciences, 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 to teach courses to improve proficiency in reading, writing, and study skills 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 & Scholarships
Some Recruitment Fellowships and Awards are granted to graduate students with superior academic records. Students granted fellowships and awards generally are required to be registered for a minimum of 6-8 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.

School of Education Fellowship
The School of Education doctoral fellowships are for entering graduate students intending to pursue a doctoral degree (Ph.D. or Ed.D.) in the School of Education. To be considered for these fellowships, students should have an undergraduate GPA of at least 3.5, exceptional quality in any graduate coursework completed at the time of application, or other means of documenting exceptional promise. The School of Education Doctoral Fellowships consist of a four-year financial aid package with an annual stipend of $19,000 plus tuition for 24 credit-hours per year and subsidized health insurance (less mandatory fees as described on the IU Bursar's Web site). The first year of the fellowship is devoted to full-time study. In the subsequent years, students will be assigned to an 18- to 20-hour per week Student Academic Appointment in the form of a teaching, research, or graduate assistantship. Funding may be available to students who are offered this fellowship to visit the Bloomington campus before accepting the fellowship. Students who apply to any doctoral program in the School of Education are automatically considered for a School of Education Doctoral Fellowship.

The Faculty Fellowship
The Faculty doctoral fellowships are also for entering graduate students intending to pursue a doctoral degree (Ph.D. or Ed.D.) in the School of Education. To be considered for these fellowships, students should have an undergraduate GPA of at least 3.2, exceptional quality in any graduate coursework completed at the time of application, and/or extensive professional experience. The Education Faculty Doctoral Fellowships consist of a

four-year financial aid package with an annual stipend of $16,000 plus 24 hours of tuition per year and subsidized health insurance (less mandatory fees as described on the IU Bursar's Web site). During all four years of the program, students will be assigned to an 18- to 20-hour per week Student Academic Appointment in the form of a teaching, research, or graduate assistantship. Students who apply to any doctoral program in the School of Education are automatically considered for a Faculty Doctoral Fellowship.

Diversity-Building Fellowships
Diversity-Building Fellowships are for students underrepresented in graduate education. Information on these several scholarships may be found at http://www.graduate.indiana.edu/internal-awards.php.

Privately Funded Scholarships
Private departmental awards 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 these private awards, contact the individual departments within the School.

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; the automated service at (812) 855-RSVP; the Web site at http://www.indiana.edu/~sfa/; or the Office of Student Financial Aid, Cavanaugh Hall 147, Indianapolis, IN 46202-5145, (317) 274-4162; or www.iupui.edu/~finaid/.

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 47405-3901or visit http://graduate.indiana.edu/internalfunding.php.

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.

Enrollment in Classes
Registration Procedure

Students at the Bloomington campus may access the schedule of classes at registrar.indiana.edu. For Bloomington students, the online schedule of classes (Student- browser version) lists all courses to be taught in the subsequent term, with meeting times, meeting locations, and instructors. No Registration Bulletin will be sent. Students admitted to IUPUI may access the schedule of classes at www.registrar.iupui.edu/. Once admitted students may request a user-id from http://itaccounts.iu.edu which will enable them to register on OneStart.

The first step in the registration procedure for education students is to meet with his advisor. At the Bloomington campus, students can register through OneStart, a self-service Web-based registration system available at www.onestart.iu.edu. For more information and instructions on registration, visit the Office of the Registrar's Web site at registrar.indiana.edu.

Indianapolis students may register online at www.onestart.iu.edu. More information is available at www.registrar.iupui.edu.

All students wishing to enroll in graduate courses must have an admission status, either (a) unconditional or conditional, (b) licensure program, or (c) special non-degree student status.

Distance Education: http://iuconnected.iu.edu for special non-degree students OR for those admitted to a graduate program

The School of Education Distance Education Program offers beginning and experienced educators fully accredited course work delivered via the Internet. 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, and may potentially become part of a master's program. (See, for example, the master's programs in Instructional Systems Technology and in Literacy, Culture and Language Education.) Students participating in some distance education courses do not need to be Indiana University students. Students who are interested in a particular distance education course should contact the distance education registrar, deregstr@indiana.edu, Wright Education 2206, 812-856-8548.

Online or Web-based courses are conducted entirely on the Internet. Online chat sessions may be part of some of these courses. Students with e-mail and Internet access may read and respond 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 online courses vary depending on the program and course structure. In most situations, students who are already enrolled at Indiana University pay the same fee as they would for an on-campus course. Other students usually pay in-state tuition plus $37 per credit hour. As distance education programs develop, this fee structure is subject to change. Students may register for courses in non-degree-granting programs online at http://iuconnected.iu.edu. At the current time, distance education students in degree-granting programs must register through the regular system (see Registration Procedure above).

For answers to frequently asked questions, see http://iuconnected.iu.edu. For answers to specific questions, send an e-mail to @. .

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 Graduate Studies/Student Services 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.

Housing Information

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 various options available for on-campus housing. Campus apartments on the River Walk offer a residential learning experience in a whole new learning community. The Office of Housing and Residence Life is the guide to housing and living on campus. Contact the office at:

IUPUI Contracts and Assignments Office
405 Porto Alegre Street
Suite 170
Indianapolis, IN 46202-5816

Phone: (317) 274-7200
Fax: (317) 274-3934
1-800-631-3974
E-mail: reshalls@iupui.edu
Hours: Monday-Friday, 8 a.m.-5 p.m. (EST)

Degree and Certificate Programs

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

Majors Offered in Degree Programs
Bloomington Campus

	M.S.	Ed.S.	Ed.D.	Ph.D.
Department of Counseling and Educational Psychology				
Counseling and Counselor Education	X	X		
Counseling Psychology				X
Inquiry Methodology				X
Learning and Developmental Sciences: Ph.D. areas in Educational Psychology, Human Development and Learning Sciences; and MS areas in Educational Psychology, Learning Science, & Inquiry Methodology	X			X
School Psychology		X		X

Department of Curriculum and Instruction (C&I)		X	
Art Education	X	X	X[1]
Curriculum Studies (includes Elementry, Secondary, Multicultural Education, Teacher and other areas of study)		X	X[1]
Elementary Education (including Early Childhood and Certification Tracks; see also Curriculum Studies for doctoral programs)	X	X[2]	
Mathematics Education	X[3]	X	X[1]
Science and Environmental Education	X[3]	X	X[1]
Secondary Education (see also Curriculum Studies for doctoral programs)	X	X[2]	
Social Studies Education	X		X[1]
Special Education	X	X[2]	X	X

Department of Educational Leadership and Policy Studies

Education Policy Studies: areas include International/ Comparative Education, Higher Education and Educational Leadership				X
Educational Leadership	X	X	X	
Higher Education and Student Affairs	X		X	X
History and Philosophy of Education	X			
History of Education				X
International and Comparative Education	X			
Philosophy of Education				X
Department of Instructional Systems Technology	X	X[2]	X	X
Department of Literacy, Culture, and Language Education	X	X[2]	X	X

The title of the degree may differ from that of the major or subject area. For details please consult the various sections in the latter part of the bulletin.

[1]These majors are concentration in the Ph.D. program in Curriculum Studies.

[2]These majors are tracks in the Ed.S. in Education program. Specialist in Education in five areas: Elementary, Instructional Systems Technology, Language Education, Secondary Education, and Special Education.

[3]The master's degree in this specialization is granted for secondary education only.

Indianapolis Campus

http://education.iupui.edu/soe/programs/graduate/index.aspx

	M.S.
Department of Counseling and Educational Psychology	
Counseling and Counselor Education (School Counseling Track Only)	X
Department of Curriculum and Instruction	
Elementary Education	X
Mathematics Education	X[1]
Science Education	X[1]
Secondary Education	X
Special Education	X
Department of Educational Leadership and Policy Studies	
Educational Leadership	X[2]
Student Affairs Administration	X[2]
Department of Language Education	**X**

The title of the degree may differ from that of the major or subject area. For details please consult the various sections in the latter part of the bulletin

[1] The master's degree in this specialization is granted for secondary education only.

[2] These programs are joint programs; courses are offered at both the Indianapolis and Bloomington campuses.

Certificate Programs
- Certificate in English as a Foreign Language (EFL) Program by Distance Education (EPDE)
- Certificate in Instructional Systems Technology (IST)

For information about job placement services for Education graduates, click here.

Graduate Certificate Programs
- Community Building and Urban Education
- English as a Foreign Language (EFL) Program by Distance Education (EPDE)
- Higher Education and Student Affairs Online Graduate Certificate Program
- Instructional Systems Technology (IST)

Certificate in English as a Foreign Language (EFL) Program by Distance Education (EPDE)

The Department of Literacy, Culture, and Language Education is offering the English as a Foreign/Second Language Certificate via Distance Education (EPDE). The certificate, composed fo 4 courses (12 cr.), is designed for new or experienced teachers to develop and/or enhance expertise in teaching English as a Foreign or Second Language.

In additiion, a second 12 credit professional development certificate is offered by the Department for EFL/ESL teacher trainers (See below). For further information contact EPDE@indiana.edu. Although these courses do NOT comprise a teacher LICENSE, several of the courses may be used toward earning that license. (See LICENSURE Additions.)

English as a Foreign/Second Language Certificate via Distance Education (EPDE)
- L540: Current Approaches in Instruction and Assessment in EFL/ENL Classrooms (3 cr.)
- L539 Language Foundations for EFL/ESL Teachers (3 cr.)
- L530/L543 Teaching English in Global Contexts (3 cr.) OR L530/L544 Computer Assisted Language Learning (3 cr.)
- L525 Practicum in Language Education (3 cr.)

EFL/ESL Teacher Trainer Certificate

The EFL/ESL Teacher Trainer Certicate focuses on the preparation of teacher trainers. EPDE's Teacher Trainer Certifcate is unique in that it highlights critical topics such as mentoring, supervision and literacy coaching. For further information contact EPDE@indiana.edu.

- L530 Topic: Mentorship and Literacy Coaching of EFL/ESL Teachers (3 cr.)
- L530 Topic: Langauge Policy and Planning (3 cr.)
- L536 Materials Development for EFL/ESL Teacher Trainers (3 cr.)
- L525 Practicum in Language Education (3 cr.)

Certificate in Instructional Systems Technology (IST)

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

This program is designed to enhance skills in and knowledge of instructional technology. The program may be used as a springboard to further career goals, to receive additional training in a career, or to prepare for a master's or Ph.D. program in instructional technology. This certificate program provides a unique opportunity to experience instructional technology at a leading program. Students who complete the program receive a certificate from the School of Education in addition to the course credits on their Indiana University transcript.

Note: The Certificate in Instructional Systems Technology is **not** a state teaching license nor an endorsement on a teaching license. The master's program requires a

separate application; completion of the certificate program does not guarantee admission.

A student must complete five courses (15 credit hours) to fulfill the requirements of the IST certificate program, including four required courses and one elective course.

Required Courses for the Certificate Program

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

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

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

Elective Courses for the Certificate Program

Students must complete one elective from the following list:

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

Admission Requirements

Online application

- Undergraduate degree from an accredited institution with a minimum GPA of 3.0 (official transcript required)
- Two letters of recommendation
- Goal statement
- TOEFL for international or non-native English speakers: minimum 600 for paper test, 250 for computer test

The GRE is not required.

Master of Science in Education Degree

Master of Science (M.S.) degrees are offered in the following 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 section titled "Admission to Graduate Programs."

Master's programs available at the Bloomington campus:

- Art Education
- Counseling and Counselor Education (school and community tracks)

- Educational Leadership (K-12 principal leadership and teacher leadership 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
- Instructional Systems Technology
- International and Comparative Education
- Language Education (English, language arts, foreign language, English as a new language, and reading education tracks)
- Learning and Developmental Sciences (educational psychology, human development, learning sciences, and inquiry tracks)
- Secondary Education (general, mathematics, and science education tracks)
- Social Studies Education
- Special Education

Master's programs available at the Indianapolis campus:

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

- Counseling and Counselor Education (school track)
- Educational Leadership (K-12 Principal Leadership and Urban Principal Program)
- Elementary Education (Urban Education, Technology and Early Childhood tracks)
- Higher Education and Student Affairs (HESA) (higher education and student affairs tracks)
- Language Education (English as a new language, secondary English, foreign language and reading education tracks)
- Secondary Education (Urban Education, Technology 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); a speech-pathology program is available through the Department of Speech and Hearing Sciences; 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

Course Requirements for Each Master's Program:

- Art Education
- Counseling and Counselor Education
- Educational Leadership (School Administration)
- Elementary and Early Childhood Education
- Higher Education and Student Affairs (HESA)

- History and Philosophy of Education
- Instructional Systems Technology (IST)
- International and Comparative Education (program pending)
- Language Education
- Learning and Developmental Sciences
- Secondary Education
- Social Studies Education
- Special Education

For an overview of all degreevprograms offered through the School of Education, click here.

Licensure Programs that Combine with a Master's Degree

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

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

Another master's degree, offered through the University Graduate School, is the Master of Arts in Teaching (M.A.T.).

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

Another master's degree, offered through the University Graduate School, is the Master of Arts in Teaching (M.A.T.). Students in M.A.T. programs do not major in education. They major in a subject field (usually in arts and sciences). M.A.T. programs are useful for secondary teachers desiring to professionalize their teaching license or to earn an original teaching license in conjunction with a master's degree. Those seeking original licenses must meet these requirements (see section titled "Licensure Programs"). **Application to most M.A.T. programs is not through the School of Education.** It is through the department in which the M.A.T. student is majoring. Two M.A.T. programs that are popular with secondary teachers are the **Science and the Social Studies Programs** (see University Graduate School Bulletin).

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 and Design at IUPUI. Students seeking information about this program should contact the Herron School of Art and Design, 1701 N. Pennsylvania Street, Indianapolis, IN 46202-1472.)

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

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

Students must complete 36 credit hours, including the following:

I. Major (18 cr.)

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

II. Foundations (3 cr.)

Choose one course:

- H5O4 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 (9) 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 4000, (812) 856-8300. IUPUI, Education/Social Work 3115, (317) 278-5739.

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

Application deadlines for the Bloomington master's program in counseling and counselor education are March 1 for summer and 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 Techniques (3 cr.)
- G523 Laboratory in Counseling (3 cr.)
- G524 Practicum in Counseling (3 cr.)

- G532 Introduction to Group Counseling (3 cr.)
- G542 Organization and Development of Counseling Programs (3 cr.)
- G550 Internship in Counseling/Counselor Education (6 cr.—i.e., 2 sem. at 3 cr. each)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G562 School Counseling: Intervention, Consultation, and Program Development (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G598 Seminar on Professional Issues (3 cr.)

OR

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

- G502 Professional Orientation and Ethics (3 cr.)
- G505 Individual Appraisal: Principles and Procedures (3 cr.)
- G522 Counseling Techniques (3 cr.)
- G523 Laboratory in Counseling (3 cr.)
- G524 Practicum in Counseling (3 cr.)
- G532 Introduction to Group Counseling (3 cr.)
- G550 Internship in Counseling/Counselor Education (6 cr.—i.e., 2 sem. at 3 cr. each)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G563 Foundations of Mental Health Counseling (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G598 Seminar on Professional Issues (3 cr.)
- G645 Psychoeducational Consultation (3 cr.)

II. Research (3 cr.)

- Y520 Strategies for Educational Inquiry (3 cr.)

III. Human Growth and Development (3 cr.)

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

IV. Electives (3 cr.)

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

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

Educational Leadership (School Administration)

K-12 Building-Level Administration Track
Teacher Leadership Track
Urban Principal Track (IUPUI only)
Program Offices: IUB, Education 4228, (812) 856-8365. IUPUI, Education/Social Work 3133, (317) 274-6816.

This program is combined with a licensure program that results in a recommendation for an initial license for

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

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

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

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

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

I.   Foundation Area (9 cr.)

- H5O4 History of American Education (3 cr.) **or** H520 Education and Social Issues (3 cr.)
- P507 Testing in the Classroom (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)

II.   Educational Leadership Area (24 cr.)

- A500 Introduction to Educational Leadership (3 cr.)
- A510 School Community Relations (3 cr.)
- A515 Educational Leadership: Teacher Development and Evaluation (3 cr.)
- A608 Legal Perspectives on Education (3 cr.)
- A624 Educational Leadership: The Principalship K-12 (3 cr.)
- A635 Public School Budgeting and Accounting (3 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)
- A695 Practicum in Educational Leadership (3 cr.)

III.   Elective (3 cr.)

- Any graduate-level education course.

Questions about licensure can be directed to:

Office of Educator Licensing and Development

151 West Ohio Street

Indianapolis, IN 46204

(317) 232-9010

licensinghelp@doe.in [dot] gov

Teacher Leadership Track

A cohort program is offered to currently practicing teachers in a format and schedule that meets the personal and professional needs of these individuals. Prospective applicants should contact the Educational Leadership Program for information about the program's availability.

I. Core (24 cr.)

- A500 Introduction to Educational Leadership (3 cr.)
- A608 Legal Perspectives on Education (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)
- A510 School Community Relations (3 cr.)
- A515 Educational Leadership: Teacher Development and Evaluation (3 cr.)
- P507 Testing in the Classroom (3 cr.)
- H520 Education and Social Issues (3 cr.)

II. National Board Seminar (6 cr.)

Seminar courses will span the entire two years of the program. National Board Certification is not a guaranteed outcome of the seminar. A590 Portfolio Development Seminar (1 cr.) A695 Practicum in Educational Leadership (2 cr.) R590 Technology Integration Seminar (3 cr.)

III. Concentration (6 cr.)

Students will be assisted in selecting an area of concentration to support their curricular focus and professional goals.

Learning and Developmental Sciences

Program Office: IUB, Education 4000, (812) 856-8300.

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 learning and developmental sciences/educational psychology must have a minimum GPA of 3.0 in their last 60 credit hours of undergraduate course work.

A program planning form is available in the department office. Each student must choose a learning and developmental sciences/educational psychology faculty member as an advisor or be assigned one. The master's program in educational psychology offers **three tracks**: an **educational psychology track**, a **learning sciences track**, and an **inquiry t**rack. Each requires 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 sciences, educational psychology, and personality and social psychology (e.g., P510,P513, P514, P515, P516, P517, P518, P525, P540, P544, P545, P550, P566, P570, P571, P572, P573, P574, P590, P600, P622, P623, P624, P625, P640, P650, P674, P690). Students

in the educational psychology or learning sciences tracks 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, P591, 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. Educational Foundations (3 cr.)

Many foundations courses in education have an "H" prefix (e.g., history, philosophy, sociology, and anthropology of education).

IV. Curriculum (3 cr.)

Curriculum theory courses have a **"J"** prefix, and methods courses may have several different prefixes, but are usually found in Curriculum and Instruction program areas.

V. Electives (12 cr.)

9 credit hours, including those in **III** and IV (above) must be taken outside of Learning and Developmental Sciences/Educational Psychology. Elective courses must contribute to the integrity of student programs and must be approved by a program advisor.

Elementary and Early Childhood Education

Program Offices: IUB, Education 3140, (812) 856-8100. IUPUI, Education/Social Work 3155, (317) 278-5739.

- Elementary Education General Track
- Early Childhood Track
- Elementary Certification Master's Degree Program Track (ETtoT plus Masters)
- Technology in Educattion Track (IUPUI only)
- Urban Education Track (IUPUI only)

These programs are 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 Transition to Teaching Program plus Master's degree 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 and is available only at the Bloomington campus.

In addition to meeting the standard School of Education admission requirements, students interested in pursuing a master's degree in elementary and early childhood education must have an undergraduate GPA of 3.0 or above. Applicants who do not meet this requirement may be admitted if they show promise of future successful professional activity.

ELEMENTARY EDUCATION GENERAL TRACK
The Elementary Master's Program in the School of Education offers an advanced degree for experienced

teachers seeking to enhance their knowledge and skill as teachers.

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

I. Major (12 cr.)

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

Choose two courses:

- N543 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.) (Bloomington) **or** L500 Instructional Issues In Language Learning (3 cr.) (Indianapolis)
- E547 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.)
- E548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.)
- E595 Problem Analysis in Elementary Education: (variable title) (1-3 cr.)
- J511 Methods of Individualizing Instruction (3 cr.)

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

II. Foundations (3 cr.)

Choose one course:

- H5O4 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 ELEMENTARY EDUCATION TRACK

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

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 Early Childhood Education Programs (3 cr.)
- E506 Curriculum in Early Childhood Education (3 cr.)
- E525 Advanced Curriculum Study in Early Childhood Education (3 cr.)

II. Foundations (3 cr.)

- P515 Child Development (3 cr.)

III. Electives (18 credit hours)

ELEMENTARY TRANSITION TO TEACHING PLUS MASTER'S DEGREE TRACK (BLOOMINGTON ONLY)
I. Field-Related Courses (37 cr.)

- E543 Advanced Study in the Teaching of Mathematics (3 cr.)
- E547 Experience in Elementary Social Studies Curriculum (3 cr.)
- E548 Advanced Study in the Teaching of Science (3 cr.)
- E579 Inquiry in Elementary Education (3 cr.)
- E594 Seminar in Elementary Education (2 cr.)
- L545 Advanced Study in the Teaching of Reading (3 cr.)
- L549 Advanced Study in the Teaching of Language Arts (3 cr.)
- M501 Laboratory /Field Experience and Seminar (4 cr.) (Two semesters at 2 credit hours each)
- M550 Practicum (Student Teaching) (10 cr.)
- Z501 Art Methods for Non-Art Specialist Educators (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:

- H5O4 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 S571 Library Materials for Children and Young Adults (3 cr.)

Required:

- E555 Human Diversity in Education (3 cr.)

TECHNOLOGY IN EDUCATION (ELEMENTARY) IUPUI

I. Inquiry Core (9 cr.)

- Y520 Strategies for Educational Inquiry (3 cr)
- Y510 Action Research (3 cr.)
- T590 Independent Study in Urban Education (3 cr.)

II. Pedagogy Core (12 cr)

- T531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)
- P507 Assessment in Schools (3 cr.)
- E590 Parent/Family Invovlement (3 cr.)
- J500 Instruction in the Context of Curriculum (3 cr)

III. Technology Core (15 cr.)

- W531 Computers in Education (3 cr.) recommended as first course
- W540 Computers in the Curriculum (3 cr.)
- W520 Instructional Technology (3 cr.)
- W550 Research in Instructional Computing (3 cr.)
- W515 Technology Leadership

Urban Education Track (IUPUI only)

I. Inquiry (9 cr.)

- Y520 Strategies for Educational Inquiry (3 cr.)
- Y510 Action Research (Prerequisite Y520) (3 cr.)
- T590 Independent Study in Urban Education (3 cr.)

II. Multicultural/Urban Education (9 cr.)

- T531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)
- T550 Cultural/Community Forces & Schools: variable title (3 cr.)
- *Choose one of the following*
    - A560 Political Perspectives in Education (3 cr.)
    - H530 Philosophy of Education (3 cr.)
    - T550 Cultural/Community Forces & Schools: (may be repeated with new title) (3 cr.)

III. Teaching and Learning (18 cr.)

- P507 Assessment in Schools (3 cr.)
- *Choose one of the following:*

- J500 Instructiion in the Context of Curriculum (3 cr.) or L500 Instructional Issues in Language Learning (3 cr.)
- *Four electives (12 cr), approved by faculty advisor:*

Consult with faculty advisor who may also suggest courses from other IUPUI schools and departments. Possible elective choices include: E590, H520, J500, K505, L500, L501, L524, L590, P514, P515, P516, W531, W540, Y611, workshop courses.

Higher Education and Student Affairs (HESA)

Program Office: IUB, Education 4228, (812) 856-8372. IUPUI, Education/Social Work 3149, (317) 278-5739.

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 student affairs administration and higher education. 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 higher education and is intended for professionals not working with students. 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. Students are required to begin course work in the fall semester. Because practical experience is valued, all students must obtain a graduate assistantship or be employed at least part-time in a related campus office while pursuing this degree. Students may take courses at either Bloomington (IUB) or Indianapolis (IUPUI).

STUDENT AFFAIRS ADMINISTRATION CONCENTRATION (41 cr.)
I. Basic Core (20-22 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.)

II. Counseling and Counselor Education (3 cr.)

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

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, e.g., H504, H520, H525, H530, H540, etc.

IV. Electives (10 cr.)

Students must choose any U550 course or U559 to total 4 credits. For the remainder of the elective credits, students may choose 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 (41 cr.)
I.   Basic Core (12-14 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.)
- U547 Practicum in Personnel Work (2 cr.)*
- U580 Issues and Problems in Higher Education and Student Affairs Administration (Capstone) (3 cr.)

II.   Recommended Courses (15 cr.)

Any graduate courses 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 (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, e.g., H504, H520, H525, H530, H540, etc.

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 or recommended courses.

* 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.

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 explore the relationship between educational philosophies and the practices and policies of educational and other social institutions.

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

I.   Major (15 cr.)

- H5O4 History of American Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- Nine (9) additional credit hours of H-prefixed courses, approved by the program advisor.

II.   Courses Outside of Education (9 cr.)

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

III. Electives (12 cr.)

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

Instructional Systems Technology (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. Core Courses (12 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.)

II. Major Courses 15-18 credit hours from at least two of the following categories:

- Instructional Analysis, Design, and Development (e.g., R620, R621, R625, or R626)
- Instructional Development and Production (e.g., R547, R641, or R741)
- Implementation and Management (e.g., R563, R660,R665 or R667)

II. Outside Electives (9 cr.)

A minimum of 9 credit hours outside of IST are required. These may be taken inside or outside the School of Education. The nature and mix of the courses must be structured to support the overall thrust of the student's program of studies. Typical options include: Business, Computer Schience, Curriculum and Instruction, Educational Inquiry, Telecommunicatioins, etc.

III. Graduation Examination

One month prior to graduation a student is required to submit for review his or her instructional projecrt and a portfolio. These are reviewed by a faculty commmittee with the student approximately two weeks before graduation. The purposes of the graduateion examination are to provide a capstoning experience for the stuent and to provide quality career counseling.

IV. Instructional Project Certificate

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

instructional project may or may not be included as part of the portfolio, explained below. This project can be done prior to the studen'ts final semester if desired.

V. Portfolio Certificate

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

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

The second set of information will consist of the following four items: (1) a completed program of studies form, (2) a statement of the student's career goals, (3) a professional resume, and (4) a listing of professional references.

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

International and Comparative Education (Program Pending)

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

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

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

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

I. Basic Core (9 cr.)

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

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

Three courses from:

- A630 Economic Dimensions of Education (3 cr.)
- H5O4 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H620 Seminar in Educational Policy Studies (3 cr.)
- H637 Topical Seminar: topic other than International and Comparative Education (3 cr.)
- H553 Travel Study (3 cr.) **or** H590 Independent Study (3 cr.)

III. Concentration (9 cr.)

Three courses, selected with the advisor, that form a coherent concnetration pertinent to the student's specific interests in the content of international and comparative education or the application of comparative methods to the study of education; for example, African Studies, curriculum, East Asian Studies, higher education, language education. Courses may be selected from those offered by any appropriate unit in the university, but in planning the concentration, students are particularly encouraged to include courses outside the School of Education.

IV. Inquiry Methodology (3 cr.)

One course in educational inquiry methodology, selected with the advisor. These are usually Y prefix courses in the School of Education, but they may include inquiry outside the School courses on the approved list available at http://education.indiana.edu/CurrentStudents/EdDPhDPoliciesandForms/tabid/5288/Default.aspx (See link for approved inquiry core classes.)

V. Electives

Students choosing to complete a master's thesis will take 6 cr. of H599 Master's Thesis in Education. Otherwise, electives are to be selected in consultation with the student's advisor from appropriate courses within or outside the School of Education.

Language Education

Program Offices: IUB, Department of Literacy, Culture and Language Education; Education 3044, (812) 856-8270. IUPUI, Education/Social Work 3162, (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 new language, English as a foreign language, 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, preferably, 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 Bloomington

Literacy, Culture and Language Education courses focus upon the improvement of instruction through an understanding of language and literacy processes in cultural contexts, the integration of formal and informal assessment with instruction, and the application of 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 Literacy, Culture, and Language Education. The second category lists courses outside the department that may be used in the major area.

Courses in Literacy, Culture, and Language Education

- L500 Instructional Issues in Language Learning (3 cr.) (required of all students)
- L605 Capstone in Literacy, Culture, and Language Education (3 cr.)
- 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.)
- L507 Issues in Language Learning for Graduate-Level Pre-Service English Teachers (3 cr.)
- L508 Teaching Young Adult Literatures in a Diverse Society for Graduate-Level Pre-Service English Teachers (3 cr.)
- L509 Critical Issues for the Reading Professional (3 cr.)
- L511 Advanced Study in the Teaching of Writing in Elementary Schools (3 cr.)
- L512 Advanced Study in the Teaching of Writing in Secondary Schools (3 cr.)
- L513 Literary Aspects of Designing Documents for Training (3 cr.)
- L516 Advanced Study in the Teaching of English/Language Arts (3 cr.)
- L517 Advanced Study in Teaching of Reading in the Junior High and Secondary Schools (1-3 cr.)
- L520 Advanced Study in Foreign Language Teaching (3 cr.)
- L524 Language Education Issues in Bilingual and Multicultural Education (3 cr.)
- L525 Practicum in Language Education (3 cr.)
- L530 Topical Workshop in Language Education (3 cr.)
- L535 Teaching Adolescent Literature (3 cr.)
- L539 Language Foundations for ESL/EFL Teachers (1-3 cr.)
- L540 ESL/EFL Instruction and Assessment Approaches (3-9 cr.)
- L541 Writing Instruction for TESL Teacher (1-3 cr.)
- 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.), for those choosing to do a master's thesis, 6 cr. of L599 required
- L600 Issues in Language Education (3 cr.)

- L601 Theoretical Issues in the Study of Language and Literacies (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

Second Language Studies

- T522 Survey of Applied Linguistics (3 cr.)
- S532 Second Language Acquisition (3 cr.)
- T556 Language Learning Technology (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 and Hearing Sciences

- S433 Childhood Language (3 cr.)
- S515 Language Intervention: School-Age Child (3 cr.)
- S534 Language Development in School-Aged Children (3 cr.)
- S539 Second-Language Acquisition and Bilingualism in Children (3 cr.)

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

II. Foundations (6 cr. min.)

Inquiry Skills (Research) (3 cr.)

- H510 Foundations of Educational Inquiry (3 cr.)
- P501 Statistical Methods Applied to Education (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)
- Y535 Evaluation Models and Techniques (3 cr.)

Substantive Core (3 cr.)

- A608 Legal Perspectives on Education (3 cr.)
- E535 Elementary School Curriculum (3 cr.)
- H5O4 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H540 Educational Sociology (3 cr.)
- J630 Curriculum Theory and Practice (3 cr.)
- J636 Curriculum Coordination/Supervision (3 cr.)

- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P530 Research and Theory in School Learning (3 cr.)
- P535 The Affective Domain in the Classroom (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P550 Language and Cognitive Development (3 cr.)
- S503 Secondary School Curriculum (3 cr.)

III. Electives (12-18 cr.)

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

Peace Corps Masters International Bloomington

This track of the Language Education master's degree is designed to offer Peace Corps Volunteers an opportunity to formalize theier studies in the field of language education and credit for their two years of practical field service. Contact the department for more information.

Language Education Indianapolis

Required (9 cr.):

- L500 Instructional Issues in Language Learning (3 cr.)
- Foundations: A560, H504, H520, H530 or T550 (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.) or Y611 Qualitative Inquiry in Education (3 cr.)

Specialized Studies (15 cr.)

- Courses should have a unified focus.

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

- Six hours of electives may be substituted.

Electives (6 cr.)

Secondary Education

Program Offices: IUB, Education 3130, (812) 856-8109. IUPUI, Education/Social Work 3121, (317) 278-5739.

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

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

In Bloomington tracks are available general curriculum studies, mathematics education and science and environmental education. In Indianapolis, tracks in Educational Technology and Urban Education are

available. The master's degree in secondary education requires 36 credit hours.

- General (Bloomington)
- Joint BS/MS Degree
- Mathematics Education (Bloomington)
- Science and Environmental Education (Bloomington)
- Technology in Education (Secondary) (Indianapolis)
- Urban Education (Indianapolis)

GENERAL TRACK
I. Major (18 cr.)

- J500 Instruction in the Context of Curriculum (3 cr.) **or** S503 Secondary School Curriculum (3 cr.) **or** S530 Junior High and Middle School Curriculum (3 cr.)
- 15 additional credit hours in secondary education by advisement

II. Foundations (3 cr.)

Choose one course:

- H5O4 History of American Education (3 cr.)
- H510 Foundations of Educational Inquiry (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H538 Critical Thinking and Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- P501 Statistical Methods Applied to Education (3 cr.)
- P507 Testing in the Classroom (3 cr.)
- P510 Psychology in Teaching (2-3 cr.)
- P516 Adolescent Development (3 cr.)
- P525 Psychological Issues in Education (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)

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

IV. Electives (9 cr.)

Electives must total 9 credit hours and include one major or minor area methods course and one course complementing the student's program.

JOINT BS/MS DEGREE in SECONDARY EDUCATION
This program allows the use of 8 cr of 400 level mathematics or science classes of qualified seniors at the Bloomington campus to complete the master's degree in Secondary Education. Mathematics, chemistry, biology, physics and geology Bachelor of Science majors with a 3.0 subject and cumulative GPA may begin master's degree courses while completing their bachelor's degree.
   Students complete the Secondary Transition to Teaching program (see Licensure Programs).

MATHEMATICS EDUCATION TRACK
I. Major (18 cr.)

- J500 Instruction in the Context of Curriculum (3 cr.)
- N517 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.) **or** N518 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.)

- Six (6) credit hours of mathematics courses at the 400 level or above are selected under the direction of the student's advisor.
- Six (6) additional credit hours are selected under the direction of the student's advisor.

II. Foundations (3 cr.) requirements are the same as for the General Track, above.

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.).

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 Tea**c**hing 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 /Q506 Methods of Teaching Senior High/ Junior High/Middle School Science (3 cr.)
  - Q540 Teaching Environmental Education (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. X599 Thesis, J538 Practicum, Q590 Research Apprenticeship, or other courses with the approval of the program advisor (6 cr.)

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

Technology Track (IUPUI only)
- *Inquiry Core (9 cr.)*
  - Y520 Strategies for Educational Inquiry (3 cr)
  - Y510 Action Research (3 cr.)
  - T590 Independent Study in Urban Education (3 cr.)

- *Inclusive Pedagogy Core (12 cr)*
  - T531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)
  - P507 Assessment in Schools (3 cr.)
  - E590 Parent/Family Invovlement (3 cr.)
  - J500 Instruction in the Context of Curriculum (3 cr)

- *Technology Core (15 cr.)*
  - W531 Computers in Education (3 cr.) recommended as first course

- W540 Computers in the Curriculum (3 cr.)
- W520 Instructional Technology (3 cr.)
- W550 Research in Instructional Computing (3 cr.)
- W515 Technology Leadership

Urban Education Track (IUPUI only)

- Inquiry (9 cr.)
  - Y520 Strategies for Educational Inquiry (3 cr.)
  - Y510 Action Research (Prerequisite Y520) (3 cr.)
  - T590 Independent Study in Urban Education (3 cr.)

- Multicultural/Urban Education (9 cr.)
  - T531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)
  - T550 Cultural/Community Forces & Schools: variable title (3 cr.)
  - Choose one of the following
    - A560 Political Perspectives in Education (3 cr.)
    - H530 Philosophy of Education (3 cr.)
    - T550 Cultural/Community Forces & Schools: (may be repeated with new title) (3 cr.)

- Teaching and Learning (18 cr.)
  - P507 Assessment in Schools (3 cr.)
  - J500 Instructiion in the Context of Curriculum (3 cr.) or L500 Instructional Issues in Language Learning (3 cr.)
  - Four electives (12 cr), approved by faculty advisor:

Consult with faculty advisor who may also suggest courses from other IUPUI schools and departments. Possible elective choices include: E590, H520, J500, K505, L500, L501, L524, L5590, P514, P515, P516, W531, W540, Y611, workshop courses.

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 section titled Licensure Programs.

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.)
- 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.)
- 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.)
- 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:

- H5O4 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. X599 Thesis, J538 Practicum, 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.

Both the Bloomington and Indianapolis campuses offer, for regular and special education teachers, special education certification and master's degree programs in Exceptional Needs: Mild Intervention. Non-education majors also may earn a basic teaching license with special education certification at both campuses. For certification information, see the section titled Licensure Programs.

Master's programs may be tailored to meet students' specific needs and interests. Students typically complete this degree as a sequel to earning certification in one or more areas of specialization.

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

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

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

Special Education Bloomington PENDING APPROVAL

I. Special Education Core Courses (24 cr.)

K505 Introduction to Special Education for Graduate Students (3 cr.), pre-requisite, not part of degree

- S500 Orientation Seminar (2 cr.), fall
- K535 Assessment and Remediation of the Mildly Handicapped I (3 cr.)
- K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.), P: K535 , fall
- K548 Families, School, and Society (3 cr.), summer
- K553 Classroom Management and Behavior Support (3 cr.), spring
- K565 Collaboration and Service Delivery (3 cr.), fall
- Y510 Action Research (3 cr.) OR Y520 Strategies for Educ ation Inquiry (3 cr.)
- K500 Research Seminar (1cr.), P: Y510 or Y520, fall
- K590 Capstone or K599 Thesis (3cr.), P: Y510 or Y520

II. Specialty Tracks (12 cr.); others may be available

- Autism
- Behavior Specialist
- Instructional Strategies

 Note: Six 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.

Special Education Indianapolis

Required (9 cr.)

- J500 Instruction in the Context of Curriculum (3 cr.)
- H520 Education and Social Issues (3 cr.) **or** H530 Philosophy of Education (3 cr.) **or** H504 History of Education (3 cr.)
- Y520 Strategies for Educationtal Inquiry (3 cr.)

Specialized Studies in special education (12 cr hrs)

Electives (9 cr., 6 cr outside special education)

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

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 credit hours. Up to 6 credits may be undergraduate course credits 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. An exception is the master's degree in Instructional Systems Technology, for which a minimum of 9 credit hours must be taken outside the major. 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 section titled 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 titled "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 by the end of the first year of graduate work.

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 3-6 credit hours of 599 Master's Thesis as part of the minimum 36 credit hour requirement for the degree. A master's research committee must be appointed. This committee consists of two or three faculty members. The thesis director must be from the major area of specialization. If the proposed research involves the use of human subjects, a research review form for the use of human subjects must be completed (see page 56).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, the method and procedure for collecting information to answer the question, procedure for data reduction, synthesis and analysis, conclusions of the study, and educational implications. It must be typed or computer- printed on $8^{1}/2$ x 11-inch paper. A nationally approved professional manuscript style (usually one used by a professional organization in the student's field) must be followed. The printing and figures must be in black ink on white paper. Figures must be on $8^{1}/2$ 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 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.

Specialist in Education Degree

The Specialist in Education (Ed.S.) degree program is an advanced graduate program that enables students to develop competence in an area of educational specialization with emphasis on practice. There are four program areas in which an Ed.S. degree is granted:

- **Counseling and Counselor Education**
- **Educational Leadership (School Administration)**
- **School Psychology**
- **Education (Elementary Education, Instructional Systems Technology, Language Education, Secondary Education, Special Education)**

The first three programs are oriented toward state licensing. Satisfactory completion of these programs results in a recommendation for licensing. The fourth program (called Ed.S. in Education) allows for specialization in one of five tracks: 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 titled Admission to Graduate Programs for application procedures and admission criteria.

Ed.S. Program Areas
Counseling and Counselor Education

The specialist program in counseling and counselor education is oriented toward licensure as mental health counselors. Practicum and internship are required. This program is appropriate for personsworking 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 of higher education.

Educational Leadership (School Administration)

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

School Psychology

School psychology students take course work in psychological assessment, consultation, professional ethics, the role of the school psychologist, special education, counseling, and psychology. Practicum and internship experiences are also required. This program

leads to licensure as a school psychologist in Indiana (see the section titled Licensure Programs). Graduates of this program provide psychological services in public school settings. Education courses lettered "P" designate courses in school psychology.

Education

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 program 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, English as a new language, foreign language, or reading specialists; clinicians; and writers or editors of instructional materials. Course offerings in language education include literacy development, English/language arts 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, students will gain particular expertise in areas such as consultation, professional development, program evaluation, school change, supported employment, and behavior management. Education courses lettered "K" designate special education offerings.

Degree Requirements

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

The remaining credit hours may be transferred from other campuses of Indiana University or from other accredited colleges. A residency period of 9 credit hours taken in one semester or summer, following admission, is required. Specialist degree students must complete all degree requirements within seven years of the date of matriculating after admission. Students who fail to meet this time limit are terminated from the program. Such students may apply for readmission to the program. They are subject to current admission and program requirements. See the section titled Policies Governing Graduate Programs for regulations governing all graduate programs in the School of Education, including course revalidation, residency, and GPA requirements.

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

Advisory Committee

Each student admitted to an Ed.S. program must form an advisory committee to assist in program formation and to monitor program progress. This committee must consist of two faculty members from the specialization area and one from the minor area. A regular faculty member from the specialization area serves as chair. At least two members of the committee must be regular faculty members. The third may be a part-time or adjunct faculty member. The committee must be approved by the department chair and by the associate dean for graduate studies. See the section titled The School of Education for a listing of departments and advisors.

Program of Studies

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

Major (24 cr.)

This is the area of specialization. Eighteen (18) of these credit hours must be taken at the Bloomington or Indianapolis campus. Each program area office has a

document that specifies which courses are to be taken in this category.

Minor (9 cr.)

The minor area should complement the major, and should consist of courses that in combination form a cohesive entity. The minor courses must be outside of the major area of study and may be from within or outside the School of Education. The minor committee member must approve the selection of courses in this category.

Research/Inquiry (6 cr.)

A list of approved inquiry courses is available in the Office of Graduate Studies 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, at which the student's entire program, including the project manuscript or comprehensive examination results, are reviewed. If the committee is satisfied that all program requirements have been successfully completed, the student is recommended for graduation.

Doctoral Degrees in Education

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

Doctoral programs are long and complex. At the end of the dissertation section linked below is a checklist of important milestones in the program, including required forms and committee meetings. Policies and regulations governing all graduate programs in education are found in the section titled Policies Governing Graduate Programs.

Doctoral programs consist of three phases: pre-candidacy coursework and experiences; qualifying exams and admission to candidacy; and carrying out the dissertation study.

Pre-candidacy: includes selecting major and minor areas of study (including information about double majors, appointing an advisory committee, creating a program of studies and taking courses, and engaging in early research experiences.

- Requirements for Doctoral Programs
- Doctoral Majors
- Double Major
- Doctoral Minors

Candidacy: includes taking the written and oral qualifying examinations, being nominated to candidacy by the advisory committee, and being admitted to dotoral candidacy.

- Doctoral Candidacy

Dissertation: includes forming a research committee, defending the proposal and obtaining IRB approval, data gathering and analysis, writing the dissertation, and finally, carrying out an oral defense of the dissertation.

- The Dissertation
- Checklist of Doctoral Program Milestones

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

- Counseling Psychology
- Curriculum and Instruction
- Educational Leadership (School Administration)
- Higher Education
- History, Philosophy, and Policy Studies in Education
- Inquiry Methodology Program
- Instructional Systems Technology
- Language Education
- Learning and Developmental Sciences/Educational Psychology
- School Psychology
- Urban Education Studies (IUPUI)

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 December 1 for matriculation in the fall semester.

Return to Doctoral Majors

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. Research in this program ranges from K-12 science education, to teacher development, to theoretical issues.

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.

Return to Doctoral Majors

Educational Leadership

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 section on Doctoral Degrees in Education—History, Philosophy, and Policy Studies in Education.)

Educational leadership faculty members have links with state and federal educational agencies and professional associations, as well as with business firms. Because faculty members 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.

Return to Doctoral Majors

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 preferred but not required 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.

Return to Doctoral Majors

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 work and consulting with governmental and nongovernmental 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, such as 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 argument, 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.

Return to Doctoral Majors

Inquiry Methodology Program

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

Return to Doctoral Majors

Instructional Systems Technology

The Ph.D. program in instructional systems technology (1ST) 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 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.

Return to Doctoral Majors

Language Education

The Ph.D. and Ed.D. programs in language education have the following objectives:

1. to prepare teachers of literacy, 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 literacy personnel to teach, design, and direct programs for the preparation of teachers of language education;
4. to prepare researchers in language and literacy education; and
5. to prepare specialists in the development of programs and instructional materials in language and literacy 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.

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).

Return to Doctoral Majors

Learning and Developmental Sciences/Educational Psychology

The Ph.D. program in learning and developmental sciences/educational psychology offers specializations in human development, inquiry methodology, educational psychology and learning science. The goals for all specializations in learning sciences/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.

Learning Sciences and 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.

Return to Doctoral Majors

School Psychology

Accredited by the American Psychological Association. 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 December 1. Matriculation is in the fall semester only.

Return to Doctoral Majors

Urban Education Studies (Ph.D., IUPUI)

The Ph.D. in Urban Education Studies prepares leaders in educational research who are knowledgeable about educational needs in diverse urban contexts and skilled in critical research related to urban education. The Indiana University School of Education at IUPUI is uniquely situated to prepare educational researchers capable of working in complex urban environments where collaboration and partnerships are fundamental. The Urban Education Studies program is designed to foster collaboration among faculty and students from diverse disciplines and backgrounds, thus providing the opportunity to develop relevant and impactful research agendas. Graduates of the Ph.D. program are prepared for leadership positions in research and teaching at major universities and institutes.

The Urban Education Studies Ph.D focuses on the study of the complex social systems that interact in urban environments to shape the lives and learning of students and educators. The program aims at developing professionals with a keen understanding of the challenges high-poverty schools face in responding to ethnic, racial, linguistic, and cultural diversity, the effects of economic cycles of boom and bust, and the changing goals and policy demands made on P-20 schools. The Urban Education Studies Ph.D. develops activist orientations to collaborative research that support schools and partnerships, creates new knowledge and unique community-based solutions, and accommodates a range of individual interests, including teacher education, traditional curriculum disciplines in urban contexts, critical social theory and cultural studies of education.

Return to Doctoral Majors

Double Major

Students in a doctoral program may declare a double major. A double major requires students to take all of the required course work in both majors. No minor is

required, and some required courses outside of the major proper may be double-counted (i.e., research courses—including inquiry linkage courses, foundations courses, and foreign language courses). 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

Doctoral Minors
- General Information
- College Pedagogy Minor
- Inquiry/Research Methodology Minor
- International and Comparative Education Minor
- Social Foundations of Education Minor
- Teacher Education Minor

General Education

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 student's 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, four approved minor area programs are available and described below.

Return to Doctoral Minors

College Pedagogy Minor

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

The 12 credit hours of course work required for this minor cannot duplicate those taken in the major field, and this minor is not available to students who are majoring in higher education. A listing of the required courses is available in the office of the Department of Educational Leadership and Policy Studies and on the department Web site, www.indiana.edu/-elps/.

Return to Doctoral Minors

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.

Return to Doctoral Minors

International and Comparative Education Minor

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

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

Return to Doctoral Minors

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.

Return to Doctoral Minors

Teacher Education Minor

(Minimum 13 credit hours)

During the last two decades there has been growing interest in teacher education as a field of study. In response, the **Teacher Education Minor** is designed to help students explore four broad areas of scholarship:1) the theories, ideologies, and philosophies of teacher education; 2) the different approaches that have been used to develop teacher education programs and components of programs; 3) the experience (from students' and/or teacher educators' perspectives) of being involved in teacher education; 4) the societal factors (e.g., issues of race, class, gender) that have an impact on teacher education. Each area is examined both historically and in the present. In order to address these areas of concern, students are required to: 1) work for one semester (as an associate instructor or as part of an internship) in a teacher education program and to take a corresponding seminar, J700 Teaching in Teacher Education, and 2) take a minimum of 12 additional credit hours of graduate course work. Below are examples of courses students may consider for inclusion into a Teacher Education minor, although each student's program is personally developed by the student and his/her minor advisor *(see list* below):

- E530 Supervision of Student Teaching in Elementary School (3 cr.)
- H637 Topic: Histories of Teachers and Teacher Education (3 cr.)
- H637 Topic: Women in Education in America (3 cr.)
- J610 Staff Development Issues and Principles (3 cr.)
- J661 Materials and Methods in Teacher Education (3 cr.)
- J690 Internship in Curriculum (Teacher Education) (2-5 cr.)
- J710 Paradigms and Programs in Teacher Education (3 cr.)
- J720 Inquires into Preservice Teacher Socialization (3 cr.)
- P524 Teaching Behavior and Effectiveness (3 cr.)

Return to Doctoral Minors

Requirements for Doctoral Programs
Requirements for Doctoral Programs
- General Information
- Advisory Committee and Program of Studies
- Program of Studies
- Inquiry Emphasis in Doctoral Training
- Program of Studies Components

General Information
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 credit hour program"), and a 60 credit hour post-master's Ed.D. program (the "60 credit hour program"). At present, the 60 credit hour program is available in curriculum and instruction, higher education, and educational leadership.

For the 90 credit hour program, credit hours earned in master's or specialist degree programs may be included in the doctoral program, as long as they meet course currency requirements and are relevant to the student's doctoral areas of focus. Sixty (60) credit hours (including 12 dissertation credit hours) in the 90 credit hour program must be taken at the Bloomington or Indianapolis campus of Indiana University.

For the 60 credit hour program, a master's degree is a prerequisite for admission. Master's course work may not be counted toward the 60 required credit hours, but graduate course work beyond the master's degree may be, as long as it meets requirements 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 credit hour program, and within five years in the 60 credit 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 section titled 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.

Return to Requirements for Doctoral Programs

Advisory Committee and Program of Studies

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 submit in writing to the Office of Graduate Studies a form that lists the formally appointed advisory committee and the student's program of 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.

Return to Requirements for Doctoral Programs

Program of Studies

Program requirements fall into several component categories, which are explained below. The student and the advisory committee chair play the primary roles in planning the program of studies. An advisory committee meeting is required, at which time all committee members review the program of studies for approval. The program of studies must then be approved by the department chair and the associate dean for graduate studies. *If a completed program of studies form is not submitted within one year of matriculation, enrollment will be discontinued.* See the section titled Policies Governing Graduate Programs for information about the transfer of credit hours from other colleges and universities. All doctoral program forms are available online.

Return to Requirements for Doctoral Programs

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.

Return to Requirements for Doctoral Programs

Program of Studies Components
- Inquiry Core
- Major
- Minor
- Electives
- Dissertation

INQUIRY CORE

90 Credit Hour Program

This component requires a minimum of 9 credit hours. Many doctoral programs in the school require 12 or 15 credit hours of inquiry core course work. The inquiry core includes a survey course in research methodologies (e.g., Y520) and beginning courses in statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, and historical research methods. Inquiry core courses are to lay a rudimentary methodological foundation for applied inquiry courses in the major, and for dissertation research. A list of approved inquiry core courses is available at the Office of Graduate Studies website.

60 Credit Hour Program

This component requires a minimum of 9 credit hours of inquiry core course work.

Return to Program of Studies Components

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.

In addition to the inquiry core course work, 6 credit hours of inquiry course work are required in the major. One of these inquiry courses must be an **early inquiry experience,** during which a student carries out 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., a 590 course), through a master's thesis (a 599 course), or through a departmental research seminar. Each student must carry out an independent research project. The research manuscript that results from this study must be read and approved by the student's advisory committee. A form for this purpose is available online at the Office of Graduate Studies website.

The second of the two major area inquiry courses is an inquiry linkage course. This is a course in which research relevant to the major field of specialization is studied. Such study, however, focuses more on the research design and methodology of research in the major area than on the findings of the research. Analyzing and critiquing the research methodology are of primary importance in this experience. Each department has a research seminar or a specialized research methodology course for this purpose.

The inquiry core courses normally should be completed prior to taking inquiry courses in the major.

60 Credit Hour Program

The major must consist of a minimum of 27 credit hours, of which 3 credit hours are to be in an inquiry linkage course. (No early inquiry experience course is required in the 60 credit hour program.)

Return to Program of Studies Components

MINOR

90 Credit Hour Program

The minor requires 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.

Return to Program of Studies Components

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.)

Return to Program of Studies Components

DISSERTATION

90 Credit Hour Program

The dissertation (799) requires 12 credit hours. 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

The dissertation requires 6 credit hours of 799 and 3 credit hours of 795. The focus of the dissertation in the 60 credit 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.

Return to Program of Studies Components

Return to Requirements for Doctoral Programs

Doctoral Candidacy
Doctoral Candidacy
- Qualifying Examinations
- Nomination to Candidacy
- Admission to 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 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.

	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

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 titled The Dissertation.)

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. an appointed doctoral advisory committee and a doctoral program of studies that has been 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.

Return to Doctoral Candidacy

Nomination to Candidacy
It is the responsibility of the advisory committee, either before or during the oral examination, to review all aspects of the student's doctoral program work, to assess the student's development as a scholar and a professional educator, and, if appropriate, to discuss topics for dissertation research and career goals. Thus, the committee is expected to assess the student's progress in the doctoral program, inventory the work remaining, plan program requirements to ensure a good fit to career goals, and offer criticism, advice, and encouragement.

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.

Return to Doctoral 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.

Return to Doctoral Candidacy

The Dissertation
The Dissertation
- Maintaining Active Student Status
- Seven-Year Rule
- Research Committee Constitution
- Forming a Committee
- Prospectus/Summary
- Dissertation Proposal
- Use of Human Subjects
- Dissertation Manuscript
- Final Oral Defense
- Checklist of Doctoral Program Milestones

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 semesters, and it is not offered in summer sessions.**

In-absentia registration for 799 and G901 is available for doctoral students who reside more than 25 miles from the Bloomington campus. Registration should be requested from the Office of Graduate Studies, through an online form http://www.indiana.edu/—educate/G901app.html. 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 $290 (subject to change) per semester for back-enrollment in addition to tuition and fees.

Return to The Dissertation

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.

Return to The 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 interdepartmental minor, the minor member must be from outside the major area. If the minor is not pertinent to the topic of the dissertation, the student may petition to substitute another member from outside the major area. (The committee chair must be a faculty member in the student's major area.) Usually, the committee chair is also the dissertation director. However, it is acceptable for another committee member with particular expertise in the area of study to direct the dissertation. 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 endorsed members of the University Graduate School faculty. If a regular member of the University Graduate School faculty has special expertise in the area of the student's research, the research committee chair and the associate dean for graduate studies may petition the University Graduate School to allow the regular faculty member to direct the student's dissertation.

Ed.D. For 90 credit hour and 60 credit hour Ed.D. programs, research committees must have at least three members. Two of these must be from the major field of study, of 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 regular or endorsed member of the University Graduate School faculty.

In some instances it is possible to include a committee member who is not an Indiana University faculty member, such as a faculty member at another university, on a doctoral committee. To receive approval for such 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.

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

Return to The Dissertation

Forming a Committee

The procedure for selecting a research committee chair and research committee members varies considerably from student to student Ideally, the research question that becomes the focus of the dissertation study stems naturally from research experiences, course work, or graduate assistantship assignments that the student has had during the program of studies 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.

Return to The Dissertation

Prospectus/Summary

A one- to two-page dissertation prospectus/ summary must be submitted with the Nomination of Research Committee form. This prospectus/summary should include a clear statement of the questions to be addressed in the study, an outline of the design of the study, the research methods to be used, and a discussion of the contribution of the study to theory and/or to practice. The prospectus/ summary should play an important role in the selection of a research committee. This document allows prospective members to decide whether to participate in the study, based on the area of focus and the integrity of the prospectus. It is generally unwise for faculty members to make a commitment to serve on a student's research

committee before a written prospectus/summary is presented for examination.

Return to The Dissertation

Dissertation Proposal

After submitting the prospectus/summary, students are next required to submit a dissertation proposal, a document that is considerably more detailed than the prospectus/ summary. The proposal should contain the following elements: a statement of purpose, rationale, literature review, research questions, proposed procedures, the source of data, methods of data collection, methods of data analysis or data reduction, and the contribution of the study to theory and/or to practice. Frequently, students are advised by their research committee to write a draft of the first three chapters of the dissertation (purpose and rationale, literature review, and method) as their research proposal.

A meeting of the research committee must be held to discuss and approve the dissertation proposal. A dissertation proposal approval form is available in the Office of Graduate Studies. When committee approval has been secured, the form must be filed with the Office of Graduate Studies. If the proposed research has changed since submission of the Nomination of Research Committee form, then a new two-page summary must be attached to the Dissertation Proposal Form.

Return to The Dissertation

Use of Human Subjects

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

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

In Indianapolis, students should contact the Office of Research Risk Administration at (317) 274-8289. The research review form for the use of human subjects can be viewed and downloaded from the Web at http://researchadmin.iu.edu/HumanSubjects/index.html.

Return to The Dissertation

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 http://www.graduate.indiana.edu/preparing-theses-and-dissertations.php.

Return to The Dissertation

Final Oral Defense

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. 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 online as Appendix A in the *Guide to the Preparation of Theses and Dissertations* (See Dissertation Manuscript above).

Return to The Dissertation

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.

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)
___Submission of Dissertation Manuscript
___Degree Conferral

Return to The Dissertation

Checklist of Doctoral Program Milestones

1. Admission to Program
2. Advisory Committee and Program of Studies Approval **(Meeting and Form)**
3. Written Qualifying Examinations
4. Oral Qualifying Examination and Nomination to Candidacy **(Meeting and Form)**
5. Admission to Candidacy

6. Appointment of Dissertation Research Committee **(Form)**
7. Dissertation Proposal Approval **(Meeting and Form)**
8. Announcement of Dissertation Defense Oral Defense of Dissertation **(Meeting and Form)**
9. Submission of Dissertation Manuscript Degree Conferral

Licensure Programs

Indiana License Types and Coverage

Students are admitted under rules established by the Office of Licensing and Development (the agency that governs teacher education in the state of Indiana). These rules are referred to as Rules 2002. Each license issued under Rules 2002 will include **school setting(s)** or levels that a person may teach and the **content field(s)** or subjects that the individual may teach. Each license must include at least one school setting and one content field. The B or I after an entry indicates the campus where the program is offered. As a general rule, students working toward licensure must earn at least half of their credits at Bloomington or Indianapolis.

However, new licensing rules (REPA: Rules for Educator Preparation and Accountability) have been established which may affect those finishing a licensure program after August 31, 2013. You should consult with an academic advisor in considering under which rules your license will be issued and whether your program will change.

Indiana License Types and Coverage offered at Blooomington or Indianapolis

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

Teaching Licenses (B-I)

- Initial License in Early Childhood Education (valid for teaching preschool through grade 3). This license will include two school settings: Early Childhood—Preschool Level and Early Childhood—Primary Level. The content field will be generalist. This program is not offered at the graduate level.

- Initial License in Elementary Education (valid for teaching grades K-6). This license will include two school settings: Early Childhood Education—Primary Level and Middle Childhood Education—Intermediate Level. The content field noted on the license will be generalist.

- Initial License for Exceptional Needs Teachers (valid for teaching at multiple levels). This license will carry the content field of mild intervention and intense intervention.

- Initial License in Secondary Education (valid for teaching grades 6-12). This license will include two school settings: Early Adolescent—Middle School Level and Adolescent and Young Adult— High School Level. There must be at least one content field included on this license.

- Initial License in K-12 Education (valid for teaching grades K-12). This license will include four school settings of Early Childhood Education—Primary Level (K-3); Middle Childhood Education—

Intermediate Level (4-6); Early Adolescent (Middle School Level); and Adolescent/Young Adult (High School Level). On a license the entry for this license will be "all school." There must be at least one content field included on this license.

School Services Licenses

- School Counselor (valid for providing counseling services in all schools) (B-I)
- School Psychologist (valid for providing psychological services in all schools) (B)
-

Educational Leadership Licenses

(All Leadership licenses are valid in all school settings.)
- Building Administrator: School Principal (B-I)
- District Administrator: Superintendent (B)
- District Administrator: Director of Exceptional Needs (B)
- District Administrator: Director of Curriculum and Instruction (B)

Information about the new state licensing framework (REPA) and standards for educational professionals may be found on the website of the Indiana Department of Education Division of Professional Standards (Office of Educator Licensing and Development http://www.doe.state.in.us/dps/).

Preparation Programs for Initial Teaching Licenses

Bloomington

http://site.educ.indiana.edu/K12Licensing/TeacherLicensurePrograms/tabid/5283/Default.aspx

Indianapolis

http://education.iupui.edu/soe/programs/dual.aspx

Indiana Teaching Licenses

Indiana License Types and Coverage

Students are admitted under rules established by the Office of Licensing and Development (the agency that governs teacher education in the state of Indiana). These rules are referred to as Rules 2002. Each license issued under Rules 2002 will include **school setting(s)** or levels that a person may teach and the **content field(s)** or subjects that the individual may teach. Each license must include at least one school setting and one content field. The B or I after an entry indicates the campus where the program is offered. As a general rule, students working toward licensure must earn at least half of their credits at Bloomington or Indianapolis.

However, new licensing rules (REPA: Rules for Educator Preparation and Accountability) have been established which may affect those finishing a licensure program after August 31, 2013. You should consult with an academic advisor in considering under which rules your license will be issued and whether your program will change.

Certification Students Applying for a Master's Degree

Students in certification programs who wish to seek a master's degree must go through the standard process for admission to graduate study. Furthermore, in order to be accepted into any of the School of Education's

specialization areas in which a master's degree may be earned, students must be admitted to a master's degree program in one of these specialization areas in the semester prior to the semester in which they intend to graduate and they must be officially registered in the semester in which they graduate.

Credit hours earned by a certification student who has been admitted to a master's degree program may or may not be counted in the student's master's program. The department chair or program head and the associate dean of graduate studies must approve the inclusion of courses taken while the student was earning credits toward certification but was not admitted to a master's degree program. Furthermore, a certification student, who has been admitted to a master's degree program, may use a maximum of 15 credits taken while the student was working on certification but was not admitted to the master's degree program.

Teaching Licenses (B-I)

Initial License in Early Childhood Education (valid for teaching preschool through grade 3). This license will include two school settings: Early Childhood—Preschool Level and Early Childhood—Primary Level. The content field will be generalist. This program is not offered at the graduate level.

Initial License in Elementary Education (valid for teaching grades K-6). This license will include two school settings: Early Childhood Education—Primary Level and Middle Childhood Education—Intermediate Level. The content field noted on the license will be generalist.

Initial License for Exceptional Needs Teachers (valid for teaching at multiple levels). This license will carry the content field of mild intervention andintense intervention.

Initial License in Secondary Education (valid for teaching grades 6-12). This license will include two school settings: Early Adolescent—Middle School Level and Adolescent and Young Adult— High School Level. There must be at least one content field included on this license.

Initial License in K-12 Education (valid for teaching grades K-12). This license will include four school settings of Early Childhood Education—Primary Level (K-3); Middle Childhood Education—Intermediate Level (4-6); Early Adolescent (Middle School Level); and Adolescent/ Young Adult (High School Level). On a license the entry for this license will be "all school." There must be at least one content field included on this license.

School Services Licenses

- School Counselor (valid for providing counseling services in all schools) (B-I)
- School Psychologist (valid for providing psychological services in all schools) (B)

Educational Leadership Licenses

(All Leadership licenses are valid in all school settings.)

- Building Administrator: School Principal (B-I)
- District Administrator: Superintendent (B)
- District Administrator: Director of Exceptional Needs (B)
- District Administrator: Director of Curriculum and Instruction (B)

Information about the new state licensing framework (REPA) and standards for educational professionals may be found on the website of the Indiana Department of Education Office of Educator Licensing and Development http://www.doe.state.in.us/dps/).

Admission to Licensure Programs

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

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

Initial, Proficient Practitioner, and Accomplished Practitioner Licenses

Rules 2002 licenses became available for candidates completing standards-based, performance-focused programs beginning July 1, 2003. All Persons completing license preparation by August 31, 2013 may be issued licensure under Rules 2002 with the license application by December 31, 2013. Persons completing licensure programs after August 31, 2013 will be issued a license under REPA Rules.

Applying for a License

Upon completion of all degree and course requirements, state-mandated testing as required, a state criminal history check, CPR-Heimlich Maneuver certification, and other application procedures, candidates may submit their application online at the LVIS system: https://license.doe.in.gov/. On the Bloomington campus, information is available in Education 1000, (812) 856-8511. On the Indianapolis campus, information is available in Room 3131 of the Education/Social Work Building, (317) 274-0645.

Checklist for Completion
For Graduate Students Interested in Teacher Certification (Bloomington Only)

__ **Explore certification:** Contact the graduate certification advisor in Education 1000, 812-856-8510 for information about initial teacher certification and possible additions to the license. Web page: http://education.indiana.edu/K12Licensing/ TeacherLicensurePrograms/tabid/5283/Default.aspx

__ **Explore masters DEGREE programs** on Web sites of the department offering the degree http:// education.indiana.edu/Default.aspx?tabid=5657. The certification advisor may be able to help in an initial discussion, but final approval of programs is completed through an advisor in that department of the degree. A Master of Arts (MAT) degree is available from several departments in the University Graduate School. Contact the department of interest for information. Students

seeking a certification in addition to the degree need only apply for the *degree* program. However, Transition to Teaching students will apply for that program and indicate in their goal statement that they are seeking a degree.

__ GRADUATE application to the School of Education for a particular program: See application procedures.

Certification-only (apply as graduate) or master's degree programs:

- Objectives: Education: licensure programs (initial or addition) or Transition to Teaching (T2T) programs; **or** master's degree programs
- Two letters of recommendation focusing on academic ability
- Graduate Record Exam (GRE) needed for master's degree or T2T programs IF the undergraduate GPA is less than a 3.0 (www.ets.org), not required for certification-only.
- Personal or goal statement reflecting interest in teaching, strengths and experiences
- Indiana's licensing rules are changing and Praxis I (www.ets.org/praxis) MAY not be needed for Transition to Teaching programs; Praxis I will not be needed for additions to initial licenses.

A third option is completing the master's degree through the Graduate School. The application for this degree, likely a master's of arts in teaching, would be completed through the appropriate College of Arts and Sciences department; for MAT Social Studies contact Keith C. Barton, e-mail. Other degree options may exist through the School of Health, Physical Education, and Recreation (HPER) or the School of Library and Information Sciences.

For students seeking *initial* teacher certification (next 5 steps):

__ Take the Praxis I exams in Reading, Writing and Math IF needed. Information can be found at www.ets.org/praxis. Praxis I *or alternatives* are required for the Teacher Education Program application which is needed to apply for the student teaching placement.

__ Apply to the Teacher Education Program (TEP). Log in with your university ID and password. https://info.educ.indiana.edu/teachered/Application/aspx/login.aspx. Praxis I or alternatives are required for admission.

__ Apply for student teaching placement in the fall of the year before student teaching; students in Transition to Teaching, Community of Teachers will apply through the program facilitator or coordinator. Check the student teaching web site on the School of Education page for Current Students. Information about student teaching abroad or in special settings is also available on this page.

__ Attend a pre-professional student teaching meeting in the semester before student teaching to learn what is expected during the placement. See student teaching Web site for dates.

__ Take Praxis II exam(s), if required: Information is in Education 1000. Qualifying scores should be available by the time of applying for the license (usually at the end of student teaching).

Other:

__ Establish a placement/credentials file. Register for placement services at iueducationcareers.com. Appointments with employment advisors in Education 1000 can be made at 856-8510. Activate by March 1 to participate in Interview Day in late April. (See also Placement for Education Students.)

__ Apply for the teaching license through Education 1000 after completing the student teaching placement and program requirements

There is an online application on the State's Department of Educator Licensing and Development: http://www.doe.in.gov/educatorlicensing/welcome.html. Information in Education 1000.

About the Programs

- Indiana Licenses
- Checklist for Completion

All Grades (K-12) Programs

Communications Disorders (Speech-Language Pathology) License

This program is offered at Bloomington. Students interested in becoming licensed as a school-based speech, language, hearing clinician in the state of Indiana must achieve the master's degree in speech and hearing sciences. Specific information about the requirements of this degree may be obtained by contacting the Academic Office, Department of Speech and Hearing Sciences, 200 S. Jordan Avenue, Bloomington, IN 47405 or by calling (812) 855-4202.

In addition to the speech and hearing course work for the degree, students must also take M463 /M401 and M550 to be eligible for licensure by the Indiana Professional Standards Board.

Courses

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

Emphasis on school organizational patterns and administrative policies; relevant federal and state legislation; caseload determination; and service delivery models. Offered during the first eight weeks of each semester.

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

M401 Laboratory/Field Experience

Observation of a public school communication disorders program.

M550 Practicum

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

Teacher of Library Media (K-12)

This program is available on both the Bloomington and Indianapolis campus. Individuals who hold a valid

teaching license may add the certification for Teacher of Library Media with emphasis in school media information technology by successful completion of the following 52 credits. The student must meet the graduate admission requirements for the School of Library and Information Science at either Bloomington or Indianapolis. Contact Marilyn Irwin at IUPUI, www.slis.iupui.edu, (317) 278-2375 or Norika Hara in Bloomington at (812) 855-2018; slis@indiana.edu or toll-free (866) 758-6254.

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

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

SLIS required courses (18 cr.):

- S501 Information Sources and Services (3 cr.)
- S504 Bibliographic Access and Control (3 cr.)
- S571 Library Materials for Children and Young Adults (3 cr.)
- S574 Information Inquiry for School Teachers (3 cr.)
- S605 Internship in School Library Media Management (3 cr.)
- S671 The School Media Specialist (3 cr.)

Instructional or Information Technology (9 cr.) *Choose from:*

- S532 Information Architecture for the Web (3 cr.)
- S533 Online Information Retrieval (3 cr.) S554 Library Automation (3 cr.)
- S573 Education of Information Users (3 cr.)
- S603 Workshops in Library and Information Science, such as Web Graphics; XML; LAAN; UNIX; Perl/CGI; Video Production; Grant Writing; or online courses through Indianapolis: Electronic Materials for Children, Collaboration for High Tech Learning (only 6 credits of S503 may count toward the M.L.S.).
- S604 Special Topics in Library and Information Science such as Digital Collections; Media Resources; Advanced Internet and Web Design (3 cr.)
- S620 Information Resources and Technologies for Patrons with Special Needs (3 cr.)
- S621 Audio and Video Information Resources (3 cr.)
- S652 Digital Libraries (3 cr.)
- Other technology courses as approved by an advisor

For an initial license in Teacher of Library Media (K-12)

Educational methods and issues (15 cr.)

Educational Psychology (3 cr.) Choose one:

- P510 Psychology in Teaching (3 cr.)
- P515 Child Development (3 cr.)
- P515 Life Span Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P525 Psychological Issues in Education (3 cr.)
- P530 Instructional Psychology (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)
- P545 Educational Motivation (3 cr.)

- P575 Developing Human Potential (3 cr.)

Philosophy of Education (3 cr.) *Choose one:*

- H5O4 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.)
- H538 Critical Thinking and Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H560 Education and Change in Societies (3 cr.)

Curriculum and Technology (6 cr.) *Choose two:*

- E535 Elementary School Curriculum (3 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)
- J530 Curriculum Development and Theory (3 cr.)
- K505 Introduction to Special Education (3 cr.)
- R503 Application of Instructional Media and Technology (3 cr.)
- R505 Workshop in Instructional Systems Technology (3 cr.)
- R547 Computer-Mediated Learning (3 cr.)
- S503 Secondary School Curriculum (3 cr.)
- W310 Computer-Based Teaching Methods (3 cr.)
- W531 Computers in Education (3 cr.)
- W540 Computers in the Curriculum (3 cr.)

Reading and Literacy (3 cr) *Choose one:*

- L500 Instructional Issues in Language Learning (3 cr.)
- L501 Critical Reading K-12 (3 cr.)
- L504 Learner Literacy Difficulties (3 cr.)
- L508 Teaching Adolescent Literature in a Diverse Society for Pre-Service English Teachers (3 cr.)
- L511 Advanced Study in Teaching of Writing in Elementary Schools (3 cr.)
- L512 Advanced Study in the Teaching of Writing in Secondary Schools (3 cr.)
- L517 Advanced Study of Teaching Reading and Literacy (3 cr.)
- L524 Language Education Issues in Bilingual and Multicultural Education (3 cr.)
- L535 Teaching Adolescent Young Adult Literature (3 cr.)
- L545 Advanced Study of Teaching Elementary Reading (3 cr.)
- L559 Trade Books in the Elementary Classroom (3 cr.)
- L567 Media in the Teaching of English (3 cr.)
- L645 Organization and Administration of a School Reading Program (3 cr.)

Student Teaching (10 cr)

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

World Language (K-12)
At this time, the license program at Bloomington is through the secondary education programs unless specific requirements are met. Contact the graduate advisor, 812-856-8510 for information.

Visual Arts (K-12)

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

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

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

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

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

The certification requires courses in two categories: Professional Education and Content.

Professional Education

Computer Literacy (3 cr.)

- W200 or a graduate equivalent (3 cr.)

Educational Psychology (3 cr.) Choose one:

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

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

- H5O4 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)

Exceptional Needs (3 cr.)

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

Introduction to Art Education (4 cr.)

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

Art Methods I-II (9 cr.)

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

- Z532 Advanced Methods/Materials (3 cr.) (field experience) (P: Z531) and M401 Field Experience (1 cr.), Spring
- S508 Classroom Management (1 cr.)

Reading and Literacy (3 cr.)

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

Student Teaching (10 cr.)

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

Content

The visual arts content area is the same as the undergraduate program and includes 48 credits of art course work with 34 credits minimum of studio and 15 credits minimum of art history and theory, and 12 cr. above 200 level. In addition to art foundations courses, the following is recommended:

- 9 cr. in 2-D media, selected from: drawing, painting, printmaking, photography, digital technology art media
- 9 cr. in 3-D media, selected from: ceramics, jewelry, fiber arts, sculpture (6 cr. should indicate an emphasis in one 2-D or 3-D media area)
- 12 cr. at 300+ level of art studio
- 3 cr. in *non-Western* art history, selected from African art, Asian art, art of Native America, art of pre-Columbian Mesoamerica
- 3 cr. in *Western art,* selected from Art of ancient Mediterranean (Egypt, Greece, Mesopotamia, North Africa); American art; art of any European country(e.g., French, Dutch, Italian, German), modern or contemporary art, history of a medium likely to be useful in teaching K-12 (sculpture or public art, photography, commercial design/ technology); decorative arts
- 3 cr. elective from above art history courses

Additions to Initial Teacher Licenses

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

- Computer Education
- English as a New Language
- Exceptional Needs: Mild Intervention (IUB/IUPUI) and Intense Intervention (IUPUI)
- High Ability (Gifted and Talented)
- Kindergarten (for Rules 46-47 licensed teachers)
- Library Media
- Middle School Mathematics
- Reading Addition
- Other secondary subject areas: Health Education, Journalism, Physical Education, Sciences, Theater Arts: for more information, you can view detailed program sheets for each of these programs here.

Computer Education

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

license. This program has been tailored to meet the unique needs of practicing teachers by providing concrete opportunities to develop and utilize technology to enhance their current classroom activities and by providing opportunities to obtain knowledge, skills, and experiences relevant to educational technology leadership roles in K-12 settings. It involves a sequence of four courses focusing on educational technology issues, teaching methods, distance learning techniques, and leadership strategies, and includes an individually developed practicum project implemented at the participant's school setting as the capstone activity.

- R511 Instructional Technology Foundations (3 cr.)
- R505 Workshop: Computer-Based Teaching Methods (3 cr.)
- P506 Workshop: Distance Learning Pedagogy for K-12 Environments (3 cr.)
- R531 Workshop: Leadership Issues in Educational Technology (3 cr.)
- R586 Practicum in Instructional Systems Technology (3 cr.)

English as a Second/New Language (ESL/ENL)
The Department of Literacy, Culture and Language Education offers courses that qualify pre-service and in-service teachers for certification in ESL/ENL in the state of Indiana. Graduate students seeking ESL /ENL certification should contact the graduate teacher certification advisor, 812-856-8510. Students may be able to use appropriate courses from an undergraduate program to apply toward this addition.

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

Foundations in Language (3 cr.) Choose one:

- L539 Language Foundations for ESL /EFL (3 cr.)*
- LING L503 Introduction to Linguistic Analysis (3 cr.)
- SLST T510 Applied Traditional and Structural English Grammar (3 cr.)
- SLST S532 Second Language Acquisition (3 cr.)
- SPHS S539 Language Acquisition and Bilingualism in Children (3 cr.)

Literacy Foundations (3 cr.) Choose one:

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

Foundations in Socio-Cultural Issues (3 cr.):

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

ESL Literacy Methods (3 cr.) Choose one:

- L541 Writing Instruction for TESL Teachers (3 cr.)
- L504 Identifying and Working with Learner Literacy Difficulties (3 cr.)
- L530 Topic: Reading Instruction for ESL Teaches (3 cr.)

Methods Classroom Application (total 6-7cr):

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

Student Teaching /IPracticum and Portfolio (1-6 cr.):

- L525 Practicum in Literacy, Culture and Language Education: ENL 1–3 cr., licensed teachers
- M550 Student Teaching/Practicum: ESL (6 cr.), taken with program in initial license

Exceptional Needs
Special education concentration programs in teaching people with mild disabilities and emotional handicapsrequiring mild intervention are offered at both the Bloomington and Indianapolis campuses. A program leading to certification in teaching people with severe mental handicapsrequiring intense intervention 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 specializationlicensure for Exceptional Needs.

Students interested in these programs should contact the Special Education Program Office in Education 3130, 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.

Mild Intervention (33 cr.) Bloomington

K505, K305, K306 or K205 Introduction to Special Education or equivalent for Graduate Students (3 cr.), prerequisite:

FALL I:

- S500 Orientation Seminar (2 cr.)
- K565 Collaboration and Service Delivery (3 cr.)

SPRING

- S500 Community of Teacher's Seminar (as needed) (3 cr.)
- K535 Assessment and Instruction Remediation I (3 cr.)
- K553 Classroom Management and Behavior Support (3 cr.)

SUMMER

- K548 Families, Schools and Society (3 cr.)
- Additional course work in language arts and documentation of Highly Qualified in math, science, language arts/reading or social studies (history, government, economics, geography) may be required.

FALL II

- S500 Community of Teacher's Seminar (as needed) (3 cr.)
- K510 Assistive Technology in Special Education, fall (3 cr.)
- K356 Assessment and Remediation II (3 cr.), P: K535

Merged Program in Special Education (33 cr.) Indianapolis

The Indiana University School of Education in Indianapolis offers a "merged" certification program in special education. Students who complete this program receive certification in both mild and intense intervention. Eligible candidates must be certified teachers.
Prerequisite (K505): Introduction to Special Education (3 cr.)

- Seminar 1 (K548): Families in School and Society (3 cr.)
- Seminar 2 (K553): Classroom Management and Behavior Support (3 cr.)
- Seminar 3 (K565): Collaboration and Consultation (3 cr.)
- Seminar 4 (K510): Technology Applications (3 cr.)
- Seminar 5 (K525): Assessment and Instruction I—Mild (3 cr.)
- Seminar 6 (K541): Transition across the Lifespan (3 cr.)
- Seminar 7 (K561): Assessment and Instruction II—Intense (3 cr.)
- Seminar 8 (K529): Interagency Collaborative and Behavioral Support (3 cr.)
- Practicum 1 (K595): Mild Intervention (3 cr.)
- Practicum 2 (K595): Intense Intervention: Significant Disabilities (3 cr.)

Gifted and Talented/High Ability Bloomington
The School of Education in Bloomington offers a unique, integrated, 15 hour gifted and talented academic and art license program for K-12 teachers, administrators, graduate students and counselors. Five courses are required over two summers and are applicable for an Indiana license in Gifted and Talented Education or High Ability.

- 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.)
- W595 Practicum: Gifted and Talented (3 cr.) or Z701 Art Education Practicum with Artistically Talented Students (3 cr.)

Kindergarten (License Rules 46-47 only), Bloomington and IUPUI
In order to qualify to add a kindergarten endorsement to the teaching license, a candidate must hold either the early childhood standard or professional license or the elementary school standard or professional license under Indiana Teacher Licensing Rules 46 and 47.

Kindergarten (Bloomington)

Please contact the graduate teacher certification advisor, 812-856-8500 or Mary McMullen or Cary Buzzelli, Early Childhood faculty.

- E506 Curriculum in Early Childhood Education (3 cr.) Fall
- E 525 Advanced Curriculum Study in Early Childhood Education R: E506 (3 cr.) Spring
- E508 Seminar in Early Childhood Education relating to parent/child relations (3 cr.) Summer, or K549 Early Childhood Special Education Program Models (3 cr.)
- HPER H263 Personal Health (3 cr.) (Fall, Spring, independent study)
- M470 Kindergarten Practicum (3 cr.) (Fall, Spring, Summer)

Kindergarten (IUPUI)

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

- E508 Seminar in Early Childhood Education (3 cr.) Summer
- E590 Parent/ Family Involvement for 21st Century (3 cr.) Summer
- E506 Curriculum in Early Childhood Education (3 cr.) Fall
- E525 Advanced Curriculum in Early Childhood Ed (3 cr.) Spring, Prerequisite: EDUC E506 or consent of instructor
- E509 Internship in Early Childhood Education (3 cr.) Summer; Prerequisites: EDUC E506, EDUC E525, and EDUC E508

Library Media (K-12)
Media Certification can help lead to meaningful careers. Job descriptions in the school systems are evolving with changes in technology. The School Media Specialist can contribute to positive change. Because this is an addition, the student must possess a teacher's license. In addition, the student must apply to and meet the graduate admissions requirements for the Indiana University School of Library and Information Science at either Indianapolis or Bloomington. Visit www.slis.iupui.edu; contact Marilyn Irwin at IUPUI (317)278-2375 or Norika Noriko Hara in Bloomington at (812)855-2018; slis@indiana.edu (or toll-free 866-758-6254).

Required courses (18 cr.):

- S501 Information Sources and Services (3 cr.)
- S504 Bibliographic Access and Control (3 cr.)
- S571 Library Materials for Children and Young Adults (3 cr.)
- S574 Information Inquiry for School Teachers (3 cr.)
- S605 Internship in School Library Media Management (3 cr.)
- S671 The School Media Specialist (3 cr.)

Instructional or Information Technology (9 cr.) Choose from:

- S554 Library Automation (3 cr.)
- S573 Education of Information Users (3 cr.)
- S533 Online Information Retrieval (3 cr.)
- S532 Information Architecture for the Web (3 cr.)
- S621 Audio and Video Information Resources (3 cr.)
- S652 Digital Libraries (3 cr.)

- S603 Workshops in Library and Information Science, such as Web Graphics; XML; LAAN; UNIX; Perl/CGI; Video Production; Grant Writing; or online courses through Indianapolis: Electronic Materials for Children, Collaboration for High Tech Learning (only 6 credits of S503 may count toward the M.L.S.).
- S604 Special Topics in Library and Information Science such as Digital Collections; Media Resources; Advanced Internet and Web Design (3 cr.)
- S620 Information Resources and Technologies for Patrons with Special Needs (3 cr.)
- Other technology courses as approved by an advisor

Middle School/Junior High Mathematics Programs (Bloomington)
Mathematics (23 cr.)

- MATH M211-M212 Calculus and Analytical Geometry I-11 (4,4 cr.)
- EDUC N443 Teaching Elementary School Math Problem Solving (3 cr.)
- EDUC N510 Topics in Middle Grades Math (3 cr.) Fall

Choose 9 cr from the following:

- MATH K300 Statistical Techniques (3 cr.) or MATH K310 Statistical Techniques (3 cr.) or MATH M365 Introduction to Probability and Statistics (3 cr.) or MATH M330 Exploring Mathematical ideas (3 cr.)
- MATH M380 History of Mathematics (3 cr.)
- MATH T336 Topics in Euclidean Geometry (3 cr.)

Additional mathematics required of secondary teaches at the middle school level, add 9–10 cr:

- MATH T101 Mathematics for Elementary Teachers I (3 cr.)
- MATH T102 Mathematics for Elementary Teachers II (3 cr.), or EDUC N102 Mathematics for Elementary Teachers II (3 cr.), or MATH M118 Finite Mathematics (3 cr.), or MATH D116-D117 Finite Mathematics (4 cr.)
- MATH T103 Mathematics for Elementary Teachers III (3 cr.), or EDUC N103 Mathematics for Elementary Teachers (3 cr.)

Additional professional education needed for elementary teachers:

- S500 Field Based Seminar in Teacher Education (3 cr.)
- S505 The Junior High and Middle School (3 cr.)
- P516 Adolescent Development (3 cr.)

Reading Addition, Bloomington: 24-27 cr.
The Literacy, Culture & Language Education department offers courses that qualify pre-service and in-service teachers for the addition in reading with a focus at the elementary or secondary level. Students may be able to use appropriate courses from an undergraduate program to apply toward this addition. Students interested in working toward the level one addition are strongly encouraged to apply to the Language Education master's program, as the reading addition courses can count towards the degree. Graduate students (including in-service teachers and pre-service graduate students)

should contact the graduate certification advisor in the Office of Teacher Education (812-856-8500; officete@indiana.edu) for information about this program.

Reading methods (6 cr.)

- L545 Advanced study in Teaching Reading (3 cr)
- L504 Diagnosis in Language Difficulties (3 cr.)
- Advanced study of Literacy at the appropriate developmental level of the license (3 cr.)
- L549 Language Arts in the Elementary Schools (3 cr.) or L517 Advanced Study of Content Reading and Literacy (3 cr.)
- Linguistics (6 cr.)
- L502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.)
- L507 Instructional Issues in Language Learning for Graduate Level Pre-Service English Teachers (3 cr.)

Literature at the appropriate developmental level of license (3 cr.)

- L559 Tradebooks in the Elementary Classroom (3 cr.)
- L535 Teaching Adolescent/Young Adult Literature (3 cr.)
- Professionalism (3 cr.)
- L509 Critical Issues for the Reading Professional (3 cr.)

Practicum (3-6 cr.)

- L525 Practicum in Reading (3 cr.) for licensed teachers
- M550 Practicum in Reading (6 cr.) for those receiving their first license concurrently

Indianapolis: 21 credit hours

Students should complete the reading certification program at Indianapolis at the grade levels of their initial teaching license.

Elementary

- L500 Instructional Issues in Language Learning (3 cr.)
- L502 Socio-Psycholinguistics Applications to Reading Instruction (3 cr.)
- L504 Identifying and Working with Learner Literacy Difficulties (3 cr.)
- L524 Language Education Issues in Bilingual and Multicultural Education (3 cr.) or LING-L 532 Second Language Acquisition (3 cr.)
- L559 Trade Books in the Elementary Classroom (3 cr.)
- L525 Practicum in Language Education (3 cr.)
- Elective (3 cr.)

Secondary

- L500 Instructional Issues in Language Learning (3 cr.)
- L501 Critical Reading, K-12 (3 cr.)
- L502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.)
- L504 Identifying and Working with Learner Literacy Difficulties (3 cr.)
- L525 Practicum in Language Education (3 cr.)

- L535 Teaching Adolescent/Young Adult Literature (3 cr.)
- Elective (3 cr.)

Teacher Licensure Programs

General teacher certification program information may be found at

- Bloomington: http://site.educ.indiana.edu/ K12Licensing/TeacherLicensurePrograms/ tabid/5283/Default.aspx
- Indianapolis (IUPUI): http://education.iupui.edu/soe/ programs/dual.aspx

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

Transition to Teaching programs are included in the categories below as are other professional preparation programs.

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

Master degree options

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

Checklist for Students completing teacher licensure at Bloomington

__ **Explore certification:** Contact the graduate certification advisor in Education 1000, 812-856-8510 for information about initial teacher certification and possible additions to the license. Web page: http://education.indiana.edu/K12Licensing/ TeacherLicensurePrograms/tabid/5283/Default.aspx

__ **Explore masters DEGREE programs** on Web sites of the department offering the degree http:// education.indiana.edu/Default.aspx?tabid=5657. The certification advisor may be able to help in an initial discussion, but final approval of programs is completed through an advisor in that department of the degree. A Master of Arts (MAT) degree is available from several departments in the University Graduate School. Contact the department of interest for information. Students seeking a certification in addition to the degree need only apply for the *degree* program. However, Transition to

Teaching students will apply for that program and indicate in their goal statement that they are seeking a degree.

__ **GRADUATE application to the School of Education for a particular program: See application procedures**

Certification-only (apply as graduate) or master's degree programs:

- Objectives: Education: licensure programs (initial or addition) or Transition to Teaching (T2T) programs; **or** master's degree programs
- Two letters of recommendation focusing on academic ability
- Graduate Record Exam (GRE) needed for master's degree or T2T programs IF the undergraduate GPA is less than a 3.0 (www.ets.org), not required for certification-only.
- Personal or goal statement reflecting interest in teaching, strengths and experiences
- Indiana's licensing rules are changing and Praxis I (www.ets.org/praxis) MAY not be needed for Transition to Teaching programs; Praxis I will not be needed for additions to initial licenses.

A third option is completing the master's degree through the Graduate School. The application for this degree, likely a master's of arts in teaching, would be completed through the appropriate College of Arts and Sciences department; for MAT Social Studies contact Keith C. Barton, e-mail. Other degree options may exist through the School of Health, Physical Education, and Recreation (HPER) or the School of Library and Information Sciences.

For students seeking *initial* teacher certification (next 5 steps):

__ Take the Praxis I exams in Reading, Writing and Math IF needed. Information can be found at www.ets.org/ praxis. Praxis I *or alternatives* are required for the Teacher Education Program application which is needed to apply for the student teaching placement.

__ Apply to the Teacher Education Program (TEP). Log in with your university ID and password. https:// info.educ.indiana.edu/teachered/Application/aspx/ login.aspx. Praxis I or alternatives are required for admission.

__ Apply for student teaching placement in the fall of the year before student teaching; students in Transition to Teaching, Community of Teachers will apply through the program facilitator or coordinator. Check the student teaching web site on the School of Education page for Current Students. Information about student teaching abroad or in special settings is also available on this page.

__ Attend a pre-professional student teaching meeting in the semester before student teaching to learn what is expected during the placement. See student teaching Web site for dates.

__ Take Praxis II exam(s), if required: Information is in Education 1000. Qualifying scores should be available by the time of applying for the license (usually at the end of student teaching).

Other:

__ Establish a placement/credentials file. Register for placement services at iueducationcareers.com.

Appointments with employment advisors in Education 1000 can be made at 856-8510. Activate by March 1 to participate in Interview Day in late April. (See also Placement for Education Students.)

__ Apply for the teaching license through Education 1000 after completing the student teaching placement and program requirements

There is an online application on the State's Department of Educator Licensing and Development: http://www.doe.in.gov/educatorlicensing/welcome.html. Information in Education 1000.

Elementary (K-6) Programs

Elementary Education programs:

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

The Elementary Transition to Teaching program is a 24 credit hour certification program (including 6 credit hours of reading courses) with additional fees charged for all fieldwork and related seminars. Participants will engage in field experiences all three semesters.

Indiana law requires elementary applicants to have one of the following (1 or 2):

1. A bachelor's degree or the equivalent with a grade point average of 3.0 on a 4.0 point scale from an accredited institution of higher education.
2. Both:

- a bachelor's degree from an accredited institution of higher education with a grade point average of 2.5 on a 4.0 scale; and
- five years of professional experience in an education-related field.

ELEMENTARY TRANSITION-TO-TEACHING PROGRAM (24 cr.)
BLOOMINGTON PROGRAM: NOT TAKING APPLICANTS AT THIS TIME, See Elementary Transition to Teaching plus Master's Degree Program under Elementary Education master's degree programs.

http://site.educ.indiana.edu/default.aspx?tabid=4503

- E543 Advanced Study in the Teaching of Mathematics (3 cr.)
- E547 Experience in Elementary Social Studies Curriculum (3 cr.)
- E548 Advanced Study in the Teaching of Science (3 cr.)
- E555 Human Diversity in Education (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 Elementary Schools (3 cr.)
- M500 Integrated Professional Seminar (1 cr. fall, spring semesters, 0 cr. during student teaching; 3 semesters required) Topics: Fall, Legal and Ethical Responsibilites; Spring, Creating Classroom Communities

- P515 Child Development (3 cr.)
- M550 Student Teaching, Elementary (1 cr.)

- **Elementary Certification Masters Program (certification plus master's degree) (IUB)** The Elementary Transition to Teaching plus master's degree program admits students whose bachelor's degrees are not in education and who wish to be trained as elementary school teachers and earn a master's degree. For information about this program, see the section in this bulletin on master's programs in elementary education.

ELEMENTARY TRANSITION-TO-TEACHING PROGRAM (24 cr.)
INDIANAPOLIS PROGRAM

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

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

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

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

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

Unit 3: Individualizing Instruction—Summer 1

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

Unit 4: Reflective Practitioner—Fall

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

EXCEPTIONAL NEEDS: MILD INTERVENTION, BLOOMINGTON PENDING Final Approval
Offered at either the elementary level or the secondary level

Special Education for Indiana Schools Today (SPEDFIST) provides program options including Graduate Special Education Certification for Licensure, a Masters degree in special education, and a Masters degree plus Certification for Licensure in special education.

The program may be completed with course and field experiences at the elementary level or the secondary level. The courses may be taken online. In addition, field experiences of about six hours/week are required.

This initial license in Exceptional Needs: Mild Intervention is offered at either at the elementary or secondary levels.

Special Education (Exceptional Needs: Mild Intervention)

FALL:

- K505 Introduction to Special Education for Graduate Students (3 cr.), complete in previous summer, if possible
- S500 Community of Teachers Special Education Orientation Seminar (2 cr.)
- K565 Collaboration and Service Delivery (3 cr.)

SPRING:

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

SUMMER:

- K548 Families, School, and Society (3 cr.)

Reading/Language Arts:

- L545 Advanced Study in the Teaching of Reading in Elementary Schools (3 cr.) **or** L504 Identifying and Working with Learner Literacy Difficulties (3 cr.) P: L517 or L545 and P507

Second FALL:

- K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.), P: K535
- K510 Assistive Technology in Special Education (3 cr.)
- S500 Field-Based Seminar in Teacher Education (Community of Teachers)(3 cr.)

Second SPRING or Third FALL:

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

Spring/Fall:

Completion of Portfolio before recommendation for licensure.

This program also requires documentation of being Highly Qualified in a Core Academic Subject (Secondary) or for Elementary. See advisor for options.

Secondary (5-12) Programs

There are three Secondary licensure programs:

- **Transition to Teaching (IUB and IUPUI) and**
- **Community of Teachers (IUB only)**
- **Exceptional Needs: Mild Intervention (IUB): PENDING final approval**

The Secondary Transition to Teaching (ST2T) programs are full-time, 18 credit hour, year-long field-based programs intended to develop and support reflective teaching, promote thoughtful and innovative practices in secondary schools, and make optimal use of the professional resources that currently exist in schools, the community, and the university. The programs are designed for students who have earned a baccalaureate degree in a content discipline and who are interested in becoming secondary teachers of that discipline. In most cases, full-time students will earn their secondary teaching certificate after one calendar year of course work and accompanying field experiences.

Licensure areas within the secondary transition-to-teaching program will include science education, mathematics education, social studies education, English education, journalism and Theater Arts and world language education.

Indiana law requires secondary applicants to have one of the following (1, 2, or 3):

1. A bachelor's degree with a grade point average of 3.0 on a 4.0 scale from an accredited institution of higher education in the subject area that the person intends to teach.
2. A graduate degree from an accredited institution of higher education in the subject area that the person intends to teach.
3. Both:

- a bachelor's degree from an accredited institution of higher education with a grade point average of 2.5 on 4.0 scale; and
- five years of professional experiences in the subject area that the person intends to teach.

SECONDARY TRANSITION-TO-TEACHING PROGRAM (18 cr.)
BLOOMINGTON

http://education.indiana.edu/Default.aspx?tabid=4509

- H520 Social Issues in Education (3 cr.)
- L517 Advanced Study of Content Reading and Literacy (2 cr.)
- M500 Integrated Professional Seminar (1 cr. per semester; 3 semesters required)
- P510 Psychology in Teaching (3 cr.)
- S555 Human Diversity and Disability in the Middle School/High School Classroom (3 cr.)
- F500 Student Teaching: Secondary (1-3 cr.)

Choose one course:

- M522 Advanced Methods in the Teaching of Middle/ Junior High School Mathematics (3 cr.)
- Q515 Workshop in Science Education: Methods of Teaching Secondary Science (3 cr.)
- S519 Advanced Methods of Teaching Senior/Junior High/Middle School Social Studies (3 cr.)
- L516 Advanced Study in the Teaching of English/ Language Arts (3 cr.)
- L520 Advanced Study in Foreign Language Teaching (3 cr.)
- M458 Methods of Teaching Health and Safety (3 cr.)
- JOUR J525 Supervision of School Publications (3 cr.)
- THTR T478 Methods and Materials for Teaching High School Theatre and Drama (3 cr.)

SECONDARY TRANSITION-TO-TEACHING PROGRAM (18 cr.)
INDIANAPOLIS

Unit 1: Learning as Inquiry—Summer Session 2

- P510: Psychology and Teaching (3 cr.)

Unit 2: Middle School—Fall

Five days per week with a mentor in an IUPUI partnership middle school.

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

Unit 3: High School—Spring

Teaching in a high school five days per week.

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

Unit 4: Reflective Practitioner—Summer 1

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

SECONDARY COMMUNITY OF TEACHERS PROGRAM (Bloomington only)

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

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

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

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

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

(1) L517 Advanced Study of Content Reading and Literacy (2-3 cr.)

(2) Subject methods course as appropriate to the content field (3 cr.), Fall only:

- JOUR J525 Supervision of School Publications (3 cr.)
- L516 Advanced Study in the Teaching of English/ Language Arts (3 cr.)
- L520 Advanced Study in Foreign Language Teaching (3 cr.)
- M522 Teaching Mathematics in the Secondary School (3 cr.)
- Q506 Methods of Teaching Senior High/Junior High/ Middle School Science (3 cr.)
- S519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.)
- THTR T478 Methods and Materials for Teaching High School Theatre and Drama (3 cr.)

(3) M550 Student Teaching (10 cr.)

In addition, students must complete the requirements for the content area in which they are interested in teaching. This knowledge is gained by completing the requirements of subject areas as listed in the undergraduate bulletin, with the substitution of graduate courses as possible. Subject areas are in health; journalism; language arts (English); mathematics; science (biology, chemistry, earth-space, and physics); social studies (history, government, geography, economics, sociology, and psychology); theatre; and world languages (Chinese, French, German, Japanese, Latin, Russian, and Spanish).

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

EXCEPTIONAL NEEDS: MILD INTERVENTION, BLOOMINGTON PENDING Final Approval
Offered at either the elementary level or the secondary level

Special Education for Indiana Schools Today (SPEDFIST) provides program options including Graduate Special Education Certification for Licensure, a Masters degree in special education, and a Masters degree plus Certification for Licensure in special education.

The program may be completed with course and field experiences at the elementary level or the secondary level. The courses may be taken online. In addition, field experiences of about six hours/week are required each academic year semester while enrolled in special education classes. The student teaching semester is 10 weeks, full-time.

This initial license in Exceptional Needs: Mild Intervention is offered at either at the elementary or secondary levels.

Special Education (Exceptional Needs: Mild Intervention)

FALL:

- K505 Introduction to Special Education for Graduate Students (3 cr.), Fall or Previous Summer
- S500 Community of Teachers Special Education Orientation Seminar (2 cr.)
- K565 Collaboration and Service Delivery (3 cr.)

SPRING:

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

SUMMER:

- K548 Families, School, and Society (3 cr.)

Reading/Language Arts:

- L545 Advanced Study in the Teaching of Reading in Elementary Schools (3 cr.) **or**   L5l7 Advanced Study of Content Reading and Literacy (3 cr.) **or** L504 Identifying and Working with Learner Literacy Difficulties (3 cr.) P: L517 or L545 and P507

Second FALL:

- K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.), P: K535
- K510 Assistive Technology in Special Education (3 cr.)
- S500 Field-Based Seminar in Teacher Education (Community of Teachers)(3 cr.)

Second SPRING or Third FALL:

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

Spring/Fall:

Completion of Portfolio before recommendation for licensure.

 This program also requires documentation of being Highly Qualified in a Core Academic Subject (Secondary) or for Elementary. See advisor for options.

School Services Licensure Programs

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

School Counselor

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

Students interested in becoming licensed as school counselors in the state of Indiana should contact the counseling program at the 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

This program is offered at Bloomington. 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. A student who successfully completes either program and receives a passing score on the National School Psychology Examination

is automatically eligible for endorsement as a Nationally Certified School Psychologist (NCSP). The NCSP is accepted by the Indiana Professional Standards Board as one alternative for receiving a license as a school psychologist. The NCSP also is accepted by several other states for licensure as a psychologist in the public schools. Persons interested in this program should contact the department at Education 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.)

- K505, K520, or K780

Remedial Education (3 cr.)

- K500 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

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 Administration Programs

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

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

Building Level Administrator K-12

This program is for students with a master's degree, a valid classroom teaching license (instructional), and a **minimum of two years of classroom teaching experience in a state-accredited school.** 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. To receive the K-12 building administration license, individuals completing this program are also required to achieve a qualifying score on the ETS School Leaders Licensure Assessment (www.ets.org/sls). Candidates for a building administration license must hold a standard teaching license, a proficient practitioner license, or a valid out-of-state equivalent license.

Licensure requires the completion of 24 credit hours, at least 12 of which must be 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. For information on the Indianapolis program, call (317) 278-5739.

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

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

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

- A500 Introduction to Educational Leadership (3 cr.)
- A510 School-Community Relations (3 cr.)
- A515 Educational Leadership: Teacher Development and Evaluation (3 cr.)
- A608 Legal Perspectives on Education (3 cr.)
- A624 Educational Leadership: The Principalship K-12 (3 cr.)
- A635 Public School Budgeting and Accounting (3 cr.)
- A695 Practicum in Educational Leadership (3 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)

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

Return to School Administration Licenses

Director of Curriculum
Educational Leadership (12 cr.)

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

Curriculum Courses (9 cr.)

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

Educational Psychology (9 cr.)

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

Field Based Practicum will emerge from A672 and J637

Return to School Administration Licenses

Director of Exceptional Needs License

This program is offered at Bloomington. Candidates must hold a professional license in one of the following areas: special education, communication disorders, or school psychology. School psychology and communication disorders majors will require 12 credit hours of special education course work. Special education majors will require 8 credit hours of special education course work. Students interested in this program should contact Education 4228, Indiana University, Bloomington, IN 47405-1006, (812) 856-8365.

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

- *Educational Leadership (18 cr.)*
  - A500 Introduction to Educational Leadership (3 cr.) **or** A653 Organizational Context of Education (3 cr.)
  - A608 Legal Perspectives on Education (3 cr.)
  - A635 Public School Budgeting and Accounting (3 cr.) (this course is preferred) **or** A630 Economic Dimensions of Education (3 cr.)
  - A675 Leadership in Special Education (3 cr.)
  - A735 Building Unified Systems Inclusive of Students with Disabilities (3 cr.)
  - A695 Practicum in Educational Leadership (3 cr.)

- *Special Education (8 cr./12 cr.) for school psychology and communication disorders majors)* To be selected in consultation with the faculty advisor. Should include K525 Assessment and Instruction (3 cr.)
- *Program Evaluation and Curriculum Assessment (3 cr.)*
  - J660 Evaluation of School Programs (3 cr.) **or** Y535 Evaluation Models and Techniques (3 cr.)

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

Return to School Administration Licenses

School Superintendent License

This program is available at Bloomington. Eight courses beyond those required for Building Level Administration are required for the superintendent license. The holder of this license is also eligible to become building administrator of any school that contains grades in which he or she has at least three years of teaching experience. Candidates must hold a professional teacher's license and must complete an Ed.S. or Ed.D. degree to receive the superintendent license.

At least 12 credit hours must be taken on the Bloomington or Indianapolis campus. Completion of the following standards-based, performance-driven courses results in fulfilling the ISLLC standards for educational leaders:

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

- A560 Political Perspectives of Education (3 cr.)
- A600 Problems in Educational Leadership (3 cr.)
- A615 Advanced School Law (3 cr.)
- A631 Microeconomic Approaches to Education (3 cr.)
- A638 Public School Personnel Management (3 cr.)
- A640 Planning Educational Facilities (3 cr.)
- H504 History of American Education (3 cr.)
- J630 Curriculum Theory and Practice (3 cr.)
- P507 Assessment in Schools (3 cr.)
- A785 Internship in Educational Leadership (3 cr.)

Return to School Administration Licenses

Obtaining the License

To apply for an Indiana Teaching License you must have:

1. Met all requirements for an undergraduate degree and successfully completed a teacher education program
2. Successfully completed Praxis I and Praxis II (subject area test), if required
3. Successfully completed an Adult/Child CPR course and have valid certification through one of the approved providers. Course must include Heimlich maneuver.

ON LINE APPLICATION PROCESS

Access the online application The Indiana Department of Education Office of Educator Licensing and Development, online application.

We receive the application electronically, verify everything and electronically return it to the state. The state will print the license and send it through the mail to the address you listed on the application.

Licensing questions at Bloomington, contact:

- Dorothy Slota

  dslota@indiana.edu
  812-856-8511 **OR**

- Sharon Vance

  svance@indiana.edu
  812-856-8545

Certification Office
School of Education, Room 1000
201 N Rose Ave.
Bloomington, IN 47405-1006
(812)856-8511

Licensing questions at IUPUI, contact

- Dee Outlaw (for Graduate Original Licenses, License Renewals and Professionalization)
  doutlaw@iupui.edu
  (317)274-6868

Education Placement

Anyone who has earned an education degree from Indiana University or who has successfully completed or will complete 24 credit hours from Indiana University may register for placement assistance. Education Careers at the School of Education in Bloomington and the Career Center at IUPUI

(1) assist registrants in locating teaching, administrative, and special service positions in schools, colleges, and universities, and as appropriate in business, industry, and governmental agencies;

(2) assist registrants with the development of an employment credential, and upon request, send that credential to prospective employers and other eligible agencies;

(3) provide career counseling and planning services for students and alumni;

(4) conduct research concerning supply-anddemand and employment trends, issues, and procedures;

(5) assist employers in finding the better-qualified candidates for vacant positions in their respective institutions and agencies; and

(6) sponsor on-campus recruiting activities for education students.

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

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

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

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

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

Campus Interviews

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

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

Courses

Information about registering for classes on another campus may be found in the Enrollment section of this bulletin.

Course are generally organized by program areas within departments, Several areas are used by all departments. A general guideline of courses by departments within the School of Education and on the left-side bar follows

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

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

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

Instructional Systems Technology: computer education; instructional systems technology

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

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

Art Education

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EDUC-Z 501 Art Methods for Non-Art Specialist Educators (3 cr.) Introduction to visual art education content, issues, and pedagogy for non-art speciaslist educators in P-12 school or community settings. Emphases are on the exploration of visual art processes and techniques; contributions of visual art to thinking and learning; and approaches to curriculum planning that integrates visual art with non-art subjects. (BL)

EDUC-Z 503 Workshop in Art Education: Variable Title (1-6 cr.) An intensive professional development

workshop for pre-service of practicing educators working in a range of educational settings. Emphasis is on the application of theory to practice; curricular trends and issues; instructional techniques and strategies; and the development of instructional plans and materials for general or particular populations.

EDUC-Z 510 Arts for Exceptional Children (3 cr.)
Issues and practices affecting art education programs for artistically talented students. Past research and writings about identification, administrative arrangements, and preparation of teachers for artistically talented students are examined and evaluated.

EDUC-Z 511 Nonstudio Approaches to Art Instruction (3 cr.) Exploration of critical approaches to newer media, including film, video, television, and electronics, directed toward an art context. Emphasis on the development of critical skills and approaches to teaching about aesthetics, art criticism, and art history and toward integrating these with art production in classroom.

EDUC-Z 525 Philosophic and Historical Foundations of Art Education (3 cr.) Examination of social forces and competing philosophies that have shaped art education across a range of educational settings. Emphases are on emerging theories of artistic development and growth as well as the evolution of society-centered, child-centered, discipline-based, and visual culture philosophies of art education. Required for Art Education graduate students. (BL)

EDUC-Z 530 Curriculum for Artistically Talented Students (3 cr.) Study of issues related to curriculum design, adaptation, implementation, and evaluation for artistically talented students. Examines the requirement for public schools to offer special services and activities for gifted and talented students.

EDUC-Z 531 Advanced Methods and Materials for Artistically Talented Students (3 cr.) Examination and evaluation of advanced methods and materials for educating artistically talented students. Teaching techniques, learning styles of students, and other skills are discussed as well as selection, development, and evaluation of instructional materials.

EDUC-Z 532 Advanced Methods and Materials in Art Education (3 cr.) Advanced teaching methods and newer educational materials for art education designed to give art specialists opportunities to improve their skills and knowledge in relation to specific professional situations, including education of artistically talented students.

EDUC-Z 533 Arts and Crafts for Teachers (3 cr.) A flexible course planned to give experience in the use of wood, leather, textiles, ceramics, and other materials, with special emphasis on the application of design principles. Not open to art education majors.

EDUC-Z 550 Topical Seminar in Art Education: variable title (3 cr.) Course content will vary from semester to semester; this course may be repeated up to three times in a graduate program. Various topics, such as art and computers, women in art and education, understanding art testing, art curriculum theory and development, designing instructional materials, and current issues in art education, are examined and analyzed as they apply to contemporary art education.

EDUC-Z 590 Independent Study in Art Education (1-3 cr.) Individual research or study with an Art Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, Z590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Z 700 Practicum in Art Education (1-6 cr.)
P: Z500. Education experiences for prospective researchers; or supervised college teaching experiences; or administrative internships in some area of art education.

EDUC-Z 701 Art Education Practicum with Artistically Talented Students (3 cr.) Observation and participation experiences appropriate to education of artistically talented students. Participants will have firsthand experiences with students identified as gifted/talented in the arts.

EDUC-Z 750 Topical Doctoral Seminar in Art Education: Variable Title (3 cr.) Required for Art Education doctoral students. Critical examination of a range of contemporary issues and topics, including those related to learning, curriculum, pedagogy, visual culture or equity in art education. May be taken up to four times for credit.

EDUC-Z 760 Art Education Research Seminar (1-3 cr.)
Required for Art Education doctoral students. Emphasis is on the analysis of research and scholarship in art education as well as the development of independent research and publication skills within a learning community. May be taken up to four times for credit.

Computer Education
The registrar's code for all School of Education graduate courses is EDUC. The number of credit hours assigned to each course is indicated in parentheses following the course title. The letter "P" following credit hours indicates prerequisites; the letter "C" indicates corequisites. Not all courses listed in this bulletin are offered every year. Inquiries concerning the availability or suitability of a particular course should be directed to the appropriate departmental chairperson.

EDUC-W 501 Integrating Technology in Teaching (1 cr.) P: Basic computer skills (e.g., MS Office). C: Field Experience. This course is designed to provide skills and experiences that will allow effective and appropriate integration of technology into teaching and learning activities. Class will teach developed lessons and activities to a group of students during field experience. B

EDUC-W 515 Technology Leadership (3 cr.) During this course, students will participate in several online learning modules including leadership and change, policy and procedure, technology budgeting, professional development, data analysis, and planning. I

EDUC-W 520 Instructional Technology (3 cr.) An exploration of computer-related technology, computer peripherals, and their applications across the curriculum. Technical issues and applications will be studied through research and projects using a variety of software and hardware. I

EDUC-W 531 Computers in Education (3 cr.) A survey of computer technology as applied to instructional processes. Students will be introduced to a variety of computer systems and to the ways computers are used in instruction and classroom management. I

EDUC-W 540 Computers in the Curriculum (3 cr.) Focuses on developing instructional techniques. Students will address instructional design issues, instructional strategies, and planning techniques. Also, students will explore modern trends in using educational technology and will examine issues of integrating computer technology into the classroom. I

EDUC-W 550 Research in Instructional Computing (3 cr.) Study of a variety of emerging technologies that have impacted the field of education in recent years. Students will examine current research in the field of educational technology. I

EDUC-W 590 Independent Study in Computer Education (1-6 cr.) Individual study or research for students exploring issues in educational technology. To be arranged with a technology faculty member 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 W590 will not be used for the study of material taught in a regularly scheduled course. This course is offered within IU system.)

Counseling

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EDUC-G 502 Professional Orientation and Ethics (3 cr.) The psychological and educational foundations for counseling and guidance. Overview of counseling theories, practices, and organization.

EDUC-G 505 Individual Appraisal: Principles and Procedures (3 cr.) An analysis of statistical, psychometric, sociometric, and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/ controversies about ethnic, sex, cultural, and individual differences will be examined.

EDUC-G 509 Counseling Student-Athletes (3 cr.) This graduate seminar that will examines research, theory and discusses clinical training necessary to work with college student-athlete (SA) life-skills and counseling concerns. We will focus on academics, disordered eating, performance enhancement, gender differences in counseling, career development, additions, effects of injury/retirement, and experiences of specific SA groups (e.g., African-American, GLBT).

EDUC-G 510 Introduction to Alcohol & Drug Counseling (3 cr.) This course is an introduction to social and behavioral theories concerning the causation and maintenance of alcohol and drug addiction. The study and application of research-based theories will be emphasized. The history of alcohol and drug counseling and recent developments and issues in the field will also be discussed.

EDUC-G 522 Counseling Techniques (3 cr.) P: G502 or equivalent. Master's students must take G523 concurrently. Introduction to counseling theories and psychological processes involved in individual counseling.

EDUC-G 523 Laboratory in Counseling (3 cr.) P: Consent of instructor. C: G522 Laboratory experiences in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in the laboratory setting.

EDUC-G 524 Practicum in Counseling (3 cr.) P: G502, G522, and G523. Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision. Special application required.

EDUC-G 532 Introduction to Group Counseling (3 cr.) C: G502 (for MS students). Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups.

EDUC-G 542 Organization and Development of Counseling Programs (3 cr.) Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Case studies.

EDUC-G 550 Internship in Counseling (3 cr.) Counseling experience in actual school or agency situations. Under direction and supervision of the counselor/ supervisor, students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection.

EDUC-G 552 Career Counseling: Theory/Practice (3 cr.) An introduction to career development theory, psychological assessment for career planning, and sources and uses of career information in counseling.

EDUC-G 562 Intervention, 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, practices, and applications of needs assessment. Provides an overall understanding of the organization of schools and the function of the counselor and counseling program.

EDUC-G 563 Foundations of Mental Health Counseling (3 cr.) Foundations and contextual dimensions of mental health counseling. Program development, implementation and evaluation. Principles, practices, and applications of community needs assessment. Ethics. Examination of professional issues. Administration, finance, and management of mental health counseling services.

EDUC-G 567 Introduction to Marriage and Family Counseling (3 cr.) Analysis of historical context, theoretical formulations, counseling techniques/strategies, research findings, treatment issues, and ethical/social concerns in marriage and family counseling.

EDUC-G 568 Family Counseling (2-3 cr.) C: G524. Will focus on treatment models and specific counselor skills in the assessment and treatment of intergenerational family problems. The course will present strategies and tactics for family counseling. Students will be supervised in the use of these tactics and strategies in the required concurrent G524 1 credit hour practicum.

EDUC-G 573 Communication Skills and Interpersonal Relations in Counseling (3 cr.) C: G485, G502, or consent of instructor. A study of basic skills of interviewing: attending, encouragement to talk, paraphrasing, summarization of content, responding to feeling and summarization of feeling, when to use skills, situations in which different communications skills may be used.

EDUC-G 575 Multicultural Counseling (3 cr.) This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. General cross-cultural dynamics as well as specific target populations are studied.

EDUC-G 580 Topical Seminar in Counseling and Guidance (1-3 cr.) An intensive study of theory and research of selected topics in counseling.

EDUC-G 581 Workshop in Counseling and Guidance (1-3 cr.) Individual and group work. Credit hours to be arranged at time of registration.

EDUC-G 584 Asian American Mental Health (1-3 cr.) This course addresses issues of Asian American ethnicity, culture, and race as they relate to mental health, psychopathology, and mental health services.

EDUC-G 590 Research in Counseling (1-3 cr.) P: Consent of instructor Individual study or research with a counseling faculty member.

EDUC-G 598 Seminar on Professional Issues (1-3 cr.) An examination of professional issues and trends in the field of counseling and their implications for practice.

EDUC-G 600 Proseminar in Counseling Psychology (1-3 cr.) Examination of the history, systems, issues, trends, ethical standards, and research findings that impact the role, function, and practice of providers of psychological services in the context of counseling.

EDUC-G 615 Psychopathology and Advanced Diagnosis (1-3 cr.) P: G505 or equivalent. Individual and group study utilizing the case study approach. Administration, scoring, interpretation of objective and projective personality tests. Special emphasis on relating assessment to therapeutic interventions.

EDUC-G 622 Advanced Theories of Counseling (3 cr.) P: G505, G524, and consent of instructor. Critical analysis and research investigation of leading theories of counseling and their implications for practice.

EDUC-G 624 Advanced Practicum in Counseling Psychology (1-6 cr.) Closely supervised practice in counseling in various agency settings. Special application required.

EDUC-G 632 Advanced Group Leadership: Counseling (3 cr.) A theoretical and applied basis for group leadership; integrates current theoretical knowledge with parallel experience in intervention and techniques. Leadership procedures, group dynamics and process, professional ethics, small group simulations, and close supervision.

EDUC-G 645 Psychoeducational Consultation (3 cr.) P: Consent of instructor. Psychological, educational, and sociological theories, models, and processes applied to human and organizational systems of change. Special attention to applying theory to practice and to differentiating between human and structural problems and interventions.

EDUC-G 647 Advanced Internship in Counseling (3 cr.) P: G524, G532, G615, and two semesters of G550. Supervised practice in counseling in various educational or school settings. This field-based experience may be a paid internship for EdS students in counseling. Course partially satisfies new counselor licensure requirements.

EDUC-G 654 Seminar in Career Development: Theory and Research (3 cr.) Examination of psychological basis and theoretical approaches to vocational development; review of research relevant to career development and career counseling.

EDUC-G 672 Human Sexuality: An Introduction to Therapy (3 cr.) An examination of the role of sexuality in human adjustment. Examination of common sexual needs and dysfunctions. Counseling for sexual adjustment.

EDUC-G 685 Seminar in Counseling Research Methods (3 cr.) An introduction and orientation to inquiries in counseling psychology; review and critical analysis of research reports in counseling psychology; and examination of supervised research experience.

EDUC-G 785 Topical Seminar in Counseling Psychology (1-3 cr.) An introduction and orientation to inquiries in counseling psychology; review and critical analysis of research reports in counseling psychology; and examination of supervised research experience.

EDUC-G 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in counseling psychology. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-G 799 Doctoral Thesis in Counseling Psychology (1-12 cr.) Credit may be earned over a period of several semesters. The thesis is to be an organized scientific contribution to the field of counseling psychology.

Curriculum Studies

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EDUC-J 500 Instruction in the Context of Curriculum (3 cr.) First course for the master's degree in curriculum

and instruction. Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

EDUC-J 511 Methods of Individualizing Instruction (3 cr.) Students will critically examine several approaches to individualizing instruction. Emphasis is on developing strategies for determining characteristics of the learner and on creating a variety of classroom strategies designed to individualize learning (K-12). Course project is development of classroom instructional materials, in-service program design or proposal for research.

EDUC-J 538 M.S. Practicum/Internship (1-6 cr.) Supervised practice in a school or other approved agency. Includes performance in such roles as curriculum development, program evaluation, action research, staff training and development, consultation, or program development. A comprehensive report involving a systematic analysis of the practicum activity must be completed.

EDUC-J 602 Introduction to Curriculum Studies (1-3 cr.) P: Admission to doctoral program or consent of instructor. This seminar will introduce students to the field of curriculum studies. Students will investigate its history, become familiar with the structures that support ongoing discourses, and explore a variety of conversations currently taking place among curriculum study scholars. S/F grading.

EDUC-J 605 Independent Research Experience in Curriculum and Instruction (3 cr.) P: Y520 or equivalent. Provides doctoral students an opportunity to work closely with faculty in pursuing an individual research project early in their program.

EDUC-J 610 Staff Development Issues and Principles (3 cr.) P: Y 520 or equivalent Examines staff development issues and practices in elementary and secondary schools, especially as they relate to improvements in curriculum and instruction. Included is a discussion of needs assessment of teachers, goals for staff development programs, models and strategies, obstacles to implementation, and the evaluation of such programs.

EDUC-J 620 Leadership Models and Strategies (3 cr.) P: Doctoral or specialist candidate standing or permission of instructor. Includes a comprehensive study of the theory base for leadership, an analysis of leadership processes, an exploration of individual assets and liabilities of leaders, and an examination of leadership in groups.

EDUC-J 630 Curriculum Theory and Practice (3 cr.) P: J500 or doctoral student status, or consent of instructor. Explores fundamental dimensions of curriculum theory, such as the social construction of knowledge, curriculum as cultural mind set, political reality, and scholarly discourse. Examines varied ideological orientations to curriculum studies. Introduces basic concepts of curriculum design and provides opportunities for curriculum development.

EDUC-J 636 Educational Futures/Curriculum (3 cr.) Investigates the concept of "futures research" and the significance of the future for education. Topics include major problems of the future, probable developments with a bearing on curriculum, curriculum designs and models for the future, and related innovation techniques.

EDUC-J 637 Curriculum Development Process (3 cr.) The analysis and appraisal of goals and procedures used in creating, evaluating, and improving curricula. Critical consideration of theories, practices, and products of curriculum development.

EDUC-J 638 Curriculum/Instruction Practicum (3 cr.) P: Major or cognate field in curriculum or permission of instructor. Small-group or individual problem-oriented experiences in curriculum and instruction research, development, and evaluation. May be repeated once.

EDUC-J 650 Independent Study in Curriculum (1-3 cr.) Independent study of a selected topic under the guidance of a faculty member.

EDUC-J 655 Seminar in Multicultural and Global Education (1-3 cr.) P: Instructor approval. Offers students the opportunity to (1) examine major concepts, theoretical frameworks and educational responses associated with multicultural/global education; (2) heighten cross-cultural awareness; (3) explore possibilities of integrating multicultural/global education into a unified approach for curriculum development and research; (4) become leaders of multicultural/global education in their area of expertise.

EDUC-J 660 Seminar in the Evaluation of School Programs (3 cr.) P: Y520, Y535, or consent of the instructor. Explores the theoretical principles and field practices involved in the evaluation of educational programs. Students will conduct a program evaluation during the semester. Course may have a topical focus in a given semester.

EDUC-J 661 Materials nad 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 materialsfor microteaching, simulation, and gaming, as well as concept and skill acquisition. Proposals for teacher training programs will also be developed.

EDUC-J 664 Seminar: Contemporary Curriculum Discourses (3 cr.) P: Admission to doctoral program. Critical analysis of selected contemporary curriculum and instructional discourses. Particular attention is given to theorizing during the last 25 years.

EDUC-J 670 History of Curriculum Thought in the United States (3 cr.) Examines the history of competing movements in American curriculum thinking and the individuals who created them, with attention to the cultural and institutional context within which they worked. Emphasis is placed on primary source readings and the position of curriculum thinking within an evolving national educational system.

EDUC-J 690 Internship in Curriculum (2-5 cr.) For persons about to enter positions as school administrators in charge of curriculum, curriculum supervisors, directors, or coordinators. Provides direct and supervised experience in the field.

EDUC-J 700 Teaching in the Teacher Education (1 cr.) P: Holding an associate instructorship or an internship in

teacher education. Emphasizes a problems approach to teacher education and the context of one's own teaching. Discusses topics of current interest and how one might act at a personal and organizational level. May be repeated for a maximum of 3 credit hours. S/F grading.

EDUC-J 705 Seminar: Inquiry in Curriculum and Instruction (1 cr.) P: Completion of 57 graduate credit hours or permission from the instructor. Intended for students at a stage in their doctoral programs that requires them to begin conceptualizing their own doctoral dissertation research. Emphasis will be on analyzing and synthesizing a body of research in one or more of the specialized fields of study within curriculum and instruction. S/F grading.

EDUC-J 710 Paradigms and Programs in Teacher Education (3 cr.) This course provides an overview of teacher education paradigms, their underlying ideologies, and their historical and current manifestations. It will also analyze models of teaching and how they relate to alternative paradigms of teacher education.

EDUC-J 720 Inquiries into Preservice Teacher Socialization (3 cr.) This course focuses on program components and societal factors that affect the occupational socialization of preservice teachers. It examines different orientations to occupational socialization, research on how teacher education program components influence preservice teachers, and the societal forces that affect their socialization.

EDUC-J 762 Topical Seminar in Curriculum and Instruction Issues: variable title (3 cr.) Intensive study and discussion of current topics selected from the general area of curriculum and instruction. Areas might include teacher preparation, international perspectives, educational computing, or program assessment. Opportunities provided for participant inquiry from the specialized perspective of students enrolled. May be repeated for up to 6 credit hours.

EDUC-J 762 Topical Seminar in Curriculum and Instruction Issues: variable title (3 cr.) Intensive study and discussion of current topics selected from the general area of curriculum and instruction. Areas might include teacher preparation, international perspectives, educational computing, or program assessment. Opportunities provided for participant inquiry from the specialized perspective of students enrolled. May be repeated for up to 6 credit hours.

EDUC-J 795 Dissertation Proposal Preparation (1-3 cr.) P: J705. C: J705. This course is for the development of a dissertation proposal in curriculum and instruction. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-J 799 Doctoral Thesis in Curriculum and Instruction (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Educational Inquiry Methodology

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

EDUC-P 501 Statistical Method Applied to Education (3 cr.) An introduction to statistical methods needed for basic data analysis in education. Includes an introduction to distribution of variables, measures of central tendency, variability, hypothesis testing, correlation techniques, one-way analysis of variance, and simple regression analysis. Emphasis is placed on theoretical and computational skills.

EDUC-Y 502 Intermediate Statistics Applied to Education (3 cr.) P: Basic mathematical and algebra skills, and knowledge of research concepts as might be learned in an introductory statistics or research course. Review of descriptive statistics; correlation and regression; multiple regression; inferential statistics e.g., t- test; analysis of variance; one- and two-way factorial designs; analysis of covariance; and categorical data analysis e.g., chi-square.

EDUC-P 507 Assessment in Schools (3 cr.) Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

EDUC-Y 510 Action Research I (3 cr.) An introduction to the basic philosophy and methods of action research. Students will design an action research project and write a proposal. Students will learn how to conduct action research. This course emphasizes the selection of an area of focus, collection of data, organization, analysis and interpretation of data, as well as decisions about the appropriate actions to take based on findings. (This is not a core inquiry course for Ph.D. students.)

EDUC-Y 515 Foundations of Educational Inquiry (3 cr.) Examination of the nature and purpose of educational inquiry with a focus on topics in social science/epistemology.

EDUC-Y 527 Educational Assessment and Psychological Assessment (3 cr.) P: P501 and Y520 Theoretical foundations for assessing educational and psychological constructs, with application to tests and alternative assessment procedures; methods for estimating reliability and validity; and techniques for scale construction, including attitude, personality, interest, aptitude, and performance.

EDUC-Y 521 Methodological Approaches to Educational Inquiry (3 cr.) Introduction to the various methodological approaches to the conduct of social science inquiry in general and educational inquiry in particular. Focus on the epistemological implications of methodological choices.

EDUC-Y 525 Survey Research Methodology (3 cr.) P: Y520 or Y521 and Y502. This course introduces students to social survey research, with particular emphasis on questionnaire design. Specifically the educational goals for the course include: (1) designing survey items that match research questions and plans for analysis, (2) understanding concepts, terminology related to questionnaire design and the fundamental steps of conducting survey research, (3) critical reading of survey research, (4) developing an awareness of current issues and important problems in questionnaire desi9tgn, and (5) developing a theoretical and epistemological framework within which to understand the ambitions, limitations, history and practice of survey research

EDUC-Y 527 Educational Assessment and Psychological Assessment (3 cr.) P: P501 and Y520. Theoretical foundations for assessing educational and psychological constructs, with application to tests and alternative assessment procedures; methods for estimating reliability and validity; and techniques for scale construction, including attitude, personality, interest, aptitude, and performance.

EDUC-Y 530 Topics in Computer Analysis of Educational Data (1-3 cr.) P: Y502 or equivalent. Use of computers in educational research. Topics include operating systems, file generation and management, screen editing, packaged statistical programs, batch and interactive operation, libraries of statistical procedures, microcomputer applications, and library-related computing research tools.

EDUC-Y 535 Evaluation Models and Techniques (3 cr.) P: Y520 or equivalent. An overview of evaluation as an inquiry process, including a discussion of the history of evaluation and the state of the art. Frameworks and models for planning evaluation studies are discussed and applications are demonstrated. Criteria for evaluating studies, steps for writing evaluation proposals and reports, and techniques for the collection of information are discussed. This course is similar to J660. Credit may not be earned in both courses.

EDUC-Y 590 Independent Study in Inquiry Methodology (1-3 cr.) P: Y520 or equivalent Individual research or study with an Inquiry faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, Y590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Y 600 Methodological Implications of Social and Psychological Theories (3 cr.) Introduction to social and psychological theories that inform current methodological theory and practice including those developed by Freud, Piaget, Levi-Strauss, Weber, and Marx. This introduction forms the basis of an exploration of methodological concepts such as a validity and inference in terms of their social and psychological foundations.

EDUC-Y 603 Statistical Design of Educational Research (1-3 cr.) P: Y502 or consent of instructor. Topics covered include distribution of random variables, estimation, statistical hypotheses, and analysis of trend data. Also included is analysis of variance: groups-within treatments, simple factorial, split plot, mixed, nested, and other higher dimensional analysis.

EDUC-Y 604 Multivariate Analysis in Educational Research (3 cr.) P: Y502 or consent of instructor. Multivariate normal distribution, multivariate correlational analysis, covariance matrix, testing hypotheses of covariance matrices, principal components and factor analysis, canonical correlations and variables, multiple discriminant functions.

EDUC-Y 611 Qualitative Inquiry in Education (3 cr.) P: Y520 H510 or consent of instructor. Examination of qualitative approaches to educational inquiry e.g., case study, naturalistic inquiry, educational anthropology, educational connoisseurship, and criticism. Exploration of methods for collecting and analyzing qualitative data, criteria for field studies, and approaches to writing up field studies.

EDUC-Y 612 Critical Qualitative Inquiry I (3 cr.) P: Y520 or Y521. This first course in the sequence provides an introduction to critical social theory as it emerges through the context of qualitative research. Students begin corresponding field work, including both data collection and analysis.

EDUC-Y 613 Critical Qualitative Inquiry II (3 cr.) P: Y612. This second course in the sequence continues the exploration of social theory and methodology by providing an opportunity for students to follow through on fieldwork and analysis started in Y612 and by examining some theory left implicit in Y512. The course will include opportunities to begin writing methodological texts (taught previously under Y750).

EDUC-Y 617 Psychometric Theory (3 cr.) P: Y502 and Y527. Study of psychometric theories and procedures, including derivation of reliability and validity indices, and statistical techniques for advanced test analysis; critical review of issues in educational and psychological assessment.

EDUC-Y 630 Narrative Theory and Inquiry (3 cr.) P: YP611 or Y612. Examines narrative theory and its connection to narrative approaches in inquiry. Explores the use of narrative in qualitative inquiry, and practices methods of collecting and analyzing narrative data.

EDUC-Y 631 Discourse Theory and Analysis (3 cr.) P: YP611 or Y612. Examines the roots of the discourse analytic field in qualitative research. Explores current trends in discourse theory and analysis. Examines exemplars and provides opportunities to engage in discourse analytic methods.

EDUC-Y 635 Methodology of Educational Evaluation (3 cr.) P: Y535 or consent of instructor. Multidisciplinary methods for organizing, collecting, and processing evaluative information; presentation of problems in evaluation methods of inquiry, and use of methods from other disciplines to alleviate these problems. Emphasis will

be on the transfer of appropriate methods and techniques to evaluation problems.

EDUC-Y 637 Categorical Data Analysis (3 cr.) P: Two statistics courses at the graduate level (i.e., Y502 & Y604), or consent of instructor. The analysis of cross-classified categorical data. Loglinear models; regression models in which the response variable is binary, ordinal, nominal, or discrete. Logit, probit, multinomial logit models; logistic and Poisson regression. Course is equivalent to STAT-S 637.

EDUC-Y 639 Multilevel Modeling (3 cr.) P: Two statistics courses at the graduate level (i.e., Y502 & Y604), or consent of instructor. Introduction to the general multilevel model with an emphasis on applications. Discussion of hierarchical linear models, and generalizations to nonlinear models. How such models are conceptualized, parameters estimated and interpreted. Model fit via software. Major emphasis throughout the course will be on how to choose an appropriate model and computational techniques. Course is equivalent to STAT S639.

EDUC-Y 645 Covariance Structure Analysis (3 cr.) P: Two statistics courses at the graduate level (i.e., Y502 and Y604), or consent of instructor. Path analysis. Introduction to multivariate multiple regression, confirmatory factor analysis, and latent variables. Structural equation models with and without latent variables. Mean-structure and multi-group analysis. Course is equivalent to STAT-S 645.

EDUC-Y 650 Topical Seminar in Educational Inquiry Methodology (3 cr.) P: 6 hours of basic inquiry methodology course work. Advanced study of research and theory on selected topics in qualitative or quantitative inquiry methodology. (Bloomington/Indianapolis)

EDUC-Y 655 Longitudinal Data Analysis (3 cr.) P: Two statistics courses at the graduate level, or consent of instructor. Introduction to methods for longitudinal data analysis; repeated measures data. The analysis of change-models for one or more response variables, possibly censored. Association of measurements across time for both continuous and discrete responses. Course is equivalent to STAT-S 655.

EDUC-Y 660 Affinity Research Group (1-6 cr.) P: Consent of instructor. Study and research support groups formed on the basis to mutual interests to generate new curriculum and research projects integrating previous coursework under the guidance of a faculty member. The work of these groups could continue over the course of several semesters to develop research papers, presentations, books , or conduct empirical research as a team.

EDUC-Y 671 Knowledge, Reflection & Critique in Methodological Theory (3 cr.) P: Y611 or Y612. This course examines the concept of reflection in epistemological theories as these have historically developed from Kant to the contemporary period. Kant's philosophy introduced reflection to the theory of knowledge through his development of transcendental logic. The contribution this made to epistemology was lost in the growth of "positive science" from its beginnings in the 19th century to the paradigmatic status it attained in sciences of all types by the early 20th century: a status it retains to this day. Less visible traditions in epistemology took Kant's insights in many different directions: hermeneutics, critical theory, psychoanalytic theory and the cognitive and moral development theories of Piaget, Vygotsky and Kohlberg. This history will be covered in the course, along with direct applications of reflection to research methodology (taught previously under Y650).

EDUC-Y 672 Communicative Action Theory (3 cr.) P: Y611 or Y612. This course focuses exclusively on both volumes of Habermas' The Theory of Communicative Action Volumes One and Two. The Theory of Communicative Action (TCA) has direct implications for all social research, both in methodological and substantive ways. Methodologically, TCA provides a core theory of reason and validity, action and meaning, and a bifurcated concept of the social (lifeworld and system) having implications for research design and data analysis. Substantively, the theory of communicative action is suggestive for formulating research questions and determining the communicative action is suggestive for formulating research questions and determining the vocabulary through which to articulate findings. It also provides a framework for ascertaining the significance of research findings. These statements are true for all types of social research, quantitative as well as qualitative, having a micro as well as a macro or combined focus. (Taught previously under Y650).

EDUC-Y 690 Advanced Independent Study in Inquiry Methodology (1-3 cr.) P: Consent of instructor. Individual research with an Inquiry faculty member on a advanced methodology topic, arranged prior to registration. A short proposal should be submitted during the first week specifying the scope of the project, completion date, and products. Y690 is not for material taught in a regularly scheduled course. May be repeated for a total of 6 cr.

EDUC-Y 750 Topical Seminar in Educational Inquiry Methodology: variable title (3 cr.) P: 9 credit hours of pertinent 500- and 600-level inquiry courses. Study of selected advanced methodological topics encountered in educational research and exploration of recent developments in inquiry methods.

EDUC-Y 795 Dissertation Proposal Preparation (3-1 cr.)

EDUC-Y 790 Doctoral Thesis in Inquiry Methodology (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Educational Leadership
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EDUC-A 500 Introduction to Educational Leadership (3 cr.) This course entails an introduction to the history, philosophy, and social aspects of educational leadership. It reviews relevant theories of administration; the historical

role of administration in schools; and the political, social, economic, and philosophical frameworks that have informed administrations.

EDUC-A 508 School Law and the Teacher (1-3 cr.)
A508 focuses primarily on legal concerns affecting teachers in public secondary schools. Topics include tort liability, church-state relations, expression rights, children with disabilities, conditions of employment, discrimination and harassment, student testing, collective bargaining, teacher lifestyle choices, copyright concerns, teacher contracts and dismissal, and student discipline.

EDUC-A 510 School-Community Relations (3 cr.) This course investigates characteristics of the community school, including the multicultural quality of the community. It also explores adapting the educational program to community needs, using the community resources in instruction, and planning school-community relations programs.

EDUC-A 515 Educational Leadership: Teacher Development and Evaluation (3 cr.) The primary goal is to develop the knowledge, interpersonal and leadership skills that can be applied in the leadership for the improvement of instruction. Models of supervision and evaluation will be examined, but the major focus will be to examine the context for change in today's schools and apply leadership knowledge to the task of direct assistance, group development, professional development, curriculum development, and action research.

EDUC-A 560 Political Perspectives of Education (3 cr.) This course focuses on theoretical and conceptual approaches useful in describing, explaining, and predicting political behavior related to schools. Forces for continuity and change at local, state, and federal levels are explored.

EDUC-A 590 Independent Study in Educational Leadership (1-3 cr.) Individual research or study with an educational leadership faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, A590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-A 600 Problems in Educational Leadership (1-3 cr.) P: A500 or equivalent. This course is designed to identify practical school problems, determine issues, explore alternative solutions, and investigate implications of various actions.

EDUC-A 608 Legal Perspectives on Education (3 cr.) This course entails an overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation.

EDUC-A 615 Advanced School of Law (1-3 cr.) P: 608 or equivalent and consent of instructor. This course considers current constitutional and statutory provisions and court decisions affecting the administration of public schools. Particular attention is given to current legal concerns.

EDUC-A 624 Educational Leadership: The Principalship K-12 (3 cr.) This course engages students in a dialogue around building a professional learning community leading to instructional program coherence committed to the success of all students. Students complete their leadership platform as a part of this course.

EDUC-A 624 Economic Dimensions of Education (3 cr.) This course provides an introduction to economic thinking concerning K-12 education as well as the theory and practice of funding K-12 schools. Topics include economics and educational leadership, efficiency, equity, liberty, sources, and characteristics of school revenue, and school funding distribution systems.

EDUC-A 631 Microeconomics Applications to Education (3 cr.) Course provides an overview of how microeconomic theories and models can be used to examine a wide variety of issues in both K-12 and postsecondary education. Topics include resource allocation, economic theory of individual behavior, investment in human capital, school choice and the return of education, application of demand and supply to education, the costs of production of education, theories of education pricing and funding, and labor markets for education professionals.

EDUC-A 635 Public School Budgeting and Accounting (3 cr.) This course explores the normative and positive aspects of financing K-12 public education. After a rigorous introduction to the foundation of school finance theory, the course will investigate the concepts and practices of effective budget management.

EDUC-A 636 School Finance in P-12 Education (3 cr.) P: A635 & Y502. In this course, students will learn about current research that is being conducted on how P-12 education is financed. The course will cover taxation for education, school funding formulas, equity and adequacy of school funding, funding and student performance, vouchers, and labor market issues.

EDUC-A 638 Public School Personnel Management (3 cr.) P: A500 or equivalent. This course explores the background, present conditions, and future directions of school personnel management. It entails development and implementation of a school personnel management program; examination of problems and issues.

EDUC-A 640 Planning Educational Facilities (3 cr.) This course focuses on the basic concepts in planning educational facilities as they relate to educational needs. It covers educational specifications for learning environments, and renovation and modernization of school buildings.

EDUC-A 650 Collective Bargaining: Education (3 cr.) This course is an introduction to collective bargaining as it is carried on in public school systems, with special emphasis on Indiana Public Laws 217 and 254. Practical experience through visitation, simulation, and interaction with parties to bargaining is provided.

EDUC-A 653 The Organizational Context of Education (3 cr.) P: A500. This course examines organizational factors in terms of impact on human behavior and student learning and the critical role of administrative policies and

practices in shaping the organizational context. Alternative organizational designs and administrative strategies are studied in terms of their effectiveness under specified conditions.

EDUC-A 670 Topical Seminar in Educational Leadership (1-3 cr.) P: Master's degree and consent of the instructor. Advanced students investigate and discuss current issues, developments, and concerns bearing on educational leadership. Specific topics vary each semester.

EDUC-A 671 Planning and Change in Educational Organizations (3 cr.) This course uses change scenarios at the school and district level to facilitate the application of planning and change principles. Students are required to produce personal change paradigms and critique contemporary restructuring and transformational models.

EDUC-A 672 Moral Dimensions of Leadership (3 cr.) This course examines the concept of leadership from a political, historical, and social framework, with emphasis on values and ethics in the leader-follower relationship. Topics include analysis of change processes, conflict, power, and transformation.

EDUC-A 675 Leadership in Special Education (3 cr.) P: K505 and A500. This course addresses the historical and contemporary study of political, economic, and social factors that have influenced or are influencing the development and evolution of educational programs and services for students and adults with disabilities. Implications for district and site- level leadership practice are emphasized.

EDUC-A 680 Education Specialist Seminar (Educational Leadership) (3 cr.) P: Consent of instructor. This course, taken near completion of degree requirements, permits interaction with practicing school administrators and others with expertise in educational leadership. The student prepares an "issues" paper, the subject of which may be discussed in the final oral examination.

EDUC-A 695 Practicum in Educational Leadership (1-3 cr.) P: Consent of instructor. This course provides for closely supervised field experience in various areas of educational leadership.

EDUC-A 710 Research in School Law (3 cr.) P: A608 or equivalent and consent of instructor. Students pursue in-depth research on specific topics pertaining to interpretations of constitutional and statutory law applying to education.

EDUC-A 720 Workshop on Selected Problems in Educational Leadership (1-3 cr.) Individual and group study. One credit hour is offered for each week of full-time work.

EDUC-A 735 Building Unified Systems Inclusive of Students with Disabilities (3 cr.) P: A675 This course entails applied research in the transformation of special education as a parallel and separate system to a unified system. Using problem-based learning strategies, participants use contemporary examples of school districts along a continuum to plan and design alternative systems of service delivery.

EDUC-A 754 Seminar in Research in Educational Leadership (3 cr.) Limited to candidates for the doctorate with a major or minor in educational leadership. This course focuses on the study of research design, techniques, and procedures applicable to research problems in administration.

EDUC-A 785 Internship in Educational Leadership (1-6 cr.) P: Consent of instructor and advanced graduate standing. This course involves a supervised experience working in schools, agencies, or institutions. S/F grading.

EDUC-A 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in educational leadership. Students should be finished or nearly finished with program course work.

EDUC-A 799 Doctoral Thesis in Educational Leadership (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area. S/F grading.

Learning and Developmental Sciences/Educational Psychology

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EDUC-P 501 Statistical Method Applied to Education (3 cr.) An introduction to statistical methods needed for basic data analysis in education. Includes an introduction to distribution of variables, measures of central tendency, variability, hypothesis testing, correlation techniques, one-way analysis of variance, and simple regression analysis. Emphasis is placed on theoretical and computational skills.

EDUC-P 506 Topical Workshop in Educational Psychology (0-3 cr.) Individual and group study of selected topics in the field of educational and school psychology.

EDUC-P 507 Assessment in Schools (3 cr.) Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

EDUC-P 510 Psychology in Teaching (2-3 cr.) Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and of the teacher's assumptions about human behavior and its development. Intended for current and prospective classroom teachers who are working toward a master's degree.

EDUC-P 510 Gerontology: Multidisciplinary Perspectives (3 cr.) Multidisciplinary perspectives on aging. Topics include: research methods; demographics;

historical and cultural aspects of aging; biological and social theories of aging; physical, cognitive, and personality changes in old age; physicsal and mental health in old age; social relationsips in old age; and death. Implications for social policy are emphasized.

EDUC-P 514 Life Span Development: Birth to Death (3 cr.) A survey course of human development from infancy through old age, emphasizing the life span perspective of development. Classical stage theorists, current popular conceptions, major research findings, and educational implications for all life stages from birth to death.

EDUC-P 515 Child Development (3 cr.) Major theories and findings concerning human development from birth through the elementary years as they relate to the practice of education. Topics include physical development, intelligence, perception, language, socioemotional development, sex role development, moral development, early experience, research methods, and sociodevelopmental issues relating to education.

EDUC-P 516 Adolescent Development (3 cr.) Examination of major theories and findings concerning biological, cognitive, social, and emotional development during adolescense, emphasizing educational and clinical implications. Topics may include puberty and adolescent health, identity development, decision-making, the role of families, peers and romantic relationships, schools and achievement, and socioemotional problems in adolescence.

EDUC-P 517 Adult Development and Aging (3 cr.) Development in early, middle, and late adulthood. Topics include: development research methods; racial and ethnic diversity in adult development; social relationsips in adulthood; work, leisure, and retirement; changes in health, sensory, cognitive, and personality functioning; coping; mental health interventions; and communicating with the elderly.

EDUC-P 518 Social Aspects of Aging and Aging Families (3 cr.) This course explores the social, familial, resource needs, and unique life problems of older adults. Contemporary responses to these needs and conditions by the public health and social systems are examined. The course involves critical analysis based on theory and research of current social events relating to issues in aging.

EDUC-P 525 Psychological Issues in Education (3 cr.) P: Graduate standing. Historic, current and emergent issues in psychology and education are explored. Issues are selected that reflect psychological theory and that have practical implications for education. While designed for teachers and other educators, students from all disciplines are invited.

EDUC-P 526 Theory and Method in Educational Psychology (2-3 cr.) The major conceptual systems and methodologies that shape educational, school, and counseling psychology. For students majoring in educational, school, or counseling psychology.

EDUC-P 530 Instructional Psychology (3 cr.) Psychological concepts, research, and methods related to instruction and effective teaching. Instruction is considered in both school and nonschool settings, and in both teacher- conducted and instructor-free modes. Topics include relevant theories of instruction, knowledge representation, problem solving, cognitive strategies, transfer, and instructional decision making.

EDUC-P 540 Learning and Cognition in Education (3 cr.) Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for the design of classroom learning situations.

EDUC-P 544 Applied Cognition and Learning Strategies (3 cr.) Survey of applied cognitive psychology, including information processing, schema theory; cognitive and metacognitive learning strategies; reading comprehension; mnemonic devices and other study skills; expert-novice research; technology related learning supports; process and protocol analysis; problem representation and problem solving in math; and new assessment tools and measures.

EDUC-P 545 Educational Motivation (3 cr.) Examines motivation as a theoretical construct, as a research topic, and applications to educational contexts. Course emphasizes cognition-motivation link.

EDUC-P 550 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.

EDUC-P 566 Social Psychology in Education (3 cr.) P: P525 of consent of instructor. Application of social-psychological concepts and principles in education: role theory, attitude theory and measurement, attitude formation and change, leadership, group dynamics, social perception, communication and interaction, organizations, theory and methodology in social psychology.

EDUC-P 570 Managing Classroom Behavior (3 cr.) An analysis of pupil and teacher behaviors as they relate to discipline. Attention is given to the development of such skills as dealing with pupil's problems and feelings, behavior modification, reality therapy, assertiveness in establishing and maintaining rules and group processes. Designed for teachers, administrators and pupil personnel workers.

EDUC-P 571 Proseminar in Learning Science (1 cr.) Presentations by learning science faculty and students as well as invited speakers from throughout the world. Students enroll each semester until the accumulate 5 credit hours. Students will discuss and write critiques of presentations as well as make a presentation.

EDUC-P 572 Introduction to the Learning Sciences (3 cr.) The course is a review of the major philosophies, methodologies, and conceptual systems that shape the learning sciences.l

EDUC-P 573 Learning Science Apprenticeship (3 cr.) Across two semesters, students work in research laboratories of learning science faculty and meet weekly as a group to reflect, discuss, and collaborate. Students will write a research proposal for their use in Learning Science Apprenticeship II.

EDUC-P 574 Topical Seminar in Learning Sciences (1-3 cr.) Special topic seminars by learning science faculty or visiting scholars. Potential topics include higher

education pedagogy, embodied cognition, gaming/ simulation in problem solving.

EDUC-P 575 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.

EDUC-P 590 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 products. Ordinarily, P590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-P 591 Cognitive Assessment and Intervention (4 cr.) Historical and current theories of intellectual functioning. Supervised practice in the use and interpretation of major individually administered measures of cognitive behavior. Emphasis on ethical test use in a diverse society and linking assessment results to cognitive behavioral and self- monitoring interventions for children and adolescents.

EDUC-P 592 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.

EDUC-P 595 Practicum in School Psychology (3-1 cr.)
P: Consent of instructor. Supervised experience in various educational settings. Use of psychometric techniques with children, advising on decisions about children, and conferences to aid children's academic and social efficiency. May be repeated.

EDUC-P 596 Internship in School Psychology I (1-6 cr.) P: Consent of instructor. Supervised, intensive field experiences in a school setting for a full academic year for Ed.S. students in School Psychology.

EDUC-P 600 Topical Seminar in Learning, Cognition, and Instruction (3 cr.) P: Previous graduate course work in learning, cognition, or instructional psychology. A seminar involving an intensive analysis of the research and theory on selected topics in learning, cognition, and instruction, as well as implementation issues in an educational environment.

EDUC-P 622 Social Development (3 cr.) P: 12 hours of graduate coursework. Social development from birth to young adulthood. Topics include: attachment relationship; self-concept and understanding of others; temperament and personality; parent-child relationships; sibling relationships; friends and peer relationships; and the development of agggression. Implications of theory

and research for educators and clinical practitioners are emphasized.

EDUC-P 623 Advanced Child Development (3 cr.)
P: P515 or equivalent. Seminar for doctoral students in issues of human development covering infancy, preschool, and elementary school ages. Emphasis is placed on the educational implications of development. Readings include current theory and research articles.

EDUC-P 624 Brain Research Applied to Educational and Clinical Practice (3 cr.) P: 12 hours of graduate coursework. Research in developmental neuropsychology applied to educational practice and to clinical practice in school psychology and counseling psychology. Topics include: the interaction of biology and experience; child maltreatment and brain development; implications of brain research in the development of attention, memory, self-regulation, language, reading, mathematics, temperament, emotions/depression, attachment, and aggression.

EDUC-P 625 Fmaily Processes and Child/Adolescent Development (3 cr.) P: 12 hours of graduate coursework. Areas of family process are examined in relation to child and adolescent development. These include the parenting subsystem (attachment, styles, beliefs, practices, and corporate punishment), the marital subsystem (conflict, divorce, remarriage), and the family system. The effects of child temperament, culture, and poverty will be emphasized. Implications of theory and research for educational and clinical practice will be emphasized.

EDUC-P 631 Theorizing Learning in Context (3 cr.)
P: P572. Course examines and analyzes the fundamental ideas about learning and knowing that engage the field. Specifically, this course will consider four aspects of knowing and learning: epistemological perspectives; cognitive development; motivation; and learning theory.

EDUC-P 632 Designing for Learning in Context (3 cr.)
P: P572. Course examines current design frameworks based on contemporary learning theory, experiencing exemplary learning environments, and understanding the resulting research. The goal of this course is the ability to design learning environments that have a local impact on the learners as well as a scholarly impact.

EDUC-P 633 Capturing Learning in Context (3 cr.)
P: P572. Course examines theories and methods for capturing, supporting, and assessing knowing and learning as it occurs in Context, in order to build theory while refining practice. Each student will carry out and document knowing and learning in at least one context using at least two different methods to capture learning.

EDUC-P 640 Thinking and Learning in Social Contexts (3 cr.) P: P525, P530, P540, P550, or equivalent of any of these. Examines social contexts literature relevant to creating effective learning environments and guiding learner psychological development. Emphasis on sociocultural theories of mind and learner- centered psychology. Topics may include social interaction and classroom discourse, cooperative learning, scaffolded instruction, cognitive apprenticeships, intersubjectivity, and problem-based learning.

EDUC-P 650 Topical Seminar in Educational Psychology variable title (1-3 cr.) Intensive advanced study of research and theory on selected topics.

EDUC-P 671 Advanced ProSeminar in Learning Sciences (1 cr.) Faculty and students from Learning Sciences, Cognitive Science, and Informatics participate in public presentations, and critical debates of research. Course activities include developing, presenting and critiquing students' research studies. Intended for second year Learning Sciences students.

EDUC-P 674 Advanced Topical Seminar in Learning Sciences (1-3 cr.) P: P574 or 12 hours of graduate course work. Topical seminar for doctoral students in Learning Sciences. Possible topics include higher education, pedagogy, embodied cognition, gaming/simulation, and problem solving.

EDUC-P 680 Ethical, Legal, and Professional Issues in School Psychology (1-3 cr.) Ethical and legal issues in the provision of comprehensive school-based psychological services. Organization, administration, and evaluation of service delivery in the context of diverse children, schools, and communities.

EDUC-P 682 Developmental Psychopathology of Childhood and Adolescence (3 cr.) Emphasis on a developmental approach to understanding psychopathology of childhood and adolescence. Students will learn about emotional, behavioral, developmental, and educational problems of children and adolescents over time, their stability and change, and risk and protective factors. Discussion of current research and practical applications are included.

EDUC-P 681 Psychology of Cultural Diversity: Equity and Opportunity in Public Education (3 cr.) P: 12 hours of graduate course work in psychology or permission of instructor. Addresses the history and context of racial and socioeconomic disparities in public education and methods for addressing these inequities. Data on racial test score gap and minority overrepresentation in special education are studied. Several education subsystems are considered as possible sources of educational inequity, including curriculum, discipline practices, and teacher expectations. The course includes examination of the history and influence of race and racism in the U.S., the concept of white privilege, and an exploration of role-specific strategies for improving equity in public education.

EDUC-P 690 Independent Study in Educational Psychology (1-3 cr.) P: 36 credit hours of graduate credit. Reading and/or research directed by an educational psychology faculty member.

EDUC-P 691 Personality Assessment and Intervention (3 cr.) P: Y527 or equivalent, P682 or equivalent, consent of instructor, and graduate standing in school psychology or counseling psychology. Administration, scoring, interpretation, and reporting of selected personality and behavioral assessment instruments and procedures, and linking assessment results to educational and therapeutic interventions. Emphasis on practical applications.

EDUC-P 692 Seminar in Therapeutic Interventions with Children (3 cr.) P: P540 or equivalent, and consent of the instructor. Course work in counseling and personality theory recommended. Emphasis on behavioral intervention techniques with children having behavioral/emotional problems, school consultation, play therapy, and related techniques.

EDUC-P 695 Practicum in Personality and Behavioral Assessment (1-2 cr.) P: P691 or consent of instructor. Supervised experience in conducting personality and behavioral assessments of children and/or adults in various settings, such as schools, mental health settings, and hospitals. May be repeated.

EDUC-P 696 Practicum in Therapeutic Interventions with Children (1-2 cr.) P: P692 or consent of instructor. Supervised experience in therapeutic interventions with children in mental health settings, schools, etc. Emphasis on behavioral techniques, counseling, therapy, and consultation. May be repeated.

EDUC-P 697 Advanced Practicum in School Psychology (1 cr.) P: Consent of instructor. For advanced doctoral students in school psychology. Experience in providing psychological and educational services to children and youth, parents, teachers, and others at advanced, more independent level. Also will provide some supervision to less experienced students. May be repeated.

EDUC-P 699 Internship in School Psychology II (1-2 cr.) P: Advanced standing in school psychology Ph.D. program and consent of instructor. Supervised, intensive field experience. Minimally, one-half time in work directly related to public schools. Remainder may be in institutions primarily designed for providing services to children and families.

EDUC-P 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in educational psychology. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-P 799 Doctoral Thesis in Educational Psychology (1-12 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.

Elementary/Early Childhood Education
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EDUC-E 505 Organization and Administration of Early Childhood Programs (3 cr.) P: One course in early childhood education or consent of instructor. The study of different organizational plans for early childhood programs from infancy through age eight. Includes discussion of school philosophy, goals, curriculum, housing, staffing, budget, policies for admission, grouping, health, licensing requirements, and school-community relations.

EDUC-E 506 Curriculum in Early Childhood Education (2-6 cr.) Planning the curriculum and selecting and evaluating learning experiences for children ages three through eight years with reference to relevant research. Organizing the classroom to provide maximum integration

among experiences in different academic areas. A one-semester course; should be followed by E525 in the same year.

EDUC-E 507 Evaluation of Classroom Behavior (3 cr.)
The child as a learner; goals for early childhood programs; organizing the instructional setting including, teacher roles and methods of assessing behaviors; use of this knowledge in organizing and evaluating self and a child in a program.

EDUC-E 508 Seminar in Early Childhood Education (2-3 cr.) Seminar will be based on current interests of students and will serve as a means of synthesizing their experiences. An interdisciplinary approach will be taken to exploring current issues and problems in early childhood education, current happenings as they relate to the issues, and major research efforts to support programs.

EDUC-E 513 Workshop in Elementary Social Studies (1-6 cr.) Means for improving the teaching of social studies in the elementary school. One credit hour is offered for each week of full-time work.

EDUC-E 516 Workshop in Elementary School Science (1-6 cr.) For experienced teachers. Analysis of problems, curriculum trends, teaching techniques, and recent resource materials and development of new educational materials. One credit hour is offered for each week of full-time work.

EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.) P: E506 or consent of instructor. In-depth study of those educators and philosophers, past and present, who have influenced early childhood curricula. Emphasis will be placed on the beliefs of a number of figures (such as Dewey, Piaget, Vygotsky, Montessori), and knowledge of their beliefs influences each student's educational belief system. Should follow E506 in the same year.

EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.) P: E506 or consent of instructor. In-depth study of those educators and philosophers, past and present, who have influenced early childhood curricula. Emphasis will be placed on the beliefs of a number of figures (such as Dewey, Piaget, Vygotsky, Montessori), and knowledge of their beliefs influences each student's educational belief system. Should follow E506 in the same year.

EDUC-E 531 Teaching and Learning in Early Childhood (5 cr.) This course incorporates the important aspects of teaching children in the primary schools years (ages 5-8). Topics include child development, development of literacy and numeracy, accommodating diversity and disability, using technology to support learning, assessment, communicating with families, and collaborating with colleagues and other professionals. (Offered on Bloomington and Indianapolis campuses.)

EDUC-E 532 Teaching and Learning in Middle Childhood (5 cr.) This course incorporates the important aspects of teaching intermediate school (ages 7-12). The focus will be on curriculum development, lesson planning, teaching and assessment strategies, classroom management, supportive learning environments, and inquiry. Students will learn about literacy and mathematical development at this level as well as read

current research and practice teacher inquiry. (Offered on Bloomington and Indianapolis campuses.)

EDUC-E 535 Elementary School Curriculum (3 cr.)
Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum and methods of evaluating it.

EDUC-E 536 Supervision of Elementary School Instruction (3 cr.) Modern concepts of supervision and the evaluation processes through which they have emerged. Supervisory work of the principal and supervisor or consultant. Study of group processes in a democratic school system.

EDUC-E 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.)
Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-E 547 Elementary Social Studies Curriculum (3 cr.) Explores the purposes, substantive issues, and content of elementary social studies curriculum. Also examines innovative approaches to designing and implementing social studies curriculum for elementary classrooms.

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.) Designed for experienced teachers to gain greater proficiency in the teaching of science in the elementary school. Individualized learning experiences will be provided for persons interested in middle school teaching.

EDUC-E 555 Human Diversity in Education (3 cr.)
Explores issues related to teaching in a complex and diverse culture. Through this class students will become familiar with a range of diversity issues that teachers confront in our society, including cognitive abilities, learning styles, and cultural, racial, and economic backgrounds of children.

EDUC-E 579 Inquiry in Elementary Education (1-3 cr.)
P: E535 or equivalent, 6 credit hours of foundations, 6 credit hours of methods, and 9 elective credit hours. An inquiry project to be designed and implemented in an elementary classroom. A study of the methodology of inquiry, including the teacher as a researcher and the use of inquiry as a classroom learning technique.

EDUC-E 590 Research in Elementary Education (1-3 cr.) Individual research.

EDUC-E 594 Master's Seminar in Elementary Education (2-3 cr.) Development of professional projects and reflection upon current teaching practices.

EDUC-E 595 Problem Analysis in Elementary Education: variable title (1-3 cr.) For experienced elementary teachers. Individual and group study of organizational and teaching problems. Techniques of problem analysis and identification. Use of resources contributing to the alleviation of teaching problems.

EDUC-E 650 Internship in Elementary Administration and Supervision (2-5 cr.) P: Basic courses in elementary administration, supervision, and curriculum and consent of instructor. Students work under the guidance of a principal

or supervisor and under the general supervision of an Indiana University supervisor.

EDUC-E 690 Internship in Elementary/Early Childhood Education (3-6 cr.) Individualized experience is planned on the basis of the student's professional goals, previous educational background, and experience. Arrangements must be made prior to the semester during which the credit is desired.

Experimental Course
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EDUC-F 500 Topical Explorations in Education: variable title (1-3 cr.) For experimental courses.

Field Experience/Methods
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EDUC-M 500 Integrated Professional Seminar (0-6 cr.) This seminar is linked to courses and field experiences included in the Transition to Teaching (T2T) program. It will allow for collaboration among school-based mentors, university-based instructors, and T2T candidates in offering academic content appropriate to the program. The seminar will provide a technology-rich and performance-based professional experience. This course has a fee attached.

EDUC-M 501 Laboratory/Field Experience (1-3 cr.) A laboratory /field experience in education for graduate students. May be repeated.

EDUC-M 511 Field Experience/Professional Development Seminar (1-3 cr.) C: Q506. Laboratory or field experiences in middle or secondary school science classes. May be repeated.

EDUC-M 521 Seconday School Mathematics Curriculum and Assessment (3 cr.) C: M469 and M303. Critical examination of standards and other influences on secondary mathematics programs. Critical examination of past and current secondary mathematics curricula, text materials, and other resources available to support and guide secondary mathematics programs. Development of knowledge and skills related to assessment tools and strategies in secondary school mathematics. Spring semester only.

EDUC-M 522 Teaching Mathematics in the Secondary School (3 cr.) Development of knowledge and skills related to analysis and design of mathematics instruction in secondary school mathematics with attention to selection of appropriate mathematical tasks and tools and

the development of classroom discourse communities. Students will be teaching lessons in the co-requisite field experience M501.

EDUC-M 580 Internship in Music (16-1 cr.) Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. S/F grading.

EDUC-M 550 Practicum: variable title (16-1 cr.) Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. S/F grading.

EDUC-M 653 The Nature of Social Studies (3 cr.) Exploration of the relationships among history, the social sciences, and social studies in elementary and secondary schools.

Gifted and Talented/High Ability Education
The registrar's code for all School of Education graduate courses is EDUC. The number of credit hours assigned to each course is indicated in parentheses following the course title. The letter "P" following credit hours indicates prerequisites; the letter "C" indicates corequisites. Not all courses listed in this bulletin are offered every year. Inquiries concerning the availability or suitability of a particular course should be directed to the appropriate departmental chairperson.

EDUC-W 551 Education and Psychology of the Gifted and Talented (3 cr.) Develops an understanding of the nature and needs of gifted and talented individuals. Emphasizes gifted and talented identification and selection strategies, characteristics, and educational opportunities.

EDUC-W 552 Curriculum for the Gifted and Talented (3 cr.) Describes and evaluates gifted and talented curricular theories and models as well as traditional subject matter modifications. Also critically examines implementation and organization of programs.

EDUC-W 553 Methods and Materials for the Gifted and Talented (3 cr.) Concentrates on the teaching techniques that benefit the gifted learner. Teacher and learner styles are discussed as well as those skills necessary to deal adequately with these students. The course also examines selection, development, and evaluation of materials for use with the gifted student.

EDUC-W 560 Topical Seminar in Gifted Education: variable title (3 cr.) Intensive study of selected topics pertaining to gifted and talented education. May be repeated for credit.

EDUC-W 595 Practicum: Gifted and Talented (3-6 cr.) Provides supervised field experience with gifted and talented learners. Participants will be given responsibility for planning, directing, and evaluating activities for gifted students.

Graduate Education
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particular course should be directed to the appropriate departmental chairperson.

EDUC-G 901 Advanced Research (9 cr.) Open only to doctoral candidates who have been admitted to candidacy, i.e., have passed qualifying examinations and completed all program course work except the dissertation. Enrollment is restricted to six semesters. This course is not offered in summer sessions.

HIgher Education

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EDUC-C 565 Introduction to College and University Administration (3 cr.) Types of institutions and their organization and roles on the nationwide scene; their principle administrative functions, including faculty personnel, business management, public relations; relationship of student personnel to other administrative positions.

EDUC-C 585 Principles of Fundraising Management (3 cr.) Aspects of the fundraising process for nonprofit organizations: assessing the organization's value base, preparing its case, techniques and strategies, sources of support, human resource development, and process management. Societal factors that may affect the processes are also reviewed.

EDUC-C 595 Legal Aspects of Philanthropy (3 cr.) Provides a comprehensive review of types of charitable organizations; examines the legal issues relating to philanthropy and philanthropic endeavors in contemporary society. Topics include basic income, gift, and estate tax laws applicable to donors and to charitable organizations.

EDUC-C 620 Proseminar in Higher Education (3 cr.) This course is an introduction to the scholarly study of the field of higher education. Students will be introduced to current issues, theories, forms of inquiry, and disciplinary perspectives relevant to the study of higher education.

EDUC-C 654 Higher Education in the United States (3 cr.) P: Master's degree. Historical development, social impact and relationships, and pattern of systems of higher education in the United States with primary attention to traditional colleges and universities, both public and private.

EDUC-C 654 Higher Education in the United States (3 cr.) P: Master's degree. Historical development, social impact and relationships, and pattern of systems of higher education in the United States with primary attention to traditional colleges and universities, both public and private.

EDUC-C 656 Nontraditional Higher Education Institutions (3 cr.) Historical and sociological approach to the study and understanding of the nontraditional postsecondary educational institutions; i.e., community colleges, commuter campuses, technical institutes, etc. Attention will be given to topics concerning the

relationships between these institutions and the academic community, the governance system, the students, and the physical environment of the institution.

EDUC-C 664 Higher Education Organization (3 cr.) This course, using the literatures from organizational theory and from higher education, contrasts traditional Weberian with non-orthodox views of colleges and universities as organizations focusing on paradoxical processes.

EDUC-C 665 Higher Education Administration (3 cr.) P: Master's degree. C: C654 Patterns of organization and administration for academic, business, student, and public relation activities.

EDUC-C 670 Problems in Financing Higher Education (3 cr.) P: Master's degree and C665. Sources of income, fundraising and development, community and state support, efficiency in higher education, unit costs of instruction, statewide coordination, and student aid.

EDUC-C 675 Supervised College Teaching (2-3 cr.) P: Master's degree. Opportunities for advanced graduate students to teach college classes under close supervision and to participate in a seminar on college teaching.

EDUC-C 690 Independent Study in Higher Education (3-1 cr.) P: Individual research or study with a higher education faculty member, arranged in advance of registration. A one- or two- page written proposal should be submitted to the instructor during the first week of the term, specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, C690 should not be used for the study of material taught in a regularly scheduled course.

EDUC-C 695 Academic Problems in Higher Education (3 cr.) P: C654 and C665. An examination of academic policies and practices that directly affect faculty. Presents an overview of academic ethics; diversity of institutions; goals and purposes; planning and decision making; governance, trustees and administrators; academic freedom and tenure; faculty roles; student outcomes; student retention; curriculum, teaching and learning; and higher education futures.

EDUC-C 705 Legal Aspects of Higher Education (3 cr.) P: Master's degree, C654, and C665. Study of the more important state and federal court decisions affecting facets of the operation and administration of universities, colleges, junior colleges, and technical institutes; visible trends in the law of higher education and the underlying philosophies.

EDUC-C 747 Practicum in Administration (6-1 cr.) P: Master's degree, C665, and consent of instructor. Application of theory and knowledge gained in classroom, in an administrative office of a college or university, or in an agency related to higher education.

EDUC-C 750 Topical Seminar: variable title (6-1 cr.) P: Master's degree and consent of the instructor. Current issues, developments, and concerns bearing on higher education. Specific topics vary each semester.

EDUC-C 760 Internship in Administration (6-1 cr.) P: Master's degree, C665, and consent of instructor. Practical application of learning and skills developed during course work by serving under supervision as

staff members of cooperating colleges, universities, governmental commissions, and educational agencies.

EDUC-C 788 Seminar in Research in Higher Education (3 cr.) Study of research design, techniques, and procedures applicable to research problems in administration.

EDUC-C 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in Higher Education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-C 799 Doctoral Thesis in Higher Education (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Higher Education and Student Affairs
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EDUC-U 544 Introduction to Student Affairs Work in Higher Education (3 cr.) An introduction to (1) the functional areas within student affairs divisions, (2) philosophical foundations of the field of student affairs work, and (3) current issues in the field. The basics of program planning and evaluation are also introduced.

EDUC-U 546 Diverse Students on the College Campus (3 cr.) This course focuses on the diversity of students on the college campus. Readings, guest lectures, and course assignments will be used to learn about diverse students' culture. The format will be lecture combined with class discussion.

EDUC-U 547 Professional Development in Student Affairs (1-7 cr.) Supervised experience in a student affairs related office. Overview of resource management associated with supervision, technology in higher educatin, and promising educational, teaching and leadership practices. (BL)

EDUC-U 548 Student Development Theory and Research (3 cr.) Overview of the social, psychological, and student affairs literature related to college student development. Relationships between student characteristics and college outcomes. Applications of psychosocial, cognitive developmental, and person-environment interaction theories to student affairs work are considered in depth.

EDUC-U 549 Environmental Theory and Assessment in Higher Education (3 cr.) Selected environmental theories are examined (e.g., human aggregate, physical/architectural, campus ecology, cultural, perceptual). Various environmental assessment approaches for use in postsecondary settings are reviewed. Strategies for humanizing campus environments are examined,

with a particular emphasis on members of historically underrepresented groups.

EDUC-U 550 Topical Seminar in Higher Education and Student Affairs: variable title (1-3 cr.) An investigation of issues, functions, and concerns that relate to higher education and student affairs administration, current issues in college personnel, and international student concerns.

EDUC-U 551 Administrative Practices (1 cr.) An overview of budgeting practices and personnel issues in colleges and universities.

EDUC-U 553 College Student and the Law (2 cr.) The course provides a practical, working understanding of the legal foundations that govern student-institution relations, investigates how these relations are interpreted by the courts, and identifies the basic factors that can influence a court's interpretation. (B)

EDUC-U 559 Seminar in Residence Life (2 cr.) Consideration of policies and procedures common to residence life administration. Application of student development, environmental, and organizational development theory to residential settings.

EDUC-U 560 Internship in Student Affairs (1-4 cr.) P: Appointment to off-campus internship. Relates theory to practice through supervised experience in student affairs.

EDUC-U 570 Workshop: Student Personnel Administration (in topical area) (1-3 cr.) Provides opportunity for persons with experience to study current trends and issues as related to functional areas of student personnel administration. Duration one to three weeks.

EDUC-U 580 Issues and Problems in Higher Education and Student Affairs Administraion (3 cr.) An integrative seminar that (1) looks at the impact of student affairs work on institutions of higher education and (2) examines the relationship between student affairs work and the academic enterprise in college and universities. There is a focus on the role orientation of administration and faculty.

EDUC-U 590 Independent Study in Higher Education and Student Affairs (3-1 cr.) Individual research or study with a Higher Education and Student Affairs faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, U590 should not be used for the study of material taught in a regularly scheduled course.

History, Philosophy, and Policy Studies in Education
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EDUC-H 504 History of American Education (3 cr.) A study of education, both informal and institutional, in

American history leading to an understanding of present educational theory and practice.

EDUC-H 510 Foundations of Educational Inquiry (3 cr.) Examination of the nature and purpose of educational inquiry with a focus on topics in social science epistemology.

EDUC-H 520 Education and Social Issues (3 cr.) Identification and analysis of major problems set for education by the pluralistic culture of American society.

EDUC-H 525 Anthropology of Education (3 cr.) The bearing of modern and contemporary anthropological thought and cultural theory on selected problems of education; interdisciplinary approach to educational theory; designed for graduate students in education.

EDUC-H 530 Philosophy of Education (3 cr.) A study of representative topics in the philosophy of education, indoctrination, the nature of teaching and learning, moral issues in education, etc.

EDUC-H 538 Critical Thinking and Education (3 cr.) A philosophical examination of the role of education in fostering the development of critical-creative thinking, with an emphasis on (1) techniques of reasoning; (2) methods of logical appraisal formal versus informal; and (3) their application in the classroom.

EDUC-H 540 Sociology of Education (3 cr.) Examines the role of schools in society; the interaction between schooling as a social institution and other institutions of society; the effects of society on educational processes and practices; the functioning and characteristics of schools as formal organizations; and the contribution of schooling to social system maintenance and change.

EDUC-H 551 Comparative Education I (3 cr.) Introduction to the comparative method in the study of educational systems in different societies. Provides students with conceptual and methodological tools from the field of education and related disciplines—such as sociology, political science, anthropology, and economics—for studying societal school systems in depth and making international and cross-cultural comparisons.

EDUC-H 552 Comparative Education II (3 cr.) P: H551. A continuation of the introductory course to comparative education. Run on a seminar basis, the course allows students to select an educational problem or a national system which they will analyze from a comparative perspective, applying the concepts and methodologies introduced in H551.

EDUC-H 553 Travel Study: variable title (1-6 cr.) Provides an opportunity to conduct independent inquiry while traveling to different areas of the United States and foreign countries.

EDUC-H 560 Education and Change in Societies (3 cr.) Analysis of the role of education and literacy in national development, modernization, and change processes. Compares the historical role schools have played in the growth of industrialized countries with present demands placed on educational systems in the developing countries.

EDUC-H 590 Independent Study in History, Philosophy, and Comparative Education (1-3 cr.) P: Individual research or study with a History, Philosophy,

and Comparative Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, H590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-H 600 Concepts and Arguments in Education (3 cr.) The use of philosophic resources in the analysis of the grounds and reasons for educational claims.

EDUC-H 601 Historical Inquiry in Education (3 cr.) Methodology of historical inquiry in education, including selection and definition of topics, collection and verification of data, interpretation of evidence, and art of historical writing.

EDUC-H 603 Classics in Philosophy of Education (3 cr.) Selected readings from authors such as Plato, Aristotle, Aquinas, Descartes, Kant, and Nietzsche.

EDUC-H 620 Seminar in Educational Policy Studies (3 cr.) Critical study of educational policy and the related field of educational planning. Relates educational policy to social policy, science policy, and communication policy within a social system and to what consequently happens in a system's classrooms. Introduction to some tools and approaches to policy design and educational planning here and abroad.

EDUC-H 622 Seminar: Issues in Education Policy (3 cr.) Critical study of contemporary issues of education policy research with a special emphasis on policy implementation. The emerging policy agendas in K-12, higher education, and international education are considered. This course complements H620 Seminar in Education Policy Studies.

EDUC-H 623 Education Policy Research Seminar (1 cr.) P: Admission to education policy studies major or minor. Discussion of faculty, student, and other experts' research on education policy.

EDUC-H 631 Social and Political Philosophy and Education (3 cr.) Methods and concepts of social and political philosophy relative to educational issues.

EDUC-H 637 Topical Seminar: variable title (3 cr.) P: Consent of instructor. Critical examination of a problem area in history of education or comparative education that has been extensively studied by the instructor.

EDUC-H 638 Aesthetics and Education (3 cr.) Selected topics in philosophical aesthetics as they relate to aesthetic appreciation, art criticism, and art production or performance as educational objectives.

EDUC-H 650 Theory of Knowledge and the Educational Process (3 cr.) Consideration of theories of knowledge as they relate to educational objectives, methods of instruction, and curriculum organization.

EDUC-H 657 Topics in the Philosophy of Education (3 cr.) Critical examination of a philosophy of education problem area that has been intensively studied by the instructor.

EDUC-H 710 Advanced Study in Philosophy of Education (3 cr.) Advanced study in periods, movements, or branches of philosophy of education.

EDUC-H 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in history, philosophy, and policy studies in education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-H 750 Topical Inquiry Seminar in History of Education: variable title (3 cr.) Consideration of theoretical or research problems in the conduct of inquiry especially dissertation studies in the history of education.

EDUC-H 799 Doctoral Thesis in the History of Philosophy of Education (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

In-Service Education
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EDUC-W 505 Professional Development Workshop: variable title (1-6 cr.) Workshop to meet specific professional needs.

Instructional Systems Technology
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EDUC-R 503 Application of Instructional Media and Technology (3 cr.) Surveys the characteristics of widely used types of audiovisual media (e.g., slides, film, video) and technologies of instruction (e.g., programmed instruction, simulation/gaming, computer-assisted instruction). Provides guidelines for selection of media and techniques. Develops media presentation skills. For IST majors, does not count toward the minimum credit-hour requirement.

EDUC-R 505 Workshop in Instructional Systems Technology (1-6 cr.) Topical workshops on selected media/technology emphasizing hands-on experience. Content will vary (e.g., multimedia, microcomputers, simulations/ games). This is a service course that may or may not be applicable to IST majors depending on working topic and content.

EDUC-R 511 Instructional Technology Foundations I (3 cr.) Introduction to the field, theory, and profession of instructional technology, including definitions of instructional technology, the history of the field, and current trends and issues. Includes participation in a colloquium, a series of presentations and discussions devoted to broadening understanding of the instructional technology field and career opportunities.

EDUC-R 519 Effective Writing for Instructional Technology (3 cr.) Emphasis is reader- centered writing in the creation of instructional materials. Additionally, students will develop skills in writing business as well as technical proposals and reports using suitably direct and simple language.

EDUC-R 521 Instructional Design and Development I (3 cr.) Introduces the instructional systems development process, from analysis through evaluation and implementation, and includes practice in all phases. Emphasizes design issues such as classification of learning tasks, selection of instructional strategies, and development of prototypes. Students practice the design of effective and appealing instruction based on principles from instructional theory.

EDUC-R 522 Instructional Design and Development II (3 cr.) Explores in depth the components of the instructional development process, focusing on design issues: classification of learning tasks, selection of instructional strategies and tactics, and construction of prototypes. Students practice the design of effective and appealing instruction based on principles from instructional theory.

EDUC-R 541 Instructional Development and Production Process (3 cr.) P: R521 Students are introduced to the multimedia production process. Emphasizes basic skills in writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, and quality assurance. Laboratory use of text, still image, video, audio, animation, authoring, and presentation software.

EDUC-R 542 Instructional Graphics Design (3 cr.) Introduction to instructional graphics design. Promotes visual thinking and problem solving with an emphasis on multimedia based application for instructional learning environments. Focuses on message design principles, specifically as they relate to graphic design. Explores the philosophy and use of appropriate technology.

EDUC-R 546 Instructional Techniques to Facilitate Thinking, Collaboration, and Motivation (3 cr.) Students in this course will learn how to develop learning environments that stimulate critical thinking and creativity, and that promote operative learning and motivation. To highlight method similarities and differences and to link theory to practice in each area, scientifically researched strategies and programs will be illustrated through hand-on activities. (Bloomington/Indianapolis)

EDUC-R 547 Computer-Mediated Learning (3 cr.) P: R521 and R541. Intermediate-level course on design, development, and formative evaluation of computer-mediated learning programs. Instructional design strategies based on research on effective practice are emphasized. Students use software development tools to create and evaluate interactive lessons including questions for assessing learning achievement.

EDUC-R 561 Evaluation and Change in the Instructional Development Process (3 cr.) P: Methods and principles for evaluating instructional products during each stage of the instructional systems development process. With regard to change, the course focuses on change theory and principles as they relate to adoption and use of instructional products.

EDUC-R 563 Business and Economic Dimensions of Training and Development Process (3 cr.) P: 561. Linking training programs directly to business needs, problems, and opportunities using the concepts and applications of economic theories such as return on investment and value added. Means of determining the internal efficiency of training programs, their costs, and impacts.

EDUC-R 580 Instructional Systems Technology Colloquium (.5 cr.) P: Students and faculty participate every week in a colloquium which usually begins with a presentation on a substantive topic, followed by an open discussion. Presenters may include IST faculty, practicing professionals, and IST doctoral students. Course is repeatable for a maximum of 1 credit.

EDUC-R 586 Practicum in Instructional Systems Technology (1-3 cr.) P: R521, R541. The development of practical competencies in such components of instructional technology as development, production, materials evaluation, and project management and implementation. One credit hour requires approximately 48 hours of laboratory and / or independent work.

EDUC-R 590 Independent Study in Instructional Systems Technology (1-3 cr.) P: Individual research or study with an Instructional Systems Technology faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, R590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-R 611 Instructional Technology Foundations II (1 cr.) P: R511. An in-depth study of the field, theory, and profession of instructional technology, including the evolution of research questions in the field of instructional technology.

EDUC-R 620 Instructional Task Analysis (3 cr.) P: R521. Principles and practice of analysis of instructional tasks. Study of task configurations, taxonomies for task classification, and task sequencing. Extensive analysis of actual instructional behaviors.

EDUC-R 621 Needs Analysis and Assessment (3 cr.) P: R521. Theories, principles, and practice of analysis and assessment of needs from perspective of organizational, curriculum, and instructional development. Exploration of contextual paradigms. Study of deficiencies and discrepancies in human performance. Root cause analysis. Extensive analysis of role needs in contrasting environments.

EDUC-R 622 Learning Environments Design (3 cr.) P: R521. Principles and practice of environmental design. Study of interrelationships among environmental variables. Use of decision models in the design process. Design, construction, and testing of learning environments representing alternative profiles of variables.

EDUC-R 625 Designing Instructional Systems (3 cr.) P: R521. An advanced course in instructional development. Students work in small groups to solve real or simulated instructional problems of substantial scope. Requires application of principles of planning, analysis, design, production, evaluation, implementation, and management. Design decisions derive from theory and research.

EDUC-R 626 Instructional Strategies and Tactics (3 cr.) P: R521. An elaboration on the instructional-strategies portion of R522. Aims to help students develop a deeper understanding of instructional theory and a greater ability to create effective, efficient, and appealing instruction in any content area for any audience and with any medium, including live instruction.

EDUC-R 630 Learner Analysis in the Instructional Technology Process (3 cr.) P: R521. Methods for utilizing student information in the instructional technology process. Use of criterion-referenced instruments to diagnose entry behavior and place students in the instructional environment. Use of task and aptitude information to create differentially effective mediated treatments.

EDUC-R 641 Instructional Development and Production Process II (3 cr.) P: R541. Given an instructional problem presented by a real-world client, student teams create a design plan for an interactive product and complete the instructional development process. Emphasizes intermediate skills in writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance, and teamwork. Laboratory use of software applicable to the design problem.

EDUC-R 660 Change Management, Consulting, and Group Training (3 cr.) P: R561. Studies the social and psychological principles relevant to understanding the processes of change. Consideration of the psychological principles of perception, motivation, and learning and the social-psychological forces of interpersonal and small group dynamics. Integration of these principles into consulting and working with groups in training and development settings.

EDUC-R 665 Managing Training and Development Projects (3 cr.) P: R511, R521. This course addresses the planning and management of successful training and development projects. Topical areas include organizational issues, managing human resources, team structures, defining project requirements, and quality assurance. Tools will be utilized to enhance project planning, scheduling, monitoring, and control, including software designed to support project managers.

EDUC-R 667 Educational Systems Design (3 cr.) Introduces students to the opportunities and challenges of systemic restructuring in education and corporate training. It is concerned with both product and process issues: what an educational or training system should be like for a post industrial information-age society, and what process will most facilitate transformation to such a system.

EDUC-R 685 Topical Seminar in Instructional Systems Technology (1-3 cr.) P: Consent of instructor. Intensive

study and discussion of a specific topic of current interest in the theory and/ or practice of instructional technology.

EDUC-R 686 Internship in Instructional Systems Technology (3-6 cr.) P: R511, R521, R541. To be completed during the final stages of a degree program. Provides an opportunity for students to gain professional experience in a work situation appropriate to their career goals. Students are assigned to a cooperating agency and work in consultation with an IST faculty internship coordinator.

EDUC-R 690 Application of Research Methods to Instructional Systems Technology Issues (3- cr.) Problems of research are taken up with special emphasis on research designs for instructional systems technology. Students participate in the various aspects of a research project, including the writing of a research report. This course is part of IST inquiry sequence and serves as IST's doctoral linkage courses.

EDUC-R 695 Topical Inquiry Seminar in Instructional Systems Technology variable title (3 cr.) P: R690. Critical examination of current inquiry in an emphasis area in instructional systems technology. Specific topics will vary. Students complete one or more aspects of a research project. Course serves as early IST inquiry experience for doctoral students.

EDUC-R 699 Specialist Project in Instructional Systems Technology (1- cr.) P: No more than 15 credit hours remaining and completion of most specialist course work. Individual instructional technology project serving as the culminating experience in the specialist degree program. The project will be presented and evaluated at a final meeting with the student's advisory committee.

EDUC-R 711 Readings in Instructional Technology (3- cr.) P: R511, R521, R541, R561, and the majority of doctoral courses completed. Selected advanced readings in instructional technology and related fields with guidance from members of the IST faculty. S/F grading.

EDUC-R 741 Instructional Development and Production Process III (3- cr.) P: R641. Working with a client, student teams conduct the entire instructional design and development process. Emphasizes advanced skills in writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance, and teamwork. Laboratory use of multimedia software development tools as required.

EDUC-R 745 Development/Production Role Specialization (3- cr.) P: R741. Advanced practice and in-depth study of instructional design, interface design, graphic design, authoring, evaluation, or project management. Students specialize in one of these roles on an R641 or R741 product development team. Students receive individualized coaching in their specialized roles.

EDUC-R 780 Instructional Systems Technology Research Colloquium (.5- cr.) P: Doctoral student status. The emphasis of this colloquium is on research methodologies in the field of IST. Faculty and students will meet to discuss research being conducted within the IST department and review research discussed in the literature. May be repeated for a maximum of one credit.

EDUC-R 795 Dissertation Proposal Preparation in Instructional Systems Technology (1-3 cr.) P: R690, R695, and approved program of studies. This course is for the development of a dissertation proposal in instructional systems technology. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work. S/F grading.

EDUC-R 799 Doctoral Dissertation in Instructional Systems Technology (1-12 cr.) P: R795 may be taken concurrently, draft prospectus, and approval of faculty member who agrees to serve as director. Credit earned over more than one semesters. Involves individualized study. For Ph.D., reflects the ability to conduct an original piece of research. For Ed.D, may involve significant work in evaluation, program development, description, or other suitable studies of professional practice. [S/F grading]

Literacy, Culture, and Language Education
The registrar's code for all School of Education graduate courses is EDUC. The number of credit hours assigned to each course is indicated in parentheses following the course title. The letter "P" following credit hours indicates prerequisites; the letter "C" indicates corequisites. Not all courses listed in this bulletin are offered every year. Inquiries concerning the availability or suitability of a particular course should be directed to the appropriate departmental chairperson.

EDUC-L 500 Instructional Issues in Language Learning (3 cr.) This course reviews the principles and the current instructional issues related to learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored.

EDUC-L 502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.) Explores the linguistic and cognitive dimensions of language as they relate to the teaching of reading. Discusses relationships among the systems of language and among the various expressions of language. Always includes topics on pragmatics, semantics, grammar, and dialect.

EDUC-L 503 Assessment Literacy for Cultural and Linguistic Diversity (3-4 cr.) Defines assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional and alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessments for and of learning. B, I

EDUC-L 504 Identifying and Working with Learner Literacy Difficulties (3 cr.) P: L517 or L545, and P507. Examines methods and tools for identifying and working with literacy difficulties. Emphasizes on-going assessment as part of the teaching process as well as techniques effective with at-risk literacy learners.

EDUC-L 505 Second Language Literacy Instruction (3-4 cr.) Explores the role of world knowledge, language knowledge, and literacy knowledge in second language literacy development. Topics include critical literacy, culturally responsive curriculum, differentiation, miscue analysis, strategies for promoted comprehension, writing and vocabulary development across the curriculum,

current research and effective assessment, assistance, and pedagogy. B, I

EDUC-L 506 Reading and Academic Support of Postsecondary Learners (1-3 cr.) Theory and practice in the field of academic support services, special emphasis on roles and uses of reading, writing, and language. Topics include review of current literature on learning at postsecondary levels, exemplary programs and models; curriculum and instructional applications. Opportunities available for related internships at IU Student Academic Centers.

EDUC-L 507 Issues in Language Learning for Graduate-Level Pre-Service English Teachers (3 cr.) The study of growth in language as a developmental process and how social, cultural, and economic environments are intrinsic parts of language learning. This course explores the close relationship between home language, dialect, and a second language and addresses how speaking, listening, writing, reading, and observing are interrelated.

EDUC-L 508 Teaching Young Adult Literature in a Diverse Society for Graduate-Level Pre-Service English Teachers (3 cr.) This course explores the instructional potential of reading literature written for, by, and about young adults in middle and secondary classrooms. It will focus on engaging diverse young adults so that they become lifelong readers and socially responsible students. Pre-service teachers will learn pedagogical techniques for connecting with struggling readers and for challenging proficient readers. (Bloomington/Indianapolis)

EDUC-L 509 Cirtical Issues for the Reading Professional (3 cr.) Focus on practitioner inquiry, reflective practice, culturally responsive literacy curriculum, and creating professional learning communities.

EDUC-L 511 Advanced Study in the Teaching of Writing in Elementary School (3 cr.) The study of trends, issues, theories, research, and practice in the teaching and evaluation of written composition in elementary schools. The emphasis is on alternative methods for the teaching of writing and for the evaluation of progress (growth) in writing.

EDUC-L 512 Advanced Study in the Teaching of Writing in Secondary Schools (3 cr.) Study of current trends, issues, theories, and research in literacy, emphasizing the teaching and learning of writing in secondary schools. Addresses linguistic and cultural diversity issues in composition as it explores the complex varied nature of "good" writing and "effective" communication, tracing the implications for composition pedagogy.

EDUC-L 513 Literary Aspects of Designing Documents for Training (2-3 cr.) Teachers and business trainers must develop materials for readers at a variety of ability levels. This course will provide the research foundation and practical experiences needed to design print materials for readers of varying literary abilities in high schools, the workplace, and English as a Second Language classrooms.

EDUC-L 516 Advanced Study in the Teaching of English/Language Arts (3 cr.) Study of current trends, issues, theory and research in teaching and learning English/language arts. Explores language, composition, literature and media education, focuses on integrating language arts, developing multicultural curricula, and engaging students in meaningful inquiry, facilitating student responsibility for themselves and their world.

EDUC-L 517 Advanced Study of Content Reading and Literacy (3 cr.) Examines approaches for improving adolescent/ adult literacy when reading the specialized materials of various content areas. Special focus upon the literacy process, dealing with a wide range of students, literacy abilities, identifying and modifying materials to support literacy development, and using reading, writing, and thinking activities in instruction.

EDUC-L 520 Advanced Study in Foreign Language Teaching (3 cr.) P: Completion of an undergraduate methods course and teaching experience, or permission of instructor. Principles, practices, problems, and current research pertaining to the teaching of a particular modern language in the secondary school. Emphasis on teaching the advanced levels.

EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education (3 cr.) A survey of language education issues related to the linguistic abilities and educational needs of students requiring bilingual or bidialectal instruction. Topics discussed include language acquisition, language pedagogy, program models, cultural influences, teacher training, and research directions.

EDUC-L 525 Practicum in Literacy, Culture, and Language Education (1-4 cr.) Supervised application of language and literacy teaching methods. Special emphasis on setting up effective learning environments, selecting materials, designing instruction, monitoring student growth, adjusting instruction based upon student performance, and communicating with other professionals.

EDUC-L 528 Inquiry into Secondary English Methods: Middle Schools (1-5 cr.) This course focuses on understanding what a "real-world" middle school class is, i.e., one that involves reading, writing, speaking, discussing, viewing, and listening for authentic purposes. Students will consider the diverse understandings of early adolescence, the changing nature of English classrooms that reflects transformations in our society, and address ways to meet the needs of all students.

EDUC-L 530 Topical Workshop in Language Education (1-6 cr.) P: Consent of instructor. Individual and group study of special topics in the field of language education. Updating and improving the teaching of English, English as a second or foreign language, foreign languages, and reading.

EDUC-L 535 Teaching Adolescent/Young Adult Literature (3 cr.) The course highlights and analyzes recent young adult literature, acknowledging significant earlier texts and their distinguished features. It also considers curricular and pedagogical issues salient to the adoption of multicultural curricula.

EDUC-L 536 Methods and Materials for TESOL Teacher Trainers (3 cr.) Study and analysis of current methods and materials in TESOL. Development and

evaluation of practical exercises, visual aids, and demonstration materials for use by teacher-trainers in pre-service and in-service English teacher-training programs overseas.

EDUC-L 539 Language Foundations for ESL/EFL Teachers (1-3 cr.) The aims of the class are to provide teachers with an understanding of areas in the English language that could be problematic to English language learners (ELLs), and to assist teachers in modifying instruction to address the problems.

EDUC-L 540 ESL/EFL Instruction and Assessment Approaches (3-9 cr.) This course provides an overview of various approaches to instruction and assessment that incorporates current thinking in the field. Sheltered instruction and content-based models are examples of the instruction models that will be discussed.

EDUC-L 543 Teaching English in K-12 Classrooms in Global Contexts (3 cr.) Students will learn about practitioner inquiry involving systematic, intentional and self-critical inquiry about language teaching in K-12 settings (US and international). Students will better understand pedagogical, curriculum issues and "pathways of practice" unique to English Language teaching in public schools.

EDUC-L 544 Computer Assisted Language Learning (3 cr.) Computer Assisted Language Learning (CALL) offers information about computer-enhanced language teaching and learning importance for ESL teaching. Participants will explore a working theory of language learning environments, discuss existing and potential applications of computer technology, and create projects to use and test knowledge gained through reading, discussion, and hands-on experience. B

EDUC-L 545 Advanced Study in the Teaching of Reading in Elementary Schools (3 cr.) Review of the developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction.

EDUC-L 546 Mentorship and Literacy Coaching of EFL/ESL Teachers (3 cr.) The course allows EFL/ESL and bilingual professionals acquire general understanding of mentoring and coaching processes as well as specific knowledge. Course goals focus on positive change, and transformative practice and professional growth. Emphasis is on interrelationships between exploration, critique and reflection to help teachers build on setbacks and successes.

EDUC-L 547 Language Policy and Planning (3 cr.) Participants are introduced to concepts, theories, and methods in language and literacy policy and planning from multiple perspectives. The course enables students to understand issues being pursued. Thematic units include: definitions and frameworks, descriptive frameworks and status planning, social change and conclusions, theoretical and methodological perspectives, and topical areas.

EDUC-L 545 Advanced Study in the Teaching of Reading in Elementary Schools (3 cr.) Review of the developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal

of reading abilities, and techniques and materials for individualized instruction.

EDUC-L 559 Trade Books in the Elementary Classroom (3 cr.) Emphasizes the use of trade books in language and reading in elementary classrooms.

EDUC-L 567 Media and Popular Culture in the Teaching of English/Language Arts (3 cr.) Explores curricular and pedagogical issues related to media and popular culture in the classroom. Highlights the uses of full range of media to promote student engagements in literacy. Considers reader response and cultural studies, informing and enabling teaching and learning of media and popular culture.

EDUC-L 580 Theories, Practices, and Possibilities in Literacy Education (3 cr.) In this course, students compare, analyze, apply, and evaluate theories of literacy in local and global contexts. Literacy education is consistently in a state of change with an evolving knowledge base, changing contexts, and competing theories that shape literacy as a global field and as everyday practices in local classrooms. B, I

EDUC-L 590 Independent Study in Language Education (1-3 cr.) P: Individual research or study with a Language Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, L590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-L 599 Master's Thesis in Literacy, Culture, and Language Education (3 cr.) To be used as the master's thesis in language education or the early inquiry experience as part of the doctoral program. The thesis or inquiry experience may be an organized study or a systematic and comprehensive analysis of theory and practice in a specific area.

EDUC-L 600 Issues in Literacy, Culture, and Language Education (3 cr.) Explores research and arguments related to current issues in first and second language education with focus upon issues in learning, instruction, assessment, and policy. Studies and interrelates research done in the areas of reading, English education, and second language education.

EDUC-L 601 Theoretical Issues in the Study of Language and Literacies (3 cr.) P: L525 and consent of instructor. Explores traditional understandings of literacy, current theories of multiple literacies, and theoretical issues in research on diverse literacies. Particular attention paid to shifting theoretical perspectives and methodologies that have been employed to construct our current understandings of literacies from anthropological, sociocultural, and political perspectives.

EDUC-L 605 Capstone in Literacy, Culture, and Language Education (3 cr.) In this course, students analyze their academic preparation, knowledge, skills, and experiences in terms of professional goals in their area of language expertise, design independent projects to address self-identified areas for further growth, and implement instructional applications to their settings to

develop their experiences with educational programs and communities. B, I

EDUC-L 630 Topics in Literacy, Culture, and Language Education: variable title (1-3 cr.) P: Instructor's permission. Study of special topics in the field of language education. Emphasis on research applications to the improvement of practice.

EDUC-L 645 Organization and Administration of a School Reading Program (1-3 cr.) Reviews principles and practices in organizing reading programs within elementary and secondary schools. Describes techniques for supervising and administering a reading program via case studies, simulation, and discussion.

EDUC-L 650 Internship in Literacy, Culture, and Language Education (1-4 cr.) Provides directed and supervised experience for advanced graduate students in the field of language education.

EDUC-L 690 Readings in Language Education (1-3 cr.) Individually selected advanced readings.

EDUC-L 700 Seminar on Literacy, Culture, and Language Education Research (3 cr.) An in-depth treatment of various issues and trends in the design and status of language education research. Students will evaluate and critique extant research, outline a detailed program of language education research for themselves, and conduct initial studies related to this research program.

EDUC-L 750 Topical Seminar in Literacy, Culture, and Lanuage Education Research (3-6 cr.) P: Basic courses in foundations and admission to candidacy for an advanced degree. Intensive study of research and theory in selected topics.

EDUC-L 795 Dissertation Proposal Preparation (13 cr.) P: Authorization required. This course is for the development of a dissertation proposal in language education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-L 799 Doctoral Thesis in Literacy, Culture, and Language Education (1-12 cr.) P: Authorization required. Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Master's Thesis
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EDUC-X 599 Master's Thesis in Education (1-6 cr.) P: P: 12 hours of graduate course work and consent of thesis advisor. The thesis may be an organized scientific

study or a systematic and comprehensive analysis of theory and practice in a specific area.

Mathematics Education
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EDUC-N 510 Middle School Mathematics Curriculum (3 cr.) P: MATH T101, T102 or EDUC N102, and MATH T103 or EDUC N103, or authorization by the instructor. N510 focuses on preparation for mathematics teaching in the middle school years by surveying content, methods, materials, and instructional issues. Designed primarily for inservice teachers or post-graduate preservice teachers.

EDUC-N 517 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.) P: Completion of an undergraduate methods course and teaching experience. Methods, materials, literature; laboratory practice with mathematics equipment; evaluation techniques; standards; and determination of essentials of content. Developing mathematics program for specific school situations.

EDUC-N 518 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.) Combines theory of learning, curriculum development, and research in the teaching of middle/junior high school mathematics with instructional strategies. Use will be made of the laboratory and student experiences. Special attention will be given to establishing foundations on which to build instructional strategies.

EDUC-N 523 Workshop in Elementary Mathematics (1-6 cr.) Means for improving the teaching of mathematics in the elementary school. One credit hour is offered for each week of full-time work.

EDUC-N 524 Workshop for Junior/Senior High School Mathematics (1-6 cr.) Means for improving the teaching of mathematics in the junior / senior high school.

EDUC-N 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-N 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-N 610 Internship in Mathematics Education (3 cr.) P: Teaching experience and advanced graduate student standing in mathematics education, or consent of instructor. Under the direction of mathematics education faculty, experiences are prescribed to coordinate professional practice with contemporary theory. The

student's professional goals will significantly influence the prescribed experiences.

EDUC-N 624 The Computer and Secondary School Mathematics (3 cr.) For teachers of secondary school mathematics who have had minimal or no experience with computers. Extensive hands-on experience at a terminal. Formulation of several computer programs using the computer as an instructional aid.

EDUC-N 716 Topical Seminar in Mathematics Education (2-4 cr.) Required for doctoral students in mathematics education. Study and discussion of current topics and issues in mathematics education. Areas might include curriculum, history, problem solving, research, and teacher education. May be repeated for up to 18 credit hours.

EDUC-N 717 Contemporary Issues in Mathematics Education (1-3 cr.) P: Doctoral student in Math Education or consent of instructor. An invesitation of contemporary issues and problems in mathematics education. May be repeated.

Multicultural/Urban Education

The registrar's code for all School of Education graduate courses is EDUC. The number of credit hours assigned to each course is indicated in parentheses following the course title. The letter "P" following credit hours indicates prerequisites; the letter "C" indicates corequisites. Not all courses listed in this bulletin are offered every year. Inquiries concerning the availability or suitability of a particular course should be directed to the appropriate departmental chairperson.

EDUC-T 515 Interprofessional Collaboration in Urban Schools (3 cr.) An interdisciplinary seminar for graduate students designed to prepare professionals to work collaboratively by engaging students in a critical analysis of contemporary issues using a variety of philosophical approaches and practice examples. The seminar focuses on the development of interprofessional Practionioners through the Schools of Education, Nursing, and Social Work.

EDUC-T 531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.) Organizational development in linguistically and culturally diverse school sites: legal basis; administrative strategies; staff development models; use of community resources; and formative evaluation techniques for organizational development in school contexts.

EDUC-T 550 Cultural/Community Forces and the Schools: variable title (3 cr.) Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops and seminars, culturally focused readings, direct residential participation in community-related activities, and site-based culture/strategies reports.

EDUC-T 590 Independent Study in Urban Multicultural Education (1-3 cr.) Individual research or study with an Urban Multicultural Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and

student product(s). Ordinarily, T590 should not be used for the study of material taught in a regularly scheduled course.

Science and Environmental Education

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EDUC-Q 506 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.) P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in the junior high/middle school or secondary school. Assignments and credit will be differentiated for graduate students.

EDUC-Q 514 Workshop in Junior High School/Middle School Science (3 cr.) For experienced teachers. Ideas on curriculum trends and instructional techniques; new resource materials; development of new educational materials; and analysis of problems. One credit hour is offered for each week of full-time work.

EDUC-Q 515 Workshop in High School Science (1-3 cr.) For experienced teachers. Ideas on curriculum trends and instructional techniques; development of new educational materials; analysis of problems; and new resource materials.

EDUC-Q 517 Junior High/Middle School Science Teaching (3 cr.) An advanced study of science curriculum concepts and instructional strategies appropriate for a junior high or middle school science program.

EDUC-Q 528 Demonstration and Field Strategies in Science (1-6 cr.) Identification, selection, design, implementation, and evaluation of demonstrations and field trips. Strategies in science for elementary, middle school, junior high, and secondary school teachers.

EDUC-Q 540 Teaching Environmental Education (3 cr.) For elementary and secondary teachers. Basic principles of environmental/ conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

EDUC-Q 546 Exploring Secondary School Science Teaching (3 cr.) An introduction to the study of teaching science: includes a review of the issues currently surrounding science teaching, observation/participation in a local middle or secondary school and assisting either a student or practicing teacher. Students cannot receive credit for both M346 and Q546, since Q546 serves the same purpose as M346 at the graduate level.

EDUC-Q 590 Independent Study in Science Education (1-3 cr.) P: Individual research or study with a Science Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities,

meeting times, completion date, and student products. Ordinarily, Q590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Q 610 Science Education Curriculum (2-3 cr.) Seminar on the concepts, issues, and theories underlying science curriculum and a critical examination of the historical foundations and alternative projected futures of science curricula.

EDUC-Q 611 Research Issues in Science Education (3 cr.) An exploration of current science education research issues. Required for science education doctoral students.

EDUC-Q 612 Topical Seminar in Science Education (2-4 cr.) Required for doctoral students in science education. Study and discussion of current topics and issues in science education. Areas might include history and philosophy inquiry, assessment, research and teacher education. May be repeated for up to 18 credit hours.

EDUC-Q 690 Advanced Research in Science Education (1-6 cr.) Individual research participation in an attempt to determine what science process and content can be learned by whom and how science learning can be facilitated through teacher training or improved instructional design. Open only to advanced graduate students. Credit may be extended over several semesters.

Secondary Education

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EDUC-S 501 Introduction to Teaching in Senior High, Junior High and Middle School (1-3 cr.) This course provides the prospective secondary teacher with information relative to the IUB Secondary Teacher Education Program, and the structure, organization, and curriculum of the secondary school.

EDUC-S 502 The nature of STEM (3 cr.) The course is designed to provide an introduction to the profession of middle and secondary teaching in the STEM (Science, Technology, Engineering and Mathematics) disciplines. Students will examine the nature and history of the STEM disciplines. B, I

EDUC-S 505 The Junior HIgh and Middle School (3 cr.) Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

EDUC-S 504 Introduction to STEM Teaching (3 cr.) An introduction to the foundational principles necessary to create a student-centered, inquiry-based learning environment. Students will identify and evaluate their preconceptions about classroom teaching and reflect on the following: why do we teach STEM? What does quality STEM instruction look like? What are the implicit and explicit messages conveyed by the teacher? B, I

EDUC-S 505 The Junior HIgh and Middle School (3 cr.) Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

EDUC-S 506 Student Activity Programs (2-3 cr.) For elementary, junior high/middle, and secondary school teachers and administrators. Comprehensive consideration of the student activity program.

EDUC-S 507 The Teacher and Secondary School Organization (3 cr.) For teachers and administrators. Functions of school personnel, organization of professional and lay people for a more effective school program, professional leadership, lay participation, and effective personnel organization.

EDUC-S 508 Problems in Secondary Education (1-3 cr.) Group analysis of a common problem in the field of secondary education. May be repeated.

EDUC-S 509 Middle School STEM Methods (3 cr.) Course will provide students with the knowledge and skills needed to understand middle level students and effective teaching strategies; to learn and appropriate model for developing assessments and curriculum design and be proficient in planning and carrying out instruction.
  Scholars will create units for middle level students based on current learning theories, best practices, and local standards. B, I

EDUC-S 510 The Development of Secondary School Programs (2-6 cr.) Organized group study of a wide variety of problems in secondary education. Each study is tailored to meet the needs of the group concerned.

EDUC-S 512 Workshop in Secondary Education: variable title (1-6 cr.) Individual and group study of issues or concerns relating to the field of secondary education. Workshop format.

EDUC-S 518 Advanced Study in the Teaching of Secondary School Science (3 cr.) P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Improved techniques, current literature, textbooks, and free and low-cost materials. Solution of specific practical problems confronting science teachers in the classroom and laboratory.

EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.) Completion of an undergraduate methods course and teaching experience, or consent of instructor. Re-studying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social studies programs for specific school situations.

EDUC-S 521 Teaching and Learning in the Middle School (5 cr.) Teaching in the middle school requires teachers to have clear philosophical and organizational foundations. This course will explore elements of middle schools, including team teaching, interdisciplinary units, and teaching for conceptual understanding. Student will study the developmental characteristics of young adolescents, educational legal issues, content area literacy, and socialization.

EDUC-S 528 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.

EDUC-S 530 Junior High and Middle School Curriculum (3 cr.) Credit arrangement made with permission of the instructor. Social, economic, and educational forces implementing changes in the development of the junior high school curriculum; emphasis on recent curriculum and methods of evaluation; and clarification of current issues facing teachers and administrators working with various patterns of curriculum.

EDUC-S 531 Teaching and Learning in the High School (5 cr.) Teaching in the high school requires teachers to understand the developmental characteristics of adolescents and young adults including risk behaviors and identity development, the challenges of urban high schools, the standards for student achievement and curriculum development, accountability, planning backwards, differentiation for students with special needs, and the larger community context.

EDUC-S 533 The Computer in the Secondary Classroom (3 cr.) A course for practicing secondary teachers that focuses on the role of the computer in the classroom; an introduction to programming; and guidelines for selecting and using software in several subject areas. Credit will not be granted for both S533 and R531.

EDUC-S 555 Diversity and the Communities of All Learners (1-3 cr.) This class explores issues related to teaching all learners in increasingly complex secondary schools. It draws on anthropology to understand diversity across culture, sociology to examine the social complexities of pluralistic societies, special education to address the individualize student needs. The course emphasizes educational practice and communities of learners. (Offered on both Bloomington and Indianapolis campuses.)

EDUC-S 590 Independent Study in Secondary Education (1-3 cr.) P: Individual research or study with a secondary education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, S590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-S 591 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.

EDUC-S 650 Readings in Junior High/Middle/ Intermediate Education (1-3 cr.) P: Consent of instructor.

Selected advanced readings in junior high/middle/intermediate school education.

EDUC-S 655 Supervision of Secondary School Instruction (3 cr.) The role and functions of supervisors; the modern concept of supervision; techniques of supervision; improvement of teaching procedures; and new trends in organization of instruction.

EDUC-S 690 Internship in Secondary Education (3-5 cr.) P: For persons about to become high school administrators, supervisors, and/or curriculum directors or coordinators. Directed and supervised experiences in the field for such positions.

Social Studies Education

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EDUC-M 514 Workshop in Social Studies Education (1-6 cr.) Special topics in methods and materials for improving the teaching of social studies in middle, junior high, and high school. May be repeated.

EDUC-M 519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.) Completion of an undergraduate methods course and teaching experience, or consent of instructor. Re-studying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social studies programs for specific school situations.

EDUC-M 590 Independent Study in Social Studies Education (1-3 cr.) P: Individual research or study with a Social Studies Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, M590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-M 653 The nature of Social Studies (3 cr.) Exploration of the relationships among history, the social sciences, and social studies in elementary and secondary schools.

EDUC-M 680 Internship, Social Studies Education (1-6 cr.) Experiences designed to help persons in elementary or secondary social studies acquire skills in the areas of social studies research, teacher education, curriculum development, or field studies

Special Education

The registrar's code for all School of Education graduate courses is EDUC. The number of credit hours assigned to each course is indicated in parentheses following the course title. The letter "P" following credit hours indicates prerequisites; the letter "C" indicates corequisites. Not all courses listed in this bulletin are offered every year. Inquiries concerning the availability or suitability of a

particular course should be directed to the appropriate departmental chairperson.

EDUC-K 500 Topical Workshop in Special Education: variable title (1-3 cr.) P: Consent of instructor. Intensive study of such selected topics as language development for exceptional children, the disadvantaged child, and behavior modification for exceptional children. May be repeated.

EDUC-K 505 Introduction to Special Education for Graduate students (3 cr.) P: Graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education. Students cannot receive credit for both K205 and K505.

EDUC-K 510 Assistive Technology in Special Education (3 cr.) The course gives an understanding of computer /instructional hardware, augmentative devices, software programs, internet/web resources and other assistive technology. It explains how to use technology to teach and support students with disabilities in all areas of education, including academic instruction, employment, community living, recreation and travel.

EDUC-K 520 Survey of Behavior Disorders (3 cr.) P: K505. An advanced survey of the literature related to behaviorally disordered/emotionally disturbed children including historical information, theoretical approaches, characteristics, and issues.

EDUC-K 521 Survey of Learning Disabilities (3 cr.) P: K505. Advanced survey of the literature related to learning-disabled children, including historical information, theoretical approaches, characteristics, and issues.

EDUC-K 522 Teaching Social Skills (3 cr.) The course shows how to identify the social skills students need to have to be successful in school and community settings, and how to address these skills as part of instructional programs. It also explains how to assess the social skills of students who display problems in their behavior, and how to develop and implement teaching lessons and activities that improve these students' social competence.

EDUC-K 525 Survey of Mild Handicaps (3 cr.) P:
  An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field.

EDUC-K 529 Interagency Collaboration and School-wide Behavior Supports (3 cr.) P: The discourse is designed to both explore ideas and introduce procedures for working with students with high support needs involving more serious levels of emotional and/or behavioral challenges. The focus is developing approaches grounded in prevention and early intervention, as well as using effective higher-end, proactive interventions. I

EDUC-K 530 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.

EDUC-K 536 Assessment and Remediation of the Mildly Handicapped II (3 cr.) P: K535. Focuses on the analysis and selection of instructional materials, the use of assessment information, and the development and implementation of individual educational plans for mildly handicapped children.

EDUC-K 535 Assessment and Remediation of the Mildly Handicapped I (3 cr.) P: K505. Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in various academic areas such as reading and mathematics.

EDUC-K 540 Early Education for Children with Disabilities or At-Risk Conditions (3 cr.) P: History, philosophy, and issues of early childhood special education, to include knowledge of federal and state legislation pertaining to early childhood special education and knowledge of the quantity and range of service delivery among agencies.

EDUC-K 541 Transition Across the Life Span (3 cr.) P: In this course, issues and strategies related to the array of transitions students with disabilities need to make as they progress from pre-school to public school and on to adult life are discussed. The course covers laws, policies and guidelines governing service provision across age groups and levels of instruction, and it addresses strategies for program planning, interagency cooperation and collaboration, and resource utilization.

EDUC-K 545 Management of the Severely Emotionally Disturbed (3 cr.) Theoretical and practical issues in the education management of the severely emotionally disturbed. Emphasis will be placed on case analysis.

EDUC-K 548 Families, School and Society (3 cr.) The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk or who have other types of impairments also are presented.

EDUC-K 549 Early Childhood Special Education Program Models (3 cr.) Planning and implementing appropriate programs for infants/toddlers and preschoolers with handicaps to include an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

EDUC-K 553 Classroom Management and Behavior Support (3 cr.) The course provides basic knowledge and skills for (1) developing and maintaining a productive and proactive classroom environment, (2) teaching students discipline, self-control, conflict resolution and other self-management skills, (3) managing and preventing crisis behavior, and (4) developing and implementing behavior intervention and management plans in classroom programs and in cooperation with parents, teachers, and other personnel.

EDUC-K 562 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.

EDUC-K 565 Collaboration and Service Delivery (3 cr.) The focus of this course is on service delivery option and approaches to students needing special education services. It covers service delivery approaches or systems, such as continuum of least restrictive programs, wrap around services and systems of care. Collaborative skills, including effective communication strategies and consultation techniques also are stressed.

EDUC-K 573 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.

EDUC-K 590 Independent Study in Special Education (3 cr.) P: Individual research or study with a Special Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, K590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-K 599 Research in Special Education (3 cr.)

EDUC-K 595 Practicum in Special Education: variable title (1-6 cr.) P: Consent of instructor. Provides for closely supervised field experience in various areas of special education.

EDUC-K 780 Seminar in Special Education (1-4 cr.) P: Consent of instructor. Intensive advanced study of selected problems in the field.

EDUC-K 785 Internship in Special Education (3-6 cr.) P: Consent of instructor and broad background in special education. Direct experience working in special education programs in schools, agencies, or institutions.

EDUC-K 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in special education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-K 799 Doctoral Thesis in Special Education (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Art Education Courses

EDUC-Z 501 Art Methods for Non-Art Specialist Educators (3 cr.) Introduction to visual art education content, issues, and pedagogy for non-art speciaslist educators in P-12 school or community settings. Emphases are on the exploration of visual art processes and techniques; contributions of visual art to thinking and learning; and approaches to curriculum planning that integrates visual art with non-art subjects. (BL)

EDUC-Z 503 Workshop in Art Education: Variable Title (1-6 cr.) An intensive professional development workshop for pre-service of practicing educators working in a range of educational settings. Emphasis is on the application of theory to practice; curricular trends and issues; instructional techniques and strategies; and the development of instructional plans and materials for general or particular populations.

EDUC-Z 510 Arts for Exceptional Children (3 cr.) Issues and practices affecting art education programs for artistically talented students. Past research and writings about identification, administrative arrangements, and preparation of teachers for artistically talented students are examined and evaluated.

EDUC-Z 511 Nonstudio Approaches to Art Instruction (3 cr.) Exploration of critical approaches to newer media, including film, video, television, and electronics, directed toward an art context. Emphasis on the development of critical skills and approaches to teaching about aesthetics, art criticism, and art history and toward integrating these with art production in classroom.

EDUC-Z 525 Philosophic and Historical Foundations of Art Education (3 cr.) Examination of social forces and competing philosophies that have shaped art education across a range of educational settings. Emphases are on emerging theories of artistic development and growth as well as the evolution of society-centered, child-centered, discipline-based, and visual culture philosophies of art education. Required for Art Education graduate students. (BL)

EDUC-Z 530 Curriculum for Artistically Talented Students (3 cr.) Study of issues related to curriculum design, adaptation, implementation, and evaluation for artistically talented students. Examines the requirement for public schools to offer special services and activities for gifted and talented students.

EDUC-Z 531 Advanced Methods and Materials for Artistically Talented Students (3 cr.) Examination and evaluation of advanced methods and materials for educating artistically talented students. Teaching techniques, learning styles of students, and other skills are discussed as well as selection, development, and evaluation of instructional materials.

EDUC-Z 532 Advanced Methods and Materials in Art Education (3 cr.) Advanced teaching methods and newer educational materials for art education designed to give art specialists opportunities to improve their skills and knowledge in relation to specific professional situations, including education of artistically talented students.

EDUC-Z 533 Arts and Crafts for Teachers (3 cr.) A flexible course planned to give experience in the use of wood, leather, textiles, ceramics, and other materials, with special emphasis on the application of design principles. Not open to art education majors.

EDUC-Z 550 Topical Seminar in Art Education: variable title (3 cr.) Course content will vary from semester to semester; this course may be repeated up to three times in a graduate program. Various topics, such as art and computers, women in art and education, understanding art testing, art curriculum theory and development, designing instructional materials, and current issues in art education, are examined and analyzed as they apply to contemporary art education.

EDUC-Z 590 Independent Study in Art Education (1-3 cr.) Individual research or study with an Art Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, Z590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Z 700 Practicum in Art Education (1-6 cr.) P: Z500. Education experiences for prospective researchers; or supervised college teaching experiences; or administrative internships in some area of art education.

EDUC-Z 701 Art Education Practicum with Artistically Talented Students (3 cr.) Observation and participation experiences appropriate to education of artistically talented students. Participants will have firsthand experiences with students identified as gifted/talented in the arts.

EDUC-Z 750 Topical Doctoral Seminar in Art Education: Variable Title (3 cr.) Required for Art Education doctoral students. Critical examination of a range of contemporary issues and topics, including those related to learning, curriculum, pedagogy, visual culture or equity in art education. May be taken up to four times for credit.

EDUC-Z 760 Art Education Research Seminar (1-3 cr.) Required for Art Education doctoral students. Emphasis is on the analysis of research and scholarship in art education as well as the development of independent research and publication skills within a learning community. May be taken up to four times for credit.

Computer Education Courses

EDUC-W 501 Integrating Technology in Teaching (1 cr.) P: Basic computer skills (e.g., MS Office). C: Field Experience. This course is designed to provide skills and experiences that will allow effective and appropriate integration of technology into teaching and learning activities. Class will teach developed lessons and activities to a group of students during field experience. B

EDUC-W 515 Technology Leadership (3 cr.) During this course, students will participate in several online learning modules including leadership and change, policy and procedure, technology budgeting, professional development, data analysis, and planning. I

EDUC-W 520 Instructional Technology (3 cr.) An exploration of computer-related technology, computer peripherals, and their applications across the curriculum. Technical issues and applications will be studied through research and projects using a variety of software and hardware. I

EDUC-W 531 Computers in Education (3 cr.) A survey of computer technology as applied to instructional processes. Students will be introduced to a variety of computer systems and to the ways computers are used in instruction and classroom management. I

EDUC-W 540 Computers in the Curriculum (3 cr.) Focuses on developing instructional techniques. Students will address instructional design issues, instructional strategies, and planning techniques. Also, students will explore modern trends in using educational technology and will examine issues of integrating computer technology into the classroom. I

EDUC-W 550 Research in Instructional Computing (3 cr.) Study of a variety of emerging technologies that have impacted the field of education in recent years. Students will examine current research in the field of educational technology. I

EDUC-W 590 Independent Study in Computer Education (1-6 cr.) Individual study or research for students exploring issues in educational technology. To be arranged with a technology faculty member 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 W590 will not be used for the study of material taught in a regularly scheduled course. This course is offered within IU system.)

Counseling Courses

EDUC-G 502 Professional Orientation and Ethics (3 cr.) The psychological and educational foundations for counseling and guidance. Overview of counseling theories, practices, and organization.

EDUC-G 505 Individual Appraisal: Principles and Procedures (3 cr.) An analysis of statistical, psychometric, sociometric, and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/controversies about ethnic, sex, cultural, and individual differences will be examined.

EDUC-G 509 Counseling Student-Athletes (3 cr.) This graduate seminar that will examines research, theory and discusses clinical training necessary to work with college student-athlete (SA) life-skills and counseling concerns. We will focus on academics, disordered eating, performance enhancement, gender differences in counseling, career development, additions, effects of injury/retirement, and experiences of specific SA groups (e.g., African-American, GLBT).

EDUC-G 510 Introduction to Alcohol & Drug Counseling (3 cr.) This course is an introduction to social and behavioral theories concerning the causation and maintenance of alcohol and drug addiction. The study and application of research-based theories will be emphasized. The history of alcohol and drug counseling and recent developments and issues in the field will also be discussed.

EDUC-G 522 Counseling Techniques (3 cr.) P: G502 or equivalent. Master's students must take G523

concurrently. Introduction to counseling theories and psychological processes involved in individual counseling.

EDUC-G 523 Laboratory in Counseling (3 cr.)
P: Consent of instructor. C: G522 Laboratory experiences in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in the laboratory setting.

EDUC-G 524 Practicum in Counseling (3 cr.) P: G502, G522, and G523. Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision. Special application required.

EDUC-G 532 Introduction to Group Counseling (3 cr.)
C: G502 (for MS students). Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups.

EDUC-G 542 Organization and Development of Counseling Programs (3 cr.) Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Case studies.

EDUC-G 550 Internship in Counseling (3 cr.)
Counseling experience in actual school or agency situations. Under direction and supervision of the counselor/ supervisor, students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection.

EDUC-G 552 Career Counseling: Theory/Practice (3 cr.) An introduction to career development theory, psychological assessment for career planning, and sources and uses of career information in counseling.

EDUC-G 562 Intervention, 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, practices, and applications of needs assessment. Provides an overall understanding of the organization of schools and the function of the counselor and counseling program.

EDUC-G 563 Foundations of Mental Health Counseling (3 cr.) Foundations and contextual dimensions of mental health counseling. Program development, implementation and evaluation. Principles, practices, and applications of community needs assessment. Ethics. Examination of professional issues. Administration, finance, and management of mental health counseling services.

EDUC-G 567 Introduction to Marriage and Family Counseling (3 cr.) Analysis of historical context, theoretical formulations, counseling techniques/strategies, research findings, treatment issues, and ethical/social concerns in marriage and family counseling.

EDUC-G 568 Family Counseling (2-3 cr.) C: G524. Will focus on treatment models and specific counselor skills in the assessment and treatment of intergenerational family problems. The course will present strategies and tactics for family counseling. Students will be supervised in the use of these tactics and strategies in the required concurrent G524 1 credit hour practicum.

EDUC-G 573 Communication Skills and Interpersonal Relations in Counseling (3 cr.) C: G485, G502, or consent of instructor. A study of basic skills of interviewing: attending, encouragement to talk, paraphrasing, summarization of content, responding to feeling and summarization of feeling, when to use skills, situations in which different communications skills may be used.

EDUC-G 575 Multicultural Counseling (3 cr.) This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. General cross-cultural dynamics as well as specific target populations are studied.

EDUC-G 580 Topical Seminar in Counseling and Guidance (1-3 cr.) An intensive study of theory and research of selected topics in counseling.

EDUC-G 581 Workshop in Counseling and Guidance (1-3 cr.) Individual and group work. Credit hours to be arranged at time of registration.

EDUC-G 584 Asian American Mental Health (1-3 cr.) This course addresses issues of Asian American ethnicity, culture, and race as they relate to mental health, psychopathology, and mental health services.

EDUC-G 590 Research in Counseling (1-3 cr.)
P: Consent of instructor Individual study or research with a counseling faculty member.

EDUC-G 598 Seminar on Professional Issues (1-3 cr.)
An examination of professional issues and trends in the field of counseling and their implications for practice.

EDUC-G 600 Proseminar in Counseling Psychology (1-3 cr.) Examination of the history, systems, issues, trends, ethical standards, and research findings that impact the role, function, and practice of providers of psychological services in the context of counseling.

EDUC-G 615 Psychopathology and Advanced Diagnosis (1-3 cr.) P: G505 or equivalent. Individual and group study utilizing the case study approach. Administration, scoring, interpretation of objective and projective personality tests. Special emphasis on relating assessment to therapeutic interventions.

EDUC-G 622 Advanced Theories of Counseling (3 cr.) P: G505, G524, and consent of instructor. Critical analysis and research investigation of leading theories of counseling and their implications for practice.

EDUC-G 624 Advanced Practicum in Counseling Psychology (1-6 cr.) Closely supervised practice in counseling in various agency settings. Special application required.

EDUC-G 632 Advanced Group Leadership: Counseling (3 cr.) A theoretical and applied basis for group leadership; integrates current theoretical knowledge with parallel experience in intervention and techniques. Leadership procedures, group dynamics and process, professional ethics, small group simulations, and close supervision.

EDUC-G 645 Psychoeducational Consultation (3 cr.)
P: Consent of instructor. Psychological, educational,

and sociological theories, models, and processes applied to human and organizational systems of change. Special attention to applying theory to practice and to differentiating between human and structural problems and interventions.

EDUC-G 647 Advanced Internship in Counseling (3 cr.) P: G524, G532, G615, and two semesters of G550. Supervised practice in counseling in various educational or school settings. This field-based experience may be a paid internship for EdS students in counseling. Course partially satisfies new counselor licensure requirements.

EDUC-G 654 Seminar in Career Development: Theory and Research (3 cr.) Examination of psychological basis and theoretical approaches to vocational development; review of research relevant to career development and career counseling.

EDUC-G 672 Human Sexuality: An Introduction to Therapy (3 cr.) An examination of the role of sexuality in human adjustment. Examination of common sexual needs and dysfunctions. Counseling for sexual adjustment.

EDUC-G 685 Seminar in Counseling Research Methods (3 cr.) An introduction and orientation to inquiries in counseling psychology; review and critical analysis of research reports in counseling psychology; and examination of supervised research experience.

EDUC-G 785 Topical Seminar in Counseling Psychology (1-3 cr.) An introduction and orientation to inquiries in counseling psychology; review and critical analysis of research reports in counseling psychology; and examination of supervised research experience.

EDUC-G 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in counseling psychology. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-G 799 Doctoral Thesis in Counseling Psychology (1-12 cr.) Credit may be earned over a period of several semesters. The thesis is to be an organized scientific contribution to the field of counseling psychology.

Curriculum Studies Courses

EDUC-J 500 Instruction in the Context of Curriculum (3 cr.) First course for the master's degree in curriculum and instruction. Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

EDUC-J 511 Methods of Individualizing Instruction (3 cr.) Students will critically examine several approaches to individualizing instruction. Emphasis is on developing strategies for determining characteristics of the learner and on creating a variety of classroom strategies designed to individualize learning (K-12). Course project is development of classroom instructional materials, in-service program design or proposal for research.

EDUC-J 538 M.S. Practicum/Internship (1-6 cr.) Supervised practice in a school or other approved agency. Includes performance in such roles as curriculum development, program evaluation, action research, staff training and development, consultation, or program development. A comprehensive report involving a systematic analysis of the practicum activity must be completed.

EDUC-J 602 Introduction to Curriculum Studies (1-3 cr.) P: Admission to doctoral program or consent of instructor. This seminar will introduce students to the field of curriculum studies. Students will investigate its history, become familiar with the structures that support ongoing discourses, and explore a variety of conversations currently taking place among curriculum study scholars. S/F grading.

EDUC-J 605 Independent Research Experience in Curriculum and Instruction (3 cr.) P: Y520 or equivalent. Provides doctoral students an opportunity to work closely with faculty in pursuing an individual research project early in their program.

EDUC-J 610 Staff Development Issues and Principles (3 cr.) P: Y 520 or equivalent Examines staff development issues and practices in elementary and secondary schools, especially as they relate to improvements in curriculum and instruction. Included is a discussion of needs assessment of teachers, goals for staff development programs, models and strategies, obstacles to implementation, and the evaluation of such programs.

EDUC-J 620 Leadership Models and Strategies (3 cr.) P: Doctoral or specialist candidate standing or permission of instructor. Includes a comprehensive study of the theory base for leadership, an analysis of leadership processes, an exploration of individual assets and liabilities of leaders, and an examination of leadership in groups.

EDUC-J 630 Curriculum Theory and Practice (3 cr.) P: J500 or doctoral student status, or consent of instructor. Explores fundamental dimensions of curriculum theory, such as the social construction of knowledge, curriculum as cultural mind set, political reality, and scholarly discourse. Examines varied ideological orientations to curriculum studies. Introduces basic concepts of curriculum design and provides opportunities for curriculum development.

EDUC-J 636 Educational Futures/Curriculum (3 cr.) Investigates the concept of "futures research" and the significance of the future for education. Topics include major problems of the future, probable developments with a bearing on curriculum, curriculum designs and models for the future, and related innovation techniques.

EDUC-J 637 Curriculum Development Process (3 cr.) The analysis and appraisal of goals and procedures used in creating, evaluating, and improving curricula. Critical consideration of theories, practices, and products of curriculum development.

EDUC-J 638 Curriculum/Instruction Practicum (3 cr.) P: Major or cognate field in curriculum or permission of instructor. Small-group or individual problem-oriented experiences in curriculum and instruction research, development, and evaluation. May be repeated once.

EDUC-J 650 Independent Study in Curriculum (1-3 cr.) Independent study of a selected topic under the guidance of a faculty member.

EDUC-J 655 Seminar in Multicultural and Global Education (1-3 cr.) P: Instructor approval. Offers students the opportunity to (1) examine major concepts, theoretical frameworks and educational responses associated with multicultural/global education; (2) heighten cross-cultural awareness; (3) explore possibilities of integrating multicultural/global education into a unified approach for curriculum development and research; (4) become leaders of multicultural/global education in their area of expertise.

EDUC-J 660 Seminar in the Evaluation of School Programs (3 cr.) P: Y520, Y535, or consent of the instructor. Explores the theoretical principles and field practices involved in the evaluation of educational programs. Students will conduct a program evaluation during the semester. Course may have a topical focus in a given semester.

EDUC-J 661 Materials nad 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 materialsfor microteaching, simulation, and gaming, as well as concept and skill acquisition. Proposals for teacher training programs will also be developed.

EDUC-J 664 Seminar: Contemporary Curriculum Discourses (3 cr.) P: Admission to doctoral program. Critical analysis of selected contemporary curriculum and instructional discourses. Particular attention is given to theorizing during the last 25 years.

EDUC-J 670 History of Curriculum Thought in the United States (3 cr.) Examines the history of competing movements in American curriculum thinking and the individuals who created them, with attention to the cultural and institutional context within which they worked. Emphasis is placed on primary source readings and the position of curriculum thinking within an evolving national educational system.

EDUC-J 690 Internship in Curriculum (2-5 cr.) For persons about to enter positions as school administrators in charge of curriculum, curriculum supervisors, directors, or coordinators. Provides direct and supervised experience in the field.

EDUC-J 700 Teaching in the Teacher Education (1 cr.) P: Holding an associate instructorship or an internship in teacher education. Emphasizes a problems approach to teacher education and the context of one's own teaching. Discusses topics of current interest and how one might act at a personal and organizational level. May be repeated for a maximum of 3 credit hours. S/F grading.

EDUC-J 705 Seminar: Inquiry in Curriculum and Instruction (1 cr.) P: Completion of 57 graduate credit hours or permission from the instructor. Intended for students at a stage in their doctoral programs that requires them to begin conceptualizing their own doctoral dissertation research. Emphasis will be on analyzing and synthesizing a body of research in one or more of the specialized fields of study within curriculum and instruction. S/F grading.

EDUC-J 710 Paradigms and Programs in Teacher Education (3 cr.) This course provides an overview of teacher education paradigms, their underlying ideologies, and their historical and current manifestations. It will also analyze models of teaching and how they relate to alternative paradigms of teacher education.

EDUC-J 720 Inquiries into Preservice Teacher Socialization (3 cr.) This course focuses on program components and societal factors that affect the occupational socialization of preservice teachers. It examines different orientations to occupational socialization, research on how teacher education program components influence preservice teachers, and the societal forces that affect their socialization.

EDUC-J 762 Topical Seminar in Curriculum and Instruction Issues: variable title (3 cr.) Intensive study and discussion of current topics selected from the general area of curriculum and instruction. Areas might include teacher preparation, international perspectives, educational computing, or program assessment. Opportunities provided for participant inquiry from the specialized perspective of students enrolled. May be repeated for up to 6 credit hours.

EDUC-J 762 Topical Seminar in Curriculum and Instruction Issues: variable title (3 cr.) Intensive study and discussion of current topics selected from the general area of curriculum and instruction. Areas might include teacher preparation, international perspectives, educational computing, or program assessment. Opportunities provided for participant inquiry from the specialized perspective of students enrolled. May be repeated for up to 6 credit hours.

EDUC-J 795 Dissertation Proposal Preparation (1-3 cr.) P: J705. C: J705. This course is for the development of a dissertation proposal in curriculum and instruction. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-J 799 Doctoral Thesis in Curriculum and Instruction (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Educational Inquiry Methodology Courses

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

EDUC-P 501 Statistical Method Applied to Education (3 cr.) An introduction to statistical methods needed for basic data analysis in education. Includes an introduction to distribution of variables, measures of central tendency, variability, hypothesis testing, correlation techniques, one-way analysis of variance, and simple regression analysis.

Emphasis is placed on theoretical and computational skills.

EDUC-Y 502 Intermediate Statistics Applied to Education (3 cr.) P: Basic mathematical and algebra skills, and knowledge of research concepts as might be learned in an introductory statistics or research course. Review of descriptive statistics; correlation and regression; multiple regression; inferential statistics e.g., t- test; analysis of variance; one- and two-way factorial designs; analysis of covariance; and categorical data analysis e.g., chi-square.

EDUC-P 507 Assessment in Schools (3 cr.) Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

EDUC-Y 510 Action Research I (3 cr.) An introduction to the basic philosophy and methods of action research. Students will design an action research project and write a proposal. Students will learn how to conduct action research. This course emphasizes the selection of an area of focus, collection of data, organization, analysis and interpretation of data, as well as decisions about the appropriate actions to take based on findings. (This is not a core inquiry course for Ph.D. students.)

EDUC-Y 515 Foundations of Educational Inquiry (3 cr.) Examination of the nature and purpose of educational inquiry with a focus on topics in social science/epistemology.

EDUC-Y 527 Educational Assessment and Psychological Assessment (3 cr.) P: P501 and Y520 Theoretical foundations for assessing educational and psychological constructs, with application to tests and alternative assessment procedures; methods for estimating reliability and validity; and techniques for scale construction, including attitude, personality, interest, aptitude, and performance.

EDUC-Y 521 Methodological Approaches to Educational Inquiry (3 cr.) Introduction to the various methodological approaches to the conduct of social science inquiry in general and educational inquiry in particular. Focus on the epistemological implications of methodological choices.

EDUC-Y 525 Survey Research Methodology (3 cr.) P: Y520 or Y521 and Y502. This course introduces students to social survey research, with particular emphasis on questionnaire design. Specifically the educational goals for the course include: (1) designing survey items that match research questions and plans for analysis, (2) understanding concepts, terminology related to questionnaire design and the fundamental steps of conducting survey research, (3) critical reading of survey research, (4) developing an awareness of current issues and important problems in questionnaire desi9tgn, and (5) developing a theoretical and epistemological framework within which to understand the ambitions, limitations, history and practice of survey research

EDUC-Y 527 Educational Assessment and Psychological Assessment (3 cr.) P: P501 and Y520. Theoretical foundations for assessing educational and psychological constructs, with application to tests and alternative assessment procedures; methods for estimating reliability and validity; and techniques for scale construction, including attitude, personality, interest, aptitude, and performance.

EDUC-Y 530 Topics in Computer Analysis of Educational Data (1-3 cr.) P: Y502 or equivalent. Use of computers in educational research. Topics include operating systems, file generation and management, screen editing, packaged statistical programs, batch and interactive operation, libraries of statistical procedures, microcomputer applications, and library-related computing research tools.

EDUC-Y 535 Evaluation Models and Techniques (3 cr.) P: Y520 or equivalent. An overview of evaluation as an inquiry process, including a discussion of the history of evaluation and the state of the art. Frameworks and models for planning evaluation studies are discussed and applications are demonstrated. Criteria for evaluating studies, steps for writing evaluation proposals and reports, and techniques for the collection of information are discussed. This course is similar to J660. Credit may not be earned in both courses.

EDUC-Y 590 Independent Study in Inquiry Methodology (1-3 cr.) P: Y520 or equivalent Individual research or study with an Inquiry faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, Y590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Y 600 Methodological Implications of Social and Psychological Theories (3 cr.) Introduction to social and psychological theories that inform current methodological theory and practice including those developed by Freud, Piaget, Levi-Strauss, Weber, and Marx. This introduction forms the basis of an exploration of methodological concepts such as a validity and inference in terms of their social and psychological foundations.

EDUC-Y 603 Statistical Design of Educational Research (1-3 cr.) P: Y502 or consent of instructor. Topics covered include distribution of random variables, estimation, statistical hypotheses, and analysis of trend data. Also included is analysis of variance: groups-within treatments, simple factorial, split plot, mixed, nested, and other higher dimensional analysis.

EDUC-Y 604 Multivariate Analysis in Educational Research (3 cr.) P: Y502 or consent of instructor. Multivariate normal distribution, multivariate correlational analysis, covariance matrix, testing hypotheses of covariance matrices, principal components and factor analysis, canonical correlations and variables, multiple discriminant functions.

EDUC-Y 611 Qualitative Inquiry in Education (3 cr.) P: Y520 H510 or consent of instructor. Examination of qualitative approaches to educational inquiry e.g., case

study, naturalistic inquiry, educational anthropology, educational connoisseurship, and criticism. Exploration of methods for collecting and analyzing qualitative data, criteria for field studies, and approaches to writing up field studies.

EDUC-Y 612 Critical Qualitative Inquiry I (3 cr.) P: Y520 or Y521. This first course in the sequence provides an introduction to critical social theory as it emerges through the context of qualitative research. Students begin corresponding field work, including both data collection and analysis.

EDUC-Y 613 Critical Qualitative Inquiry II (3 cr.) P: Y612. This second course in the sequence continues the exploration of social theory and methodology by providing an opportunity for students to follow through on fieldwork and analysis started in Y612 and by examining some theory left implicit in Y512. The course will include opportunities to begin writing methodological texts (taught previously under Y750).

EDUC-Y 617 Psychometric Theory (3 cr.) P: Y502 and Y527. Study of psychometric theories and procedures, including derivation of reliability and validity indices, and statistical techniques for advanced test analysis; critical review of issues in educational and psychological assessment.

EDUC-Y 630 Narrative Theory and Inquiry (3 cr.) P: YP611 or Y612. Examines narrative theory and its connection to narrative approaches in inquiry. Explores the use of narrative in qualitative inquiry, and practices methods of collecting and analyzing narrative data.

EDUC-Y 631 Discourse Theory and Analysis (3 cr.) P: YP611 or Y612. Examines the roots of the discourse analytic field in qualitative research. Explores current trends in discourse theory and analysis. Examines exemplars and provides opportunities to engage in discourse analytic methods.

EDUC-Y 635 Methodology of Educational Evaluation (3 cr.) P: Y535 or consent of instructor. Multidisciplinary methods for organizing, collecting, and processing evaluative information; presentation of problems in evaluation methods of inquiry, and use of methods from other disciplines to alleviate these problems. Emphasis will be on the transfer of appropriate methods and techniques to evaluation problems.

EDUC-Y 637 Categorical Data Analysis (3 cr.) P: Two statistics courses at the graduate level (i.e., Y502 & Y604), or consent of instructor. The analysis of cross-classified categorical data. Loglinear models; regression models in which the response variable is binary, ordinal, nominal, or discrete. Logit, probit, multinomial logit models; logistic and Poisson regression. Course is equivalent to STAT-S 637.

EDUC-Y 639 Multilevel Modeling (3 cr.) P: Two statistics courses at the graduate level (i.e., Y502 & Y604), or consent of instructor. Introduction to the general multilevel model with an emphasis on applications. Discussion of hierarchical linear models, and generalizations to nonlinear models. How such models are conceptualized, parameters estimated and interpreted. Model fit via software. Major emphasis throughout the course will be on

how to choose an appropriate model and computational techniques. Course is equivalent to STAT S639.

EDUC-Y 645 Covariance Structure Analysis (3 cr.) P: Two statistics courses at the graduate level (i.e., Y502 and Y604), or consent of instructor. Path analysis. Introduction to multivariate multiple regression, confirmatory factor analysis, and latent variables. Structural equation models with and without latent variables. Mean-structure and multi-group analysis. Course is equivalent to STAT-S 645.

EDUC-Y 650 Topical Seminar in Educational Inquiry Methodology (3 cr.) P: 6 hours of basic inquiry methodology course work. Advanced study of research and theory on selected topics in qualitative or quantitative inquiry methodology. (Bloomington/Indianapolis)

EDUC-Y 655 Longitudinal Data Analysis (3 cr.) P: Two statistics courses at the graduate level, or consent of instructor. Introduction to methods for longitudinal data analysis; repeated measures data. The analysis of change-models for one or more response variables, possibly censored. Association of measurements across time for both continuous and discrete responses. Course is equivalent to STAT-S 655.

EDUC-Y 660 Affinity Research Group (1-6 cr.) P: Consent of instructor. Study and research support groups formed on the basis to mutual interests to generate new curriculum and research projects integrating previous coursework under the guidance of a faculty member. The work of these groups could continue over the course of several semesters to develop research papers, presentations, books , or conduct empirical research as a team.

EDUC-Y 671 Knowledge, Reflection & Critique in Methodological Theory (3 cr.) P: Y611 or Y612. This course examines the concept of reflection in epistemological theories as these have historically developed from Kant to the contemporary period. Kant's philosophy introduced reflection to the theory of knowledge through his development of transcendental logic. The contribution this made to epistemology was lost in the growth of "positive science" from its beginnings in the 19th century to the paradigmatic status it attained in sciences of all types by the early 20th century: a status it retains to this day. Less visible traditions in epistemology took Kant's insights in many different directions: hermeneutics, critical theory, psychoanalytic theory and the cognitive and moral development theories of Piaget, Vygotsky and Kohlberg. This history will be covered in the course, along with direct applications of reflection to research methodology (taught previously under Y650).

EDUC-Y 672 Communicative Action Theory (3 cr.) P: Y611 or Y612. This course focuses exclusively on both volumes of Habermas' The Theory of Communicative Action Volumes One and Two. The Theory of Communicative Action (TCA) has direct implications for all social research, both in methodological and substantive ways. Methodologically, TCA provides a core theory of reason and validity, action and meaning, and a bifurcated concept of the social (lifeworld and system) having implications for research design and data analysis. Substantively, the theory of communicative action is suggestive for formulating research questions

and determining the communicative action is suggestive for formulating research questions and determining the vocabulary through which to articulate findings. It also provides a framework for ascertaining the significance of research findings. These statements are true for all types of social research, quantitative as well as qualitative, having a micro as well as a macro or combined focus. (Taught previously under Y650).

EDUC-Y 690 Advanced Independent Study in Inquiry Methodology (1-3 cr.) P: Consent of instructor. Individual research with an Inquiry faculty member on a advanced methodology topic, arranged prior to registration. A short proposal should be submitted during the first week specifying the scope of the project, completion date, and products. Y690 is not for material taught in a regularly scheduled course. May be repeated for a total of 6 cr.

EDUC-Y 750 Topical Seminar in Educational Inquiry Methodology: variable title (3 cr.) P: 9 credit hours of pertinent 500- and 600-level inquiry courses. Study of selected advanced methodological topics encountered in educational research and exploration of recent developments in inquiry methods.

EDUC-Y 795 Dissertation Proposal Preparation (3-1 cr.)

EDUC-Y 790 Doctoral Thesis in Inquiry Methodology (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Educational Leadership Courses

EDUC-A 500 Introduction to Educational Leadership (3 cr.) This course entails an introduction to the history, philosophy, and social aspects of educational leadership. It reviews relevant theories of administration; the historical role of administration in schools; and the political, social, economic, and philosophical frameworks that have informed administrations.

EDUC-A 508 School Law and the Teacher (1-3 cr.) A508 focuses primarily on legal concerns affecting teachers in public secondary schools. Topics include tort liability, church-state relations, expression rights, children with disabilities, conditions of employment, discrimination and harassment, student testing, collective bargaining, teacher lifestyle choices, copyright concerns, teacher contracts and dismissal, and student discipline.

EDUC-A 510 School-Community Relations (3 cr.) This course investigates characteristics of the community school, including the multicultural quality of the community. It also explores adapting the educational program to community needs, using the community resources in instruction, and planning school-community relations programs.

EDUC-A 515 Educational Leadership: Teacher Development and Evaluation (3 cr.) The primary goal is to develop the knowledge, interpersonal and leadership skills that can be applied in the leadership for the improvement of instruction. Models of supervision and evaluation will be examined, but the major focus will be to examine the context for change in today's schools and apply leadership knowledge to the task

of direct assistance, group development, professional development, curriculum development, and action research.

EDUC-A 560 Political Perspectives of Education (3 cr.) This course focuses on theoretical and conceptual approaches useful in describing, explaining, and predicting political behavior related to schools. Forces for continuity and change at local, state, and federal levels are explored.

EDUC-A 590 Independent Study in Educational Leadership (1-3 cr.) Individual research or study with an educational leadership faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, A590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-A 600 Problems in Educational Leadership (1-3 cr.) P: A500 or equivalent. This course is designed to identify practical school problems, determine issues, explore alternative solutions, and investigate implications of various actions.

EDUC-A 608 Legal Perspectives on Education (3 cr.) This course entails an overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation.

EDUC-A 615 Advanced School of Law (1-3 cr.) P: 608 or equivalent and consent of instructor. This course considers current constitutional and statutory provisions and court decisions affecting the administration of public schools. Particular attention is given to current legal concerns.

EDUC-A 624 Educational Leadership: The Principalship K-12 (3 cr.) This course engages students in a dialogue around building a professional learning community leading to instructional program coherence committed to the success of all students. Students complete their leadership platform as a part of this course.

EDUC-A 624 Economic Dimensions of Education (3 cr.) This course provides an introduction to economic thinking concerning K-12 education as well as the theory and practice of funding K-12 schools. Topics include economics and educational leadership, efficiency, equity, liberty, sources, and characteristics of school revenue, and school funding distribution systems.

EDUC-A 631 Microeconomics Applications to Education (3 cr.) Course provides an overview of how microeconomic theories and models can be used to examine a wide variety of issues in both K-12 and postsecondary education. Topics include resource allocation, economic theory of individual behavior, investment in human capital, school choice and the return of education, application of demand and supply to education, the costs of production of education, theories of education pricing and funding, and labor markets for education professionals.

EDUC-A 635 Public School Budgeting and Accounting (3 cr.) This course explores the normative and positive aspects of financing K-12 public education. After a rigorous introduction to the foundation of school finance theory, the course will investigate the concepts and practices of effective budget management.

EDUC-A 636 School Finance in P-12 Education (3 cr.) P: A635 & Y502. In this course, students will learn about current research that is being conducted on how P-12 education is financed. The course will cover taxation for education, school funding formulas, equity and adequacy of school funding, funding and student performance, vouchers, and labor market issues.

EDUC-A 638 Public School Personnel Management (3 cr.) P: A500 or equivalent. This course explores the background, present conditions, and future directions of school personnel management. It entails development and implementation of a school personnel management program; examination of problems and issues.

EDUC-A 640 Planning Educational Facilities (3 cr.) This course focuses on the basic concepts in planning educational facilities as they relate to educational needs. It covers educational specifications for learning environments, and renovation and modernization of school buildings.

EDUC-A 650 Collective Bargaining: Education (3 cr.) This course is an introduction to collective bargaining as it is carried on in public school systems, with special emphasis on Indiana Public Laws 217 and 254. Practical experience through visitation, simulation, and interaction with parties to bargaining is provided.

EDUC-A 653 The Organizational Context of Education (3 cr.) P: A500. This course examines organizational factors in terms of impact on human behavior and student learning and the critical role of administrative policies and practices in shaping the organizational context. Alternative organizational designs and administrative strategies are studied in terms of their effectiveness under specified conditions.

EDUC-A 670 Topical Seminar in Educational Leadership (1-3 cr.) P: Master's degree and consent of the instructor. Advanced students investigate and discuss current issues, developments, and concerns bearing on educational leadership. Specific topics vary each semester.

EDUC-A 671 Planning and Change in Educational Organizations (3 cr.) This course uses change scenarios at the school and district level to facilitate the application of planning and change principles. Students are required to produce personal change paradigms and critique contemporary restructuring and transformational models.

EDUC-A 672 Moral Dimensions of Leadership (3 cr.) This course examines the concept of leadership from a political, historical, and social framework, with emphasis on values and ethics in the leader-follower relationship. Topics include analysis of change processes, conflict, power, and transformation.

EDUC-A 675 Leadership in Special Education (3 cr.) P: K505 and A500. This course addresses the historical and contemporary study of political, economic, and social factors that have influenced or are influencing the development and evolution of educational programs and services for students and adults with disabilities. Implications for district and site- level leadership practice are emphasized.

EDUC-A 680 Education Specialist Seminar (Educational Leadership) (3 cr.) P: Consent of instructor. This course, taken near completion of degree requirements, permits interaction with practicing school administrators and others with expertise in educational leadership. The student prepares an "issues" paper, the subject of which may be discussed in the final oral examination.

EDUC-A 695 Practicum in Educational Leadership (1-3 cr.) P: Consent of instructor. This course provides for closely supervised field experience in various areas of educational leadership.

EDUC-A 710 Research in School Law (3 cr.) P: A608 or equivalent and consent of instructor. Students pursue in-depth research on specific topics pertaining to interpretations of constitutional and statutory law applying to education.

EDUC-A 720 Workshop on Selected Problems in Educational Leadership (1-3 cr.) Individual and group study. One credit hour is offered for each week of full-time work.

EDUC-A 735 Building Unified Systems Inclusive of Students with Disabilities (3 cr.) P: A675 This course entails applied research in the transformation of special education as a parallel and separate system to a unified system. Using problem-based learning strategies, participants use contemporary examples of school districts along a continuum to plan and design alternative systems of service delivery.

EDUC-A 754 Seminar in Research in Educational Leadership (3 cr.) Limited to candidates for the doctorate with a major or minor in educational leadership. This course focuses on the study of research design, techniques, and procedures applicable to research problems in administration.

EDUC-A 785 Internship in Educational Leadership (1-6 cr.) P: Consent of instructor and advanced graduate standing. This course involves a supervised experience working in schools, agencies, or institutions. S/F grading.

EDUC-A 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in educational leadership. Students should be finished or nearly finished with program course work.

EDUC-A 799 Doctoral Thesis in Educational Leadership (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area. S/F grading.

Elementary and Early Childhood Education Courses

EDUC-E 505 Organization and Administration of Early Childhood Programs (3 cr.) P: One course in early childhood education or consent of instructor. The study of different organizational plans for early childhood programs

from infancy through age eight. Includes discussion of school philosophy, goals, curriculum, housing, staffing, budget, policies for admission, grouping, health, licensing requirements, and school-community relations.

EDUC-E 506 Curriculum in Early Childhood Education (2-6 cr.) Planning the curriculum and selecting and evaluating learning experiences for children ages three through eight years with reference to relevant research. Organizing the classroom to provide maximum integration among experiences in different academic areas. A one-semester course; should be followed by E525 in the same year.

EDUC-E 507 Evaluation of Classroom Behavior (3 cr.) The child as a learner; goals for early childhood programs; organizing the instructional setting including, teacher roles and methods of assessing behaviors; use of this knowledge in organizing and evaluating self and a child in a program.

EDUC-E 508 Seminar in Early Childhood Education (2-3 cr.) Seminar will be based on current interests of students and will serve as a means of synthesizing their experiences. An interdisciplinary approach will be taken to exploring current issues and problems in early childhood education, current happenings as they relate to the issues, and major research efforts to support programs.

EDUC-E 513 Workshop in Elementary Social Studies (1-6 cr.) Means for improving the teaching of social studies in the elementary school. One credit hour is offered for each week of full-time work.

EDUC-E 516 Workshop in Elementary School Science (1-6 cr.) For experienced teachers. Analysis of problems, curriculum trends, teaching techniques, and recent resource materials and development of new educational materials. One credit hour is offered for each week of full-time work.

EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.) P: E506 or consent of instructor. In-depth study of those educators and philosophers, past and present, who have influenced early childhood curricula. Emphasis will be placed on the beliefs of a number of figures (such as Dewey, Piaget, Vygotsky, Montessori), and knowledge of their beliefs influences each student's educational belief system. Should follow E506 in the same year.

EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.) P: E506 or consent of instructor. In-depth study of those educators and philosophers, past and present, who have influenced early childhood curricula. Emphasis will be placed on the beliefs of a number of figures (such as Dewey, Piaget, Vygotsky, Montessori), and knowledge of their beliefs influences each student's educational belief system. Should follow E506 in the same year.

EDUC-E 531 Teaching and Learning in Early Childhood (5 cr.) This course incorporates the important aspects of teaching children in the primary schools years (ages 5-8). Topics include child development, development of literacy and numeracy, accommodating diversity and disability, using technology to support learning, assessment, communicating with families, and collaborating with colleagues and other professionals. (Offered on Bloomington and Indianapolis campuses.)

EDUC-E 532 Teaching and Learning in Middle Childhood (5 cr.) This course incorporates the important aspects of teaching intermediate school (ages 7-12). The focus will be on curriculum development, lesson planning, teaching and assessment strategies, classroom management, supportive learning environments, and inquiry. Students will learn about literacy and mathematical development at this level as well as read current research and practice teacher inquiry. (Offered on Bloomington and Indianapolis campuses.)

EDUC-E 535 Elementary School Curriculum (3 cr.) Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum and methods of evaluating it.

EDUC-E 536 Supervision of Elementary School Instruction (3 cr.) Modern concepts of supervision and the evaluation processes through which they have emerged. Supervisory work of the principal and supervisor or consultant. Study of group processes in a democratic school system.

EDUC-E 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-E 547 Elementary Social Studies Curriculum (3 cr.) Explores the purposes, substantive issues, and content of elementary social studies curriculum. Also examines innovative approaches to designing and implementing social studies curriculum for elementary classrooms.

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.) Designed for experienced teachers to gain greater proficiency in the teaching of science in the elementary school. Individualized learning experiences will be provided for persons interested in middle school teaching.

EDUC-E 555 Human Diversity in Education (3 cr.) Explores issues related to teaching in a complex and diverse culture. Through this class students will become familiar with a range of diversity issues that teachers confront in our society, including cognitive abilities, learning styles, and cultural, racial, and economic backgrounds of children.

EDUC-E 579 Inquiry in Elementary Education (1-3 cr.) P: E535 or equivalent, 6 credit hours of foundations, 6 credit hours of methods, and 9 elective credit hours. An inquiry project to be designed and implemented in an elementary classroom. A study of the methodology of inquiry, including the teacher as a researcher and the use of inquiry as a classroom learning technique.

EDUC-E 590 Research in Elementary Education (1-3 cr.) Individual research.

EDUC-E 594 Master's Seminar in Elementary Education (2-3 cr.) Development of professional projects and reflection upon current teaching practices.

EDUC-E 595 Problem Analysis in Elementary Education: variable title (1-3 cr.) For experienced elementary teachers. Individual and group study of organizational and teaching problems. Techniques of problem analysis and identification. Use of resources contributing to the alleviation of teaching problems.

EDUC-E 650 Internship in Elementary Administration and Supervision (2-5 cr.) P: Basic courses in elementary administration, supervision, and curriculum and consent of instructor. Students work under the guidance of a principal or supervisor and under the general supervision of an Indiana University supervisor.

EDUC-E 690 Internship in Elementary/Early Childhood Education (3-6 cr.) Individualized experience is planned on the basis of the student's professional goals, previous educational background, and experience. Arrangements must be made prior to the semester during which the credit is desired.

Experimental Courses

EDUC-F 500 Topical Explorations in Education: variable title (1-3 cr.) For experimental courses.

Field Experience/Methods Courses

EDUC-M 500 Integrated Professional Seminar (0-6 cr.) This seminar is linked to courses and field experiences included in the Transition to Teaching (T2T) program. It will allow for collaboration among school-based mentors, university-based instructors, and T2T candidates in offering academic content appropriate to the program. The seminar will provide a technology-rich and performance-based professional experience. This course has a fee attached.

EDUC-M 501 Laboratory/Field Experience (1-3 cr.) A laboratory /field experience in education for graduate students. May be repeated.

EDUC-M 511 Field Experience/Professional Development Seminar (1-3 cr.) C: Q506. Laboratory or field experiences in middle or secondary school science classes. May be repeated.

EDUC-M 521 Seconday School Mathematics Curriculum and Assessment (3 cr.) C: M469 and M303. Critical examination of standards and other influences on secondary mathematics programs. Critical examination of past and current secondary mathematics curricula, text materials, and other resources available to support and guide secondary mathematics programs. Development of knowledge and skills related to assessment tools and strategies in secondary school mathematics. Spring semester only.

EDUC-M 522 Teaching Mathematics in the Secondary School (3 cr.) Development of knowledge and skills related to analysis and design of mathematics instruction in secondary school mathematics with attention to selection of appropriate mathematical tasks and tools and the development of classroom discourse communities. Students will be teaching lessons in the co-requisite field experience M501.

EDUC-M 580 Internship in Music (16-1 cr.) Teaching or experience in an accredited school, normally in Indiana.

Credit will be commensurate with time spent in the instructional setting. S/F grading.

EDUC-M 550 Practicum: variable title (16-1 cr.) Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. S/F grading.

EDUC-M 653 The Nature of Social Studies (3 cr.) Exploration of the relationships among history, the social sciences, and social studies in elementary and secondary schools.

Gifted and Talented Education Courses

EDUC-W 551 Education and Psychology of the Gifted and Talented (3 cr.) Develops an understanding of the nature and needs of gifted and talented individuals. Emphasizes gifted and talented identification and selection strategies, characteristics, and educational opportunities.

EDUC-W 552 Curriculum for the Gifted and Talented (3 cr.) Describes and evaluates gifted and talented curricular theories and models as well as traditional subject matter modifications. Also critically examines implementation and organization of programs.

EDUC-W 553 Methods and Materials for the Gifted and Talented (3 cr.) Concentrates on the teaching techniques that benefit the gifted learner. Teacher and learner styles are discussed as well as those skills necessary to deal adequately with these students. The course also examines selection, development, and evaluation of materials for use with the gifted student.

EDUC-W 560 Topical Seminar in Gifted Education: variable title (3 cr.) Intensive study of selected topics pertaining to gifted and talented education. May be repeated for credit.

EDUC-W 595 Practicum: Gifted and Talented (3-6 cr.) Provides supervised field experience with gifted and talented learners. Participants will be given responsibility for planning, directing, and evaluating activities for gifted students.

Graduate Education Courses

EDUC-G 901 Advanced Research (9 cr.) Open only to doctoral candidates who have been admitted to candidacy, i.e., have passed qualifying examinations and completed all program course work except the dissertation. Enrollment is restricted to six semesters. This course is not offered in summer sessions.

Higher Education Courses

EDUC-C 565 Introduction to College and University Administration (3 cr.) Types of institutions and their organization and roles on the nationwide scene; their principle administrative functions, including faculty personnel, business management, public relations; relationship of student personnel to other administrative positions.

EDUC-C 585 Principles of Fundraising Management (3 cr.) Aspects of the fundraising process for nonprofit organizations: assessing the organization's value base, preparing its case, techniques and strategies, sources

of support, human resource development, and process management. Societal factors that may affect the processes are also reviewed.

EDUC-C 595 Legal Aspects of Philanthropy (3 cr.)
Provides a comprehensive review of types of charitable organizations; examines the legal issues relating to philanthropy and philanthropic endeavors in contemporary society. Topics include basic income, gift, and estate tax laws applicable to donors and to charitable organizations.

EDUC-C 620 Proseminar in Higher Education (3 cr.)
This course is an introduction to the scholarly study of the field of higher education. Students will be introduced to current issues, theories, forms of inquiry, and disciplinary perspectives relevant to the study of higher education.

EDUC-C 654 Higher Education in the United States (3 cr.) P: Master's degree. Historical development, social impact and relationships, and pattern of systems of higher education in the United States with primary attention to traditional colleges and universities, both public and private.

EDUC-C 654 Higher Education in the United States (3 cr.) P: Master's degree. Historical development, social impact and relationships, and pattern of systems of higher education in the United States with primary attention to traditional colleges and universities, both public and private.

EDUC-C 656 Nontraditional Higher Education Institutions (3 cr.) Historical and sociological approach to the study and understanding of the nontraditional postsecondary educational institutions; i.e., community colleges, commuter campuses, technical institutes, etc. Attention will be given to topics concerning the relationships between these institutions and the academic community, the governance system, the students, and the physical environment of the institution.

EDUC-C 664 Higher Education Organization (3 cr.) This course, using the literatures from organizational theory and from higher education, contrasts traditional Weberian with non-orthodox views of colleges and universities as organizations focusing on paradoxical processes.

EDUC-C 665 Higher Education Administration (3 cr.)
P: Master's degree. C: C654 Patterns of organization and administration for academic, business, student, and public relation activities.

EDUC-C 670 Problems in Financing Higher Education (3 cr.) P: Master's degree and C665. Sources of income, fundraising and development, community and state support, efficiency in higher education, unit costs of instruction, statewide coordination, and student aid.

EDUC-C 675 Supervised College Teaching (2-3 cr.)
P: Master's degree. Opportunities for advanced graduate students to teach college classes under close supervision and to participate in a seminar on college teaching.

EDUC-C 690 Independent Study in Higher Education (3-1 cr.) P: Individual research or study with a higher education faculty member, arranged in advance of registration. A one- or two- page written proposal should be submitted to the instructor during the first week of the term, specifying the scope of the project, project activities, meeting times, completion date, and student products.

Ordinarily, C690 should not be used for the study of material taught in a regularly scheduled course.

EDUC-C 695 Academic Problems in Higher Education (3 cr.) P: C654 and C665. An examination of academic policies and practices that directly affect faculty. Presents an overview of academic ethics; diversity of institutions; goals and purposes; planning and decision making; governance, trustees and administrators; academic freedom and tenure; faculty roles; student outcomes; student retention; curriculum, teaching and learning; and higher education futures.

EDUC-C 705 Legal Aspects of Higher Education (3 cr.)
P: Master's degree, C654, and C665. Study of the more important state and federal court decisions affecting facets of the operation and administration of universities, colleges, junior colleges, and technical institutes; visible trends in the law of higher education and the underlying philosophies.

EDUC-C 747 Practicum in Administration (6-1 cr.)
P: Master's degree, C665, and consent of instructor. Application of theory and knowledge gained in classroom, in an administrative office of a college or university, or in an agency related to higher education.

EDUC-C 750 Topical Seminar: variable title (6-1 cr.)
P: Master's degree and consent of the instructor. Current issues, developments, and concerns bearing on higher education. Specific topics vary each semester.

EDUC-C 760 Internship in Administration (6-1 cr.)
P: Master's degree, C665, and consent of instructor. Practical application of learning and skills developed during course work by serving under supervision as staff members of cooperating colleges, universities, governmental commissions, and educational agencies.

EDUC-C 788 Seminar in Research in Higher Education (3 cr.) Study of research design, techniques, and procedures applicable to research problems in administration.

EDUC-C 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in Higher Education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-C 799 Doctoral Thesis in Higher Education (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Higher Education and Student Affairs Courses

EDUC-U 544 Introduction to Student Affairs Work in Higher Education (3 cr.) An introduction to (1) the functional areas within student affairs divisions, (2) philosophical foundations of the field of student affairs work, and (3) current issues in the field. The basics of program planning and evaluation are also introduced.

EDUC-U 546 Diverse Students on the College Campus (3 cr.) This course focuses on the diversity of students on the college campus. Readings, guest lectures, and course

assignments will be used to learn about diverse students' culture. The format will be lecture combined with class discussion.

EDUC-U 547 Professional Development in Student Affairs (1-7 cr.) Supervised experience in a student affairs related office. Overview of resource management associated with supervision, technology in higher educatin, and promising educational, teaching and leadership practices. (BL)

EDUC-U 548 Student Development Theory and Research (3 cr.) Overview of the social, psychological, and student affairs literature related to college student development. Relationships between student characteristics and college outcomes. Applications of psychosocial, cognitive developmental, and person-environment interaction theories to student affairs work are considered in depth.

EDUC-U 549 Environmental Theory and Assessment in Higher Education (3 cr.) Selected environmental theories are examined (e.g., human aggregate, physical/architectural, campus ecology, cultural, perceptual). Various environmental assessment approaches for use in postsecondary settings are reviewed. Strategies for humanizing campus environments are examined, with a particular emphasis on members of historically underrepresented groups.

EDUC-U 550 Topical Seminar in Higher Education and Student Affairs: variable title (1-3 cr.) An investigation of issues, functions, and concerns that relate to higher education and student affairs administration, current issues in college personnel, and international student concerns.

EDUC-U 551 Administrative Practices (1 cr.) An overview of budgeting practices and personnel issues in colleges and universities.

EDUC-U 553 College Student and the Law (2 cr.) The course provides a practical, working understanding of the legal foundations that govern student-institution relations, investigates how these relations are interpreted by the courts, and identifies the basic factors that can influence a court's interpretation. (B)

EDUC-U 559 Seminar in Residence Life (2 cr.) Consideration of policies and procedures common to residence life administration. Application of student development, environmental, and organizational development theory to residential settings.

EDUC-U 560 Internship in Student Affairs (1-4 cr.) P: Appointment to off-campus internship. Relates theory to practice through supervised experience in student affairs.

EDUC-U 570 Workshop: Student Personnel Administration (in topical area) (1-3 cr.) Provides opportunity for persons with experience to study current trends and issues as related to functional areas of student personnel administration. Duration one to three weeks.

EDUC-U 580 Issues and Problems in Higher Education and Student Affairs Administraion (3 cr.) An integrative seminar that (1) looks at the impact of student affairs work on institutions of higher education and (2) examines the relationship between student affairs work and the academic enterprise in college and universities. There is a focus on the role orientation of administration and faculty.

EDUC-U 590 Independent Study in Higher Education and Student Affairs (3-1 cr.) Individual research or study with a Higher Education and Student Affairs faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, U590 should not be used for the study of material taught in a regularly scheduled course.

History, Philosophy, and Policy Studies in Education Courses

EDUC-H 504 History of American Education (3 cr.) A study of education, both informal and institutional, in American history leading to an understanding of present educational theory and practice.

EDUC-H 510 Foundations of Educational Inquiry (3 cr.) Examination of the nature and purpose of educational inquiry with a focus on topics in social science epistemology.

EDUC-H 520 Education and Social Issues (3 cr.) Identification and analysis of major problems set for education by the pluralistic culture of American society.

EDUC-H 525 Anthropology of Education (3 cr.) The bearing of modern and contemporary anthropological thought and cultural theory on selected problems of education; interdisciplinary approach to educational theory; designed for graduate students in education.

EDUC-H 530 Philosophy of Education (3 cr.) A study of representative topics in the philosophy of education, indoctrination, the nature of teaching and learning, moral issues in education, etc.

EDUC-H 538 Critical Thinking and Education (3 cr.) A philosophical examination of the role of education in fostering the development of critical-creative thinking, with an emphasis on (1) techniques of reasoning; (2) methods of logical appraisal formal versus informal; and (3) their application in the classroom.

EDUC-H 540 Sociology of Education (3 cr.) Examines the role of schools in society; the interaction between schooling as a social institution and other institutions of society; the effects of society on educational processes and practices; the functioning and characteristics of schools as formal organizations; and the contribution of schooling to social system maintenance and change.

EDUC-H 551 Comparative Education I (3 cr.) Introduction to the comparative method in the study of educational systems in different societies. Provides students with conceptual and methodological tools from the field of education and related disciplines—such as sociology, political science, anthropology, and economics—for studying societal school systems in depth and making international and cross-cultural comparisons.

EDUC-H 552 Comparative Education II (3 cr.) P: H551. A continuation of the introductory course to comparative education. Run on a seminar basis, the course allows students to select an educational problem or a national

system which they will analyze from a comparative perspective, applying the concepts and methodologies introduced in H551.

EDUC-H 553 Travel Study: variable title (1-6 cr.)
Provides an opportunity to conduct independent inquiry while traveling to different areas of the United States and foreign countries.

EDUC-H 560 Education and Change in Societies (3 cr.) Analysis of the role of education and literacy in national development, modernization, and change processes. Compares the historical role schools have played in the growth of industrialized countries with present demands placed on educational systems in the developing countries.

EDUC-H 590 Independent Study in History, Philosophy, and Comparative Education (1-3 cr.)
P: Individual research or study with a History, Philosophy, and Comparative Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, H590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-H 600 Concepts and Arguments in Education (3 cr.) The use of philosophic resources in the analysis of the grounds and reasons for educational claims.

EDUC-H 601 Historical Inquiry in Education (3 cr.)
Methodology of historical inquiry in education, including selection and definition of topics, collection and verification of data, interpretation of evidence, and art of historical writing.

EDUC-H 603 Classics in Philosophy of Education (3 cr.) Selected readings from authors such as Plato, Aristotle, Aquinas, Descartes, Kant, and Nietzsche.

EDUC-H 620 Seminar in Educational Policy Studies (3 cr.) Critical study of educational policy and the related field of educational planning. Relates educational policy to social policy, science policy, and communication policy within a social system and to what consequently happens in a system's classrooms. Introduction to some tools and approaches to policy design and educational planning here and abroad.

EDUC-H 622 Seminar: Issues in Education Policy (3 cr.) Critical study of contemporary issues of education policy research with a special emphasis on policy implementation. The emerging policy agendas in K-12, higher education, and international education are considered. This course complements H620 Seminar in Education Policy Studies.

EDUC-H 623 Education Policy Research Seminar (1 cr.) P: Admission to education policy studies major or minor. Discussion of faculty, student, and other experts' research on education policy.

EDUC-H 631 Social and Political Philosophy and Education (3 cr.) Methods and concepts of social and political philosophy relative to educational issues.

EDUC-H 637 Topical Seminar: variable title (3 cr.)
P: Consent of instructor. Critical examination of a problem area in history of education or comparative education that has been extensively studied by the instructor.

EDUC-H 638 Aesthetics and Education (3 cr.) Selected topics in philosophical aesthetics as they relate to aesthetic appreciation, art criticism, and art production or performance as educational objectives.

EDUC-H 650 Theory of Knowledge and the Educational Process (3 cr.) Consideration of theories of knowledge as they relate to educational objectives, methods of instruction, and curriculum organization.

EDUC-H 657 Topics in the Philosophy of Education (3 cr.) Critical examination of a philosophy of education problem area that has been intensively studied by the instructor.

EDUC-H 710 Advanced Study in Philosophy of Education (3 cr.) Advanced study in periods, movements, or branches of philosophy of education.

EDUC-H 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in history, philosophy, and policy studies in education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-H 750 Topical Inquiry Seminar in History of Education: variable title (3 cr.) Consideration of theoretical or research problems in the conduct of inquiry especially dissertation studies in the history of education.

EDUC-H 799 Doctoral Thesis in the History of Philosophy of Education (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

In-Service Education Courses

EDUC-W 505 Professional Development Workshop: variable title (1-6 cr.) Workshop to meet specific professional needs.

Instructional Systems Technology Courses

EDUC-R 503 Application of Instructional Media and Technology (3 cr.) Surveys the characteristics of widely used types of audiovisual media (e.g., slides, film, video) and technologies of instruction (e.g., programmed instruction, simulation/gaming, computer-assisted instruction). Provides guidelines for selection of media and techniques. Develops media presentation skills. For IST majors, does not count toward the minimum credit-hour requirement.

EDUC-R 505 Workshop in Instructional Systems Technology (1-6 cr.) Topical workshops on selected media/technology emphasizing hands-on experience. Content will vary (e.g., multimedia, microcomputers, simulations/ games). This is a service course that may or may not be applicable to IST majors depending on working topic and content.

EDUC-R 511 Instructional Technology Foundations I (3 cr.) Introduction to the field, theory, and profession of instructional technology, including definitions of instructional technology, the history of the field, and current trends and issues. Includes participation in a colloquium, a series of presentations and discussions devoted to broadening understanding of the instructional technology field and career opportunities.

EDUC-R 519 Effective Writing for Instructional Technology (3 cr.) Emphasis is reader- centered writing in the creation of instructional materials. Additionally, students will develop skills in writing business as well as technical proposals and reports using suitably direct and simple language.

EDUC-R 521 Instructional Design and Development I (3 cr.) Introduces the instructional systems development process, from analysis through evaluation and implementation, and includes practice in all phases. Emphasizes design issues such as classification of learning tasks, selection of instructional strategies, and development of prototypes. Students practice the design of effective and appealing instruction based on principles from instructional theory.

EDUC-R 522 Instructional Design and Development II (3 cr.) Explores in depth the components of the instructional development process, focusing on design issues: classification of learning tasks, selection of instructional strategies and tactics, and construction of prototypes. Students practice the design of effective and appealing instruction based on principles from instructional theory.

EDUC-R 541 Instructional Development and Production Process (3 cr.) P: R521 Students are introduced to the multimedia production process. Emphasizes basic skills in writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, and quality assurance. Laboratory use of text, still image, video, audio, animation, authoring, and presentation software.

EDUC-R 542 Instructional Graphics Design (3 cr.) Introduction to instructional graphics design. Promotes visual thinking and problem solving with an emphasis on multimedia based application for instructional learning environments. Focuses on message design principles, specifically as they relate to graphic design. Explores the philosophy and use of appropriate technology.

EDUC-R 546 Instructional Techniques to Facilitate Thinking, Collaboration, and Motivation (3 cr.) Students in this course will learn how to develop learning environments that stimulate critical thinking and creativity, and that promote operative learning and motivation. To highlight method similarities and differences and to link theory to practice in each area, scientifically researched strategies and programs will be illustrated through hand-on activities. (Bloomington/Indianapolis)

EDUC-R 547 Computer-Mediated Learning (3 cr.) P: R521 and R541. Intermediate-level course on design, development, and formative evaluation of computer-mediated learning programs. Instructional design strategies based on research on effective practice are emphasized. Students use software development tools to create and evaluate interactive lessons including questions for assessing learning achievement.

EDUC-R 561 Evaluation and Change in the Instructional Development Process (3 cr.) P: Methods and principles for evaluating instructional products during each stage of the instructional systems development process. With regard to change, the course focuses on change theory and principles as they relate to adoption and use of instructional products.

EDUC-R 563 Business and Economic Dimensions of Training and Development Process (3 cr.) P: 561. Linking training programs directly to business needs, problems, and opportunities using the concepts and applications of economic theories such as return on investment and value added. Means of determining the internal efficiency of training programs, their costs, and impacts.

EDUC-R 580 Instructional Systems Technology Colloquium (.5 cr.) P: Students and faculty participate every week in a colloquium which usually begins with a presentation on a substantive topic, followed by an open discussion. Presenters may include IST faculty, practicing professionals, and IST doctoral students. Course is repeatable for a maximum of 1 credit.

EDUC-R 586 Practicum in Instructional Systems Technology (1-3 cr.) P: R521, R541. The development of practical competencies in such components of instructional technology as development, production, materials evaluation, and project management and implementation. One credit hour requires approximately 48 hours of laboratory and / or independent work.

EDUC-R 590 Independent Study in Instructional Systems Technology (1-3 cr.) P: Individual research or study with an Instructional Systems Technology faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, R590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-R 611 Instructional Technology Foundations II (1 cr.) P: R511. An in-depth study of the field, theory, and profession of instructional technology, including the evolution of research questions in the field of instructional technology.

EDUC-R 620 Instructional Task Analysis (3 cr.) P: R521. Principles and practice of analysis of instructional tasks. Study of task configurations, taxonomies for task classification, and task sequencing. Extensive analysis of actual instructional behaviors.

EDUC-R 621 Needs Analysis and Assessment (3 cr.) P: R521. Theories, principles, and practice of analysis and assessment of needs from perspective of organizational, curriculum, and instructional development. Exploration of contextual paradigms. Study of deficiencies and discrepancies in human performance. Root cause analysis. Extensive analysis of role needs in contrasting environments.

EDUC-R 622 Learning Environments Design (3 cr.) P: R521. Principles and practice of environmental

design. Study of interrelationships among environmental variables. Use of decision models in the design process. Design, construction, and testing of learning environments representing alternative profiles of variables.

EDUC-R 625 Designing Instructional Systems (3 cr.) P: R521. An advanced course in instructional development. Students work in small groups to solve real or simulated instructional problems of substantial scope. Requires application of principles of planning, analysis, design, production, evaluation, implementation, and management. Design decisions derive from theory and research.

EDUC-R 626 Instructional Strategies and Tactics (3 cr.) P: R521. An elaboration on the instructional-strategies portion of R522. Aims to help students develop a deeper understanding of instructional theory and a greater ability to create effective, efficient, and appealing instruction in any content area for any audience and with any medium, including live instruction.

EDUC-R 630 Learner Analysis in the Instructional Technology Process (3 cr.) P: R521. Methods for utilizing student information in the instructional technology process. Use of criterion-referenced instruments to diagnose entry behavior and place students in the instructional environment. Use of task and aptitude information to create differentially effective mediated treatments.

EDUC-R 641 Instructional Development and Production Process II (3 cr.) P: R541. Given an instructional problem presented by a real-world client, student teams create a design plan for an interactive product and complete the instructional development process. Emphasizes intermediate skills in writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance, and teamwork. Laboratory use of software applicable to the design problem.

EDUC-R 660 Change Management, Consulting, and Group Training (3 cr.) P: R561. Studies the social and psychological principles relevant to understanding the processes of change. Consideration of the psychological principles of perception, motivation, and learning and the social-psychological forces of interpersonal and small group dynamics. Integration of these principles into consulting and working with groups in training and development settings.

EDUC-R 665 Managing Training and Development Projects (3 cr.) P: R511, R521. This course addresses the planning and management of successful training and development projects. Topical areas include organizational issues, managing human resources, team structures, defining project requirements, and quality assurance. Tools will be utilized to enhance project planning, scheduling, monitoring, and control, including software designed to support project managers.

EDUC-R 667 Educational Systems Design (3 cr.) Introduces students to the opportunities and challenges of systemic restructuring in education and corporate training. It is concerned with both product and process issues: what an educational or training system should be like for a post industrial information-age society, and what process will most facilitate transformation to such a system.

EDUC-R 685 Topical Seminar in Instructional Systems Technology (1-3 cr.) P: Consent of instructor. Intensive study and discussion of a specific topic of current interest in the theory and/ or practice of instructional technology.

EDUC-R 686 Internship in Instructional Systems Technology (3-6 cr.) P: R511, R521, R541. To be completed during the final stages of a degree program. Provides an opportunity for students to gain professional experience in a work situation appropriate to their career goals. Students are assigned to a cooperating agency and work in consultation with an IST faculty internship coordinator.

EDUC-R 690 Application of Research Methods to Instructional Systems Technology Issues (3- cr.) Problems of research are taken up with special emphasis on research designs for instructional systems technology. Students participate in the various aspects of a research project, including the writing of a research report. This course is part of IST inquiry sequence and serves as IST's doctoral linkage courses.

EDUC-R 695 Topical Inquiry Seminar in Instructional Systems Technology variable title (3 cr.) P: R690. Critical examination of current inquiry in an emphasis area in instructional systems technology. Specific topics will vary. Students complete one or more aspects of a research project. Course serves as early IST inquiry experience for doctoral students.

EDUC-R 699 Specialist Project in Instructional Systems Technology (1- cr.) P: No more than 15 credit hours remaining and completion of most specialist course work. Individual instructional technology project serving as the culminating experience in the specialist degree program. The project will be presented and evaluated at a final meeting with the student's advisory committee.

EDUC-R 711 Readings in Instructional Technology (3- cr.) P: R511, R521, R541, R561, and the majority of doctoral courses completed. Selected advanced readings in instructional technology and related fields with guidance from members of the IST faculty. S/F grading.

EDUC-R 741 Instructional Development and Production Process III (3- cr.) P: R641. Working with a client, student teams conduct the entire instructional design and development process. Emphasizes advanced skills in writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance, and teamwork. Laboratory use of multimedia software development tools as required.

EDUC-R 745 Development/Production Role Specialization (3- cr.) P: R741. Advanced practice and in-depth study of instructional design, interface design, graphic design, authoring, evaluation, or project management. Students specialize in one of these roles on an R641 or R741 product development team. Students receive individualized coaching in their specialized roles.

EDUC-R 780 Instructional Systems Technology Research Colloquium (.5- cr.) P: Doctoral student status. The emphasis of this colloquium is on research methodologies in the field of IST. Faculty and students will meet to discuss research being conducted within the IST department and review research discussed in the literature. May be repeated for a maximum of one credit.

EDUC-R 795 Dissertation Proposal Preparation in Instructional Systems Technology (1-3 cr.) P: R690, R695, and approved program of studies. This course is for the development of a dissertation proposal in instructional systems technology. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work. S/F grading.

EDUC-R 799 Doctoral Dissertation in Instructional Systems Technology (1-12 cr.) P: R795 may be taken concurrently, draft prospectus, and approval of faculty member who agrees to serve as director. Credit earned over more than one semesters. Involves individualized study. For Ph.D., reflects the ability to conduct an original piece of research. For Ed.D, may involve significant work in evaluation, program development, description, or other suitable studies of professional practice. [S/F grading]

Learning and Developmental Sciences / Educational Psychology Courses

EDUC-P 501 Statistical Method Applied to Education (3 cr.) An introduction to statistical methods needed for basic data analysis in education. Includes an introduction to distribution of variables, measures of central tendency, variability, hypothesis testing, correlation techniques, one-way analysis of variance, and simple regression analysis. Emphasis is placed on theoretical and computational skills.

EDUC-P 506 Topical Workshop in Educational Psychology (0-3 cr.) Individual and group study of selected topics in the field of educational and school psychology.

EDUC-P 507 Assessment in Schools (3 cr.) Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

EDUC-P 510 Psychology in Teaching (2-3 cr.) Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and of the teacher's assumptions about human behavior and its development. Intended for current and prospective classroom teachers who are working toward a master's degree.

EDUC-P 510 Gerontology: Multidisciplinary Perspectives (3 cr.) Multidisciplinary perspectives on aging. Topics include: research methods; demographics; historical and cultural aspects of aging; biological and social theories of aging; physical, cognitive, and personality changes in old age; physicsal and mental health in old age; social relationsips in old age; and death. Implications for social policy are emphasized.

EDUC-P 514 Life Span Development: Birth to Death (3 cr.) A survey course of human development from infancy through old age, emphasizing the life span perspective of development. Classical stage theorists, current popular conceptions, major research findings, and educational implications for all life stages from birth to death.

EDUC-P 515 Child Development (3 cr.) Major theories and findings concerning human development from birth through the elementary years as they relate to the practice of education. Topics include physical development, intelligence, perception, language, socioemotional development, sex role development, moral development, early experience, research methods, and sociodevelopmental issues relating to education.

EDUC-P 516 Adolescent Development (3 cr.) Examination of major theories and findings concerning biological, cognitive, social, and emotional development during adolescense, emphasizing educational and clinical implications. Topics may include puberty and adolescent health, identity development, decision-making, the role of families, peers and romantic relationships, schools and achievement, and socioemotional problems in adolescence.

EDUC-P 517 Adult Development and Aging (3 cr.) Development in early, middle, and late adulthood. Topics include: development research methods; racial and ethnic diversity in adult development; social relationsips in adulthood; work, leisure, and retirement; changes in health, sensory, cognitive, and personality functioning; coping; mental health interventions; and communicating with the elderly.

EDUC-P 518 Social Aspects of Aging and Aging Families (3 cr.) This course explores the social, familial, resource needs, and unique life problems of older adults. Contemporary responses to these needs and conditions by the public health and social systems are examined. The course involves critical analysis based on theory and research of current social events relating to issues in aging.

EDUC-P 525 Psychological Issues in Education (3 cr.) P: Graduate standing. Historic, current and emergent issues in psychology and education are explored. Issues are selected that reflect psychological theory and that have practical implications for education. While designed for teachers and other educators, students from all disciplines are invited.

EDUC-P 526 Theory and Method in Educational Psychology (2-3 cr.) The major conceptual systems and methodologies that shape educational, school, and counseling psychology. For students majoring in educational, school, or counseling psychology.

EDUC-P 530 Instructional Psychology (3 cr.) Psychological concepts, research, and methods related to instruction and effective teaching. Instruction is considered in both school and nonschool settings, and in both teacher- conducted and instructor-free modes. Topics include relevant theories of instruction, knowledge representation, problem solving, cognitive strategies, transfer, and instructional decision making.

EDUC-P 540 Learning and Cognition in Education (3 cr.) Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for the design of classroom learning situations.

EDUC-P 544 Applied Cognition and Learning Strategies (3 cr.) Survey of applied cognitive psychology,

including information processing, schema theory; cognitive and metacognitive learning strategies; reading comprehension; mnemonic devices and other study skills; expert-novice research; technology related learning supports; process and protocol analysis; problem representation and problem solving in math; and new assessment tools and measures.

EDUC-P 545 Educational Motivation (3 cr.) Examines motivation as a theoretical construct, as a research topic, and applications to educational contexts. Course emphasizes cognition-motivation link.

EDUC-P 550 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.

EDUC-P 566 Social Psychology in Education (3 cr.) P: P525 of consent of instructor. Application of social-psychological concepts and principles in education: role theory, attitude theory and measurement, attitude formation and change, leadership, group dynamics, social perception, communication and interaction, organizations, theory and methodology in social psychology.

EDUC-P 570 Managing Classroom Behavior (3 cr.) An analysis of pupil and teacher behaviors as they relate to discipline. Attention is given to the development of such skills as dealing with pupil's problems and feelings, behavior modification, reality therapy, assertiveness in establishing and maintaining rules and group processes. Designed for teachers, administrators and pupil personnel workers.

EDUC-P 571 Proseminar in Learning Science (1 cr.) Presentations by learning science faculty and students as well as invited speakers from throughout the world. Students enroll each semester until the accumulate 5 credit hours. Students will discuss and write critiques of presentations as well as make a presentation.

EDUC-P 572 Introduction to the Learning Sciences (3 cr.) The course is a review of the major philosophies, methodologies, and conceptual systems that shape the learning sciences.l

EDUC-P 573 Learning Science Apprenticeship (3 cr.) Across two semesters, students work in research laboratories of learning science faculty and meet weekly as a group to reflect, discuss, and collaborate. Students will write a research proposal for their use in Learning Science Apprenticeship II.

EDUC-P 574 Topical Seminar in Learning Sciences (1-3 cr.) Special topic seminars by learning science faculty or visiting scholars. Potential topics include higher education pedagogy, embodied cognition, gaming/ simulation in problem solving.

EDUC-P 575 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.

EDUC-P 590 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 products. Ordinarily, P590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-P 591 Cognitive Assessment and Intervention (4 cr.) Historical and current theories of intellectual functioning. Supervised practice in the use and interpretation of major individually administered measures of cognitive behavior. Emphasis on ethical test use in a diverse society and linking assessment results to cognitive behavioral and self- monitoring interventions for children and adolescents.

EDUC-P 592 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.

EDUC-P 595 Practicum in School Psychology (3-1 cr.) P: Consent of instructor. Supervised experience in various educational settings. Use of psychometric techniques with children, advising on decisions about children, and conferences to aid children's academic and social efficiency. May be repeated.

EDUC-P 596 Internship in School Psychology I (1-6 cr.) P: Consent of instructor. Supervised, intensive field experiences in a school setting for a full academic year for Ed.S. students in School Psychology.

EDUC-P 600 Topical Seminar in Learning, Cognition, and Instruction (3 cr.) P: Previous graduate course work in learning, cognition, or instructional psychology. A seminar involving an intensive analysis of the research and theory on selected topics in learning, cognition, and instruction, as well as implementation issues in an educational environment.

EDUC-P 622 Social Development (3 cr.) P: 12 hours of graduate coursework. Social development from birth to young adulthood. Topics include: attachment relationship; self-concept and understanding of others; temperament and personality; parent-child relationships; sibling relationships; friends and peer relationships; and the development of agggression. Implications of theory and research for educators and clinical practitioners are emphasized.

EDUC-P 623 Advanced Child Development (3 cr.) P: P515 or equivalent. Seminar for doctoral students in issues of human development covering infancy, preschool, and elementary school ages. Emphasis is placed on the educational implications of development. Readings include current theory and research articles.

EDUC-P 624 Brain Research Applied to Educational and Clinical Practice (3 cr.) P: 12 hours of graduate coursework. Research in developmental neuropsychology

applied to educational practice and to clinical practice in school psychology and counseling psychology. Topics include: the interaction of biology and experience; child maltreatment and brain development; implications of brain research in the development of attention, memory, self-regulation, language, reading, mathematics, temperament, emotions/depression, attachment, and aggression.

EDUC-P 625 Fmaily Processes and Child/Adolescent Development (3 cr.) P: 12 hours of graduate coursework. Areas of family process are examined in relation to child and adolescent development. These include the parenting subsystem (attachment, styles, beliefs, practices, and corporate punishment), the marital subsystem (conflict, divorce, remarriage), and the family system. The effects of child temperament, culture, and poverty will be emphasized. Implications of theory and research for educational and clinical practice will be emphasized.

EDUC-P 631 Theorizing Learning in Context (3 cr.) P: P572. Course examines and analyzes the fundamental ideas about learning and knowing that engage the field. Specifically, this course will consider four aspects of knowing and learning: epistemological perspectives; cognitive development; motivation; and learning theory.

EDUC-P 632 Designing for Learning in Context (3 cr.) P: P572. Course examines current design frameworks based on contemporary learning theory, experiencing exemplary learning environments, and understanding the resulting research. The goal of this course is the ability to design learning environments that have a local impact on the learners as well as a scholarly impact.

EDUC-P 633 Capturing Learning in Context (3 cr.) P: P572. Course examines theories and methods for capturing, supporting, and assessing knowing and learning as it occurs in Context, in order to build theory while refining practice. Each student will carry out and document knowing and learning in at least one context using at least two different methods to capture learning.

EDUC-P 640 Thinking and Learning in Social Contexts (3 cr.) P: P525, P530, P540, P550, or equivalent of any of these. Examines social contexts literature relevant to creating effective learning environments and guiding learner psychological development. Emphasis on sociocultural theories of mind and learner- centered psychology. Topics may include social interaction and classroom discourse, cooperative learning, scaffolded instruction, cognitive apprenticeships, intersubjectivity, and problem-based learning.

EDUC-P 650 Topical Seminar in Educational Psychology variable title (1-3 cr.) Intensive advanced study of research and theory on selected topics.

EDUC-P 671 Advanced ProSeminar in Learning Sciences (1 cr.) Faculty and students from Learning Sciences, Cognitive Science, and Informatics participate in public presentations, and critical debates of research. Course activities include developing, presenting and critiquing students' research studies. Intended for second year Learning Sciences students.

EDUC-P 674 Advanced Topical Seminar in Learning Sciences (1-3 cr.) P: P574 or 12 hours of graduate course work. Topical seminar for doctoral students in Learning Sciences. Possible topics include higher

education, pedagogy, embodied cognition, gaming/simulation, and problem solving.

EDUC-P 680 Ethical, Legal, and Professional Issues in School Psychology (1-3 cr.) Ethical and legal issues in the provision of comprehensive school-based psychological services. Organization, administration, and evaluation of service delivery in the context of diverse children, schools, and communities.

EDUC-P 682 Developmental Psychopathology of Childhood and Adolescence (3 cr.) Emphasis on a developmental approach to understanding psychopathology of childhood and adolescence. Students will learn about emotional, behavioral, developmental, and educational problems of children and adolescents over time, their stability and change, and risk and protective factors. Discussion of current research and practical applications are included.

EDUC-P 681 Psychology of Cultural Diversity: Equity and Opportunity in Public Education (3 cr.) P: 12 hours of graduate course work in psychology or permission of instructor. Addresses the history and context of racial and socioeconomic disparities in public education and methods for addressing these inequities. Data on racial test score gap and minority overrepresentation in special education are studied. Several education subsystems are considered as possible sources of educational inequity, including curriculum, discipline practices, and teacher expectations. The course includes examination of the history and influence of race and racism in the U.S., the concept of white privilege, and an exploration of role-specific strategies for improving equity in public education.

EDUC-P 690 Independent Study in Educational Psychology (1-3 cr.) P: 36 credit hours of graduate credit. Reading and/or research directed by an educational psychology faculty member.

EDUC-P 691 Personality Assessment and Intervention (3 cr.) P: Y527 or equivalent, P682 or equivalent, consent of instructor, and graduate standing in school psychology or counseling psychology. Administration, scoring, interpretation, and reporting of selected personality and behavioral assessment instruments and procedures, and linking assessment results to educational and therapeutic interventions. Emphasis on practical applications.

EDUC-P 692 Seminar in Therapeutic Interventions with Children (3 cr.) P: P540 or equivalent, and consent of the instructor. Course work in counseling and personality theory recommended. Emphasis on behavioral intervention techniques with children having behavioral/emotional problems, school consultation, play therapy, and related techniques.

EDUC-P 695 Practicum in Personality and Behavioral Assessment (1-2 cr.) P: P691 or consent of instructor. Supervised experience in conducting personality and behavioral assessments of children and/or adults in various settings, such as schools, mental health settings, and hospitals. May be repeated.

EDUC-P 696 Practicum in Therapeutic Interventions with Children (1-2 cr.) P: P692 or consent of instructor. Supervised experience in therapeutic interventions with children in mental health settings, schools, etc. Emphasis

on behavioral techniques, counseling, therapy, and consultation. May be repeated.

EDUC-P 697 Advanced Practicum in School Psychology (1 cr.) P: Consent of instructor. For advanced doctoral students in school psychology. Experience in providing psychological and educational services to children and youth, parents, teachers, and others at advanced, more independent level. Also will provide some supervision to less experienced students. May be repeated.

EDUC-P 699 Internship in School Psychology II (1-2 cr.) P: Advanced standing in school psychology Ph.D. program and consent of instructor. Supervised, intensive field experience. Minimally, one-half time in work directly related to public schools. Remainder may be in institutions primarily designed for providing services to children and families.

EDUC-P 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in educational psychology. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-P 799 Doctoral Thesis in Educational Psychology (1-12 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.

Literacy, Culture, and Language Education Courses

EDUC-L 500 Instructional Issues in Language Learning (3 cr.) This course reviews the principles and the current instructional issues related to learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored.

EDUC-L 502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.) Explores the linguistic and cognitive dimensions of language as they relate to the teaching of reading. Discusses relationships among the systems of language and among the various expressions of language. Always includes topics on pragmatics, semantics, grammar, and dialect.

EDUC-L 503 Assessment Literacy for Cultural and Linguistic Diversity (3-4 cr.) Defines assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional and alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessments for and of learning. B, I

EDUC-L 504 Identifying and Working with Learner Literacy Difficulties (3 cr.) P: L517 or L545, and P507. Examines methods and tools for identifying and working with literacy difficulties. Emphasizes on-going assessment as part of the teaching process as well as techniques effective with at-risk literacy learners.

EDUC-L 505 Second Language Literacy Instruction (3-4 cr.) Explores the role of world knowledge, language knowledge, and literacy knowledge in second language literacy development. Topics include critical literacy, culturally responsive curriculum, differentiation, miscue analysis, strategies for promoted comprehension, writing and vocabulary development across the curriculum, current research and effective assessment, assistance, and pedagogy. B, I

EDUC-L 506 Reading and Academic Support of Postsecondary Learners (1-3 cr.) Theory and practice in the field of academic support services, special emphasis on roles and uses of reading, writing, and language. Topics include review of current literature on learning at postsecondary levels, exemplary programs and models; curriculum and instructional applications. Opportunities available for related internships at IU Student Academic Centers.

EDUC-L 507 Issues in Language Learning for Graduate-Level Pre-Service English Teachers (3 cr.) The study of growth in language as a developmental process and how social, cultural, and economic environments are intrinsic parts of language learning. This course explores the close relationship between home language, dialect, and a second language and addresses how speaking, listening, writing, reading, and observing are interrelated.

EDUC-L 508 Teaching Young Adult Literature in a Diverse Society for Graduate-Level Pre-Service English Teachers (3 cr.) This course explores the instructional potential of reading literature written for, by, and about young adults in middle and secondary classrooms. It will focus on engaging diverse young adults so that they become lifelong readers and socially responsible students. Pre-service teachers will learn pedagogical techniques for connecting with struggling readers and for challenging proficient readers. (Bloomington/Indianapolis)

EDUC-L 509 Cirtical Issues for the Reading Professional (3 cr.) Focus on practitioner inquiry, reflective practice, culturally responsive literacy curriculum, and creating professional learning communities.

EDUC-L 511 Advanced Study in the Teaching of Writing in Elementary School (3 cr.) The study of trends, issues, theories, research, and practice in the teaching and evaluation of written composition in elementary schools. The emphasis is on alternative methods for the teaching of writing and for the evaluation of progress (growth) in writing.

EDUC-L 512 Advanced Study in the Teaching of Writing in Secondary Schools (3 cr.) Study of current trends, issues, theories, and research in literacy, emphasizing the teaching and learning of writing in secondary schools. Addresses linguistic and cultural diversity issues in composition as it explores the complex varied nature of "good" writing and "effective" communication, tracing the implications for composition pedagogy.

EDUC-L 513 Literary Aspects of Designing Documents for Training (2-3 cr.) Teachers and business trainers must develop materials for readers at a variety of ability levels. This course will provide the research foundation and practical experiences needed to design print materials for readers of varying literary abilities in high schools, the workplace, and English as a Second Language classrooms.

EDUC-L 516 Advanced Study in the Teaching of English/Language Arts (3 cr.) Study of current trends, issues, theory and research in teaching and learning English/language arts. Explores language, composition, literature and media education, focuses on integrating language arts, developing multicultural curricula, and engaging students in meaningful inquiry, facilitating student responsibility for themselves and their world.

EDUC-L 517 Advanced Study of Content Reading and Literacy (3 cr.) Examines approaches for improving adolescent/ adult literacy when reading the specialized materials of various content areas. Special focus upon the literacy process, dealing with a wide range of students, literacy abilities, identifying and modifying materials to support literacy development, and using reading, writing, and thinking activities in instruction.

EDUC-L 520 Advanced Study in Foreign Language Teaching (3 cr.) P: Completion of an undergraduate methods course and teaching experience, or permission of instructor. Principles, practices, problems, and current research pertaining to the teaching of a particular modern language in the secondary school. Emphasis on teaching the advanced levels.

EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education (3 cr.) A survey of language education issues related to the linguistic abilities and educational needs of students requiring bilingual or bidialectal instruction. Topics discussed include language acquisition, language pedagogy, program models, cultural influences, teacher training, and research directions.

EDUC-L 525 Practicum in Literacy, Culture, and Language Education (1-4 cr.) Supervised application of language and literacy teaching methods. Special emphasis on setting up effective learning environments, selecting materials, designing instruction, monitoring student growth, adjusting instruction based upon student performance, and communicating with other professionals.

EDUC-L 528 Inquiry into Secondary English Methods: Middle Schools (1-5 cr.) This course focuses on understanding what a "real-world" middle school class is, i.e., one that involves reading, writing, speaking, discussing, viewing, and listening for authentic purposes. Students will consider the diverse understandings of early adolescence, the changing nature of English classrooms that reflects transformations in our society, and address ways to meet the needs of all students.

EDUC-L 530 Topical Workshop in Language Education (1-6 cr.) P: Consent of instructor. Individual and group study of special topics in the field of language education. Updating and improving the teaching of English, English as a second or foreign language, foreign languages, and reading.

EDUC-L 535 Teaching Adolescent/Young Adult Literature (3 cr.) The course highlights and analyzes recent young adult literature, acknowledging significant earlier texts and their distinguished features. It also considers curricular and pedagogical issues salient to the adoption of multicultural curricula.

EDUC-L 536 Methods and Materials for TESOL Teacher Trainers (3 cr.) Study and analysis of current methods and materials in TESOL. Development and evaluation of practical exercises, visual aids, and demonstration materials for use by teacher-trainers in pre-service and in-service English teacher-training programs overseas.

EDUC-L 539 Language Foundations for ESL/EFL Teachers (1-3 cr.) The aims of the class are to provide teachers with an understanding of areas in the English language that could be problematic to English language learners (ELLs), and to assist teachers in modifying instruction to address the problems.

EDUC-L 540 ESL/EFL Instruction and Assessment Approaches (3-9 cr.) This course provides an overview of various approaches to instruction and assessment that incorporates current thinking in the field. Sheltered instruction and content-based models are examples of the instruction models that will be discussed.

EDUC-L 543 Teaching English in K-12 Classrooms in Global Contexts (3 cr.) Students will learn about practitioner inquiry involving systematic, intentional and self-critical inquiry about language teaching in K-12 settings (US and international). Students will better understand pedagogical, curriculum issues and "pathways of practice" unique to English Language teaching in public schools.

EDUC-L 544 Computer Assisted Language Learning (3 cr.) Computer Assisted Language Learning (CALL) offers information about computer-enhanced language teaching and learning importance for ESL teaching. Participants will explore a working theory of language learning environments, discuss existing and potential applications of computer technology, and create projects to use and test knowledge gained through reading, discussion, and hands-on experience. B

EDUC-L 545 Advanced Study in the Teaching of Reading in Elementary Schools (3 cr.) Review of the developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction.

EDUC-L 546 Mentorship and Literacy Coaching of EFL/ESL Teachers (3 cr.) The course allows EFL/ESL and bilingual professionals acquire general understanding of mentoring and coaching processes as well as specific knowledge. Course goals focus on positive change, and transformative practice and professional growth. Emphasis is on interrelationships between exploration, critique and reflection to help teachers build on setbacks and successes.

EDUC-L 547 Language Policy and Planning (3 cr.) Participants are introduced to concepts, theories, and methods in language and literacy policy and planning from multiple perspectives. The course enables students to

understand issues being pursued. Thematic units include: definitions and frameworks, descriptive frameworks and status planning, social change and conclusions, theoretical and methodological perspectives, and topical areas.

EDUC-L 545 Advanced Study in the Teaching of Reading in Elementary Schools (3 cr.) Review of the developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction.

EDUC-L 559 Trade Books in the Elementary Classroom (3 cr.) Emphasizes the use of trade books in language and reading in elementary classrooms.

EDUC-L 567 Media and Popular Culture in the Teaching of English/Language Arts (3 cr.) Explores curricular and pedagogical issues related to media and popular culture in the classroom. Highlights the uses of full range of media to promote student engagements in literacy. Considers reader response and cultural studies, informing and enabling teaching and learning of media and popular culture.

EDUC-L 580 Theories, Practices, and Possibilities in Literacy Education (3 cr.) In this course, students compare, analyze, apply, and evaluate theories of literacy in local and global contexts. Literacy education is consistently in a state of change with an evolving knowledge base, changing contexts, and competing theories that shape literacy as a global field and as everyday practices in local classrooms. B, I

EDUC-L 590 Independent Study in Language Education (1-3 cr.) P: Individual research or study with a Language Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, L590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-L 599 Master's Thesis in Literacy, Culture, and Language Education (3 cr.) To be used as the master's thesis in language education or the early inquiry experience as part of the doctoral program. The thesis or inquiry experience may be an organized study or a systematic and comprehensive analysis of theory and practice in a specific area.

EDUC-L 600 Issues in Literacy, Culture, and Language Education (3 cr.) Explores research and arguments related to current issues in first and second language education with focus upon issues in learning, instruction, assessment, and policy. Studies and interrelates research done in the areas of reading, English education, and second language education.

EDUC-L 601 Theoretical Issues in the Study of Language and Literacies (3 cr.) P: L525 and consent of instructor. Explores traditional understandings of literacy, current theories of multiple literacies, and theoretical issues in research on diverse literacies. Particular attention paid to shifting theoretical perspectives and methodologies that have been employed to construct our current understandings of literacies from anthropological, sociocultural, and political perspectives.

EDUC-L 605 Capstone in Literacy, Culture, and Language Education (3 cr.) In this course, students analyze their academic preparation, knowledge, skills, and experiences in terms of professional goals in their area of language expertise, design independent projects to address self-identified areas for further growth, and implement instructional applications to their settings to develop their experiences with educational programs and communities. B, I

EDUC-L 630 Topics in Literacy, Culture, and Language Education: variable title (1-3 cr.) P: Instructor's permission. Study of special topics in the field of language education. Emphasis on research applications to the improvement of practice.

EDUC-L 645 Organization and Administration of a School Reading Program (1-3 cr.) Reviews principles and practices in organizing reading programs within elementary and secondary schools. Describes techniques for supervising and administering a reading program via case studies, simulation, and discussion.

EDUC-L 650 Internship in Literacy, Culture, and Language Education (1-4 cr.) Provides directed and supervised experience for advanced graduate students in the field of language education.

EDUC-L 690 Readings in Language Education (1-3 cr.) Individually selected advanced readings.

EDUC-L 700 Seminar on Literacy, Culture, and Language Education Research (3 cr.) An in-depth treatment of various issues and trends in the design and status of language education research. Students will evaluate and critique extant research, outline a detailed program of language education research for themselves, and conduct initial studies related to this research program.

EDUC-L 750 Topical Seminar in Literacy, Culture, and Lanuage Education Research (3-6 cr.) P: Basic courses in foundations and admission to candidacy for an advanced degree. Intensive study of research and theory in selected topics.

EDUC-L 795 Dissertation Proposal Preparation (13 cr.) P: Authorization required. This course is for the development of a dissertation proposal in language education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-L 799 Doctoral Thesis in Literacy, Culture, and Language Education (1-12 cr.) P: Authorization required. Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Master's Thesis Courses

EDUC-X 599 Master's Thesis in Education (1-6 cr.) P: P: 12 hours of graduate course work and consent of thesis advisor. The thesis may be an organized scientific

study or a systematic and comprehensive analysis of theory and practice in a specific area.

Mathematics Education Courses

EDUC-N 510 Middle School Mathematics Curriculum (3 cr.) P: MATH T101, T102 or EDUC N102, and MATH T103 or EDUC N103, or authorization by the instructor. N510 focuses on preparation for mathematics teaching in the middle school years by surveying content, methods, materials, and instructional issues. Designed primarily for inservice teachers or post-graduate preservice teachers.

EDUC-N 517 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.) P: Completion of an undergraduate methods course and teaching experience. Methods, materials, literature; laboratory practice with mathematics equipment; evaluation techniques; standards; and determination of essentials of content. Developing mathematics program for specific school situations.

EDUC-N 518 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.) Combines theory of learning, curriculum development, and research in the teaching of middle/junior high school mathematics with instructional strategies. Use will be made of the laboratory and student experiences. Special attention will be given to establishing foundations on which to build instructional strategies.

EDUC-N 523 Workshop in Elementary Mathematics (1-6 cr.) Means for improving the teaching of mathematics in the elementary school. One credit hour is offered for each week of full-time work.

EDUC-N 524 Workshop for Junior/Senior High School Mathematics (1-6 cr.) Means for improving the teaching of mathematics in the junior / senior high school.

EDUC-N 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-N 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-N 610 Internship in Mathematics Education (3 cr.) P: Teaching experience and advanced graduate student standing in mathematics education, or consent of instructor. Under the direction of mathematics education faculty, experiences are prescribed to coordinate professional practice with contemporary theory. The student's professional goals will significantly influence the prescribed experiences.

EDUC-N 624 The Computer and Secondary School Mathematics (3 cr.) For teachers of secondary school mathematics who have had minimal or no experience with computers. Extensive hands-on experience at a terminal. Formulation of several computer programs using the computer as an instructional aid.

EDUC-N 716 Topical Seminar in Mathematics Education (2-4 cr.) Required for doctoral students in mathematics education. Study and discussion of current topics and issues in mathematics education. Areas might include curriculum, history, problem solving, research, and teacher education. May be repeated for up to 18 credit hours.

EDUC-N 717 Contemporary Issues in Mathematics Education (1-3 cr.) P: Doctoral student in Math Education or consent of instructor. An invesitation of contemporary issues and problems in mathematics education. May be repeated.

Multicultural/Urban Education Courses

EDUC-T 515 Interprofessional Collaboration in Urban Schools (3 cr.) An interdisciplinary seminar for graduate students designed to prepare professionals to work collaboratively by engaging students in a critical analysis of contemporary issues using a variety of philosophical approaches and practice examples. The seminar focuses on the development of interprofessional Practionioners through the Schools of Education, Nursing, and Social Work.

EDUC-T 531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.) Organizational development in linguistically and culturally diverse school sites: legal basis; administrative strategies; staff development models; use of community resources; and formative evaluation techniques for organizational development in school contexts.

EDUC-T 550 Cultural/Community Forces and the Schools: variable title (3 cr.) Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops and seminars, culturally focused readings, direct residential participation in community-related activities, and site-based culture/strategies reports.

EDUC-T 590 Independent Study in Urban Multicultural Education (1-3 cr.) Individual research or study with an Urban Multicultural Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, T590 should not be used for the study of material taught in a regularly scheduled course.

Science and Environmental Education Courses

EDUC-Q 506 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.) P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in the junior high/middle school or secondary school. Assignments and credit will be differentiated for graduate students.

EDUC-Q 514 Workshop in Junior High School/Middle School Science (3 cr.) For experienced teachers. Ideas

on curriculum trends and instructional techniques; new resource materials; development of new educational materials; and analysis of problems. One credit hour is offered for each week of full-time work.

EDUC-Q 515 Workshop in High School Science (1-3 cr.) For experienced teachers. Ideas on curriculum trends and instructional techniques; development of new educational materials; analysis of problems; and new resource materials.

EDUC-Q 517 Junior High/Middle School Science Teaching (3 cr.) An advanced study of science curriculum concepts and instructional strategies appropriate for a junior high or middle school science program.

EDUC-Q 528 Demonstration and Field Strategies in Science (1-6 cr.) Identification, selection, design, implementation, and evaluation of demonstrations and field trips. Strategies in science for elementary, middle school, junior high, and secondary school teachers.

EDUC-Q 540 Teaching Environmental Education (3 cr.) For elementary and secondary teachers. Basic principles of environmental/ conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

EDUC-Q 546 Exploring Secondary School Science Teaching (3 cr.) An introduction to the study of teaching science: includes a review of the issues currently surrounding science teaching, observation/participation in a local middle or secondary school and assisting either a student or practicing teacher. Students cannot receive credit for both M346 and Q546, since Q546 serves the same purpose as M346 at the graduate level.

EDUC-Q 590 Independent Study in Science Education (1-3 cr.) P: Individual research or study with a Science Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, Q590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Q 610 Science Education Curriculum (2-3 cr.) Seminar on the concepts, issues, and theories underlying science curriculum and a critical examination of the historical foundations and alternative projected futures of science curricula.

EDUC-Q 611 Research Issues in Science Education (3 cr.) An exploration of current science education research issues. Required for science education doctoral students.

EDUC-Q 612 Topical Seminar in Science Education (2-4 cr.) Required for doctoral students in science education. Study and discussion of current topics and issues in science education. Areas might include history and philosophy inquiry, assessment, research and teacher education. May be repeated for up to 18 credit hours.

EDUC-Q 690 Advanced Research in Science Education (1-6 cr.) Individual research participation in an attempt to determine what science process and content

can be learned by whom and how science learning can be facilitated through teacher training or improved instructional design. Open only to advanced graduate students. Credit may be extended over several semesters.

Secondary Education Courses

EDUC-S 501 Introduction to Teaching in Senior High, Junior High and Middle School (1-3 cr.) This course provides the prospective secondary teacher with information relative to the IUB Secondary Teacher Education Program, and the structure, organization, and curriculum of the secondary school.

EDUC-S 502 The nature of STEM (3 cr.) The course is designed to provide an introduction to the profession of middle and secondary teaching in the STEM (Science, Technology, Engineering and Mathematics) disciplines. Students will examine the nature and history of the STEM disciplines. B, I

EDUC-S 505 The Junior HIgh and Middle School (3 cr.) Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

EDUC-S 504 Introduction to STEM Teaching (3 cr.) An introduction to the foundational principles necessary to create a student-centered, inquiry-based learning environment. Students will identify and evaluate their preconceptions about classroom teaching and reflect on the following: why do we teach STEM? What does quality STEM instruction look like? What are the implicit and explicit messages conveyed by the teacher? B, I

EDUC-S 505 The Junior HIgh and Middle School (3 cr.) Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

EDUC-S 506 Student Activity Programs (2-3 cr.) For elementary, junior high/middle, and secondary school teachers and administrators. Comprehensive consideration of the student activity program.

EDUC-S 507 The Teacher and Secondary School Organization (3 cr.) For teachers and administrators. Functions of school personnel, organization of professional and lay people for a more effective school program, professional leadership, lay participation, and effective personnel organization.

EDUC-S 508 Problems in Secondary Education (1-3 cr.) Group analysis of a common problem in the field of secondary education. May be repeated.

EDUC-S 509 Middle School STEM Methods (3 cr.) Course will provide students with the knowledge and skills needed to understand middle level students and effective teaching strategies; to learn and appropriate model for developing assessments and curriculum design and be proficient in planning and carrying out instruction.
   Scholars will create units for middle level students based on current learning theories, best practices, and local standards. B, I

EDUC-S 510 The Development of Secondary School Programs (2-6 cr.) Organized group study of a wide

variety of problems in secondary education. Each study is tailored to meet the needs of the group concerned.

EDUC-S 512 Workshop in Secondary Education: variable title (1-6 cr.) Individual and group study of issues or concerns relating to the field of secondary education. Workshop format.

EDUC-S 518 Advanced Study in the Teaching of Secondary School Science (3 cr.) P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Improved techniques, current literature, textbooks, and free and low-cost materials. Solution of specific practical problems confronting science teachers in the classroom and laboratory.

EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.) Completion of an undergraduate methods course and teaching experience, or consent of instructor. Re-studying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social studies programs for specific school situations.

EDUC-S 521 Teaching and Learning in the Middle School (5 cr.) Teaching in the middle school requires teachers to have clear philosophical and organizational foundations. This course will explore elements of middle schools, including team teaching, interdisciplinary units, and teaching for conceptual understanding. Student will study the developmental characteristics of young adolescents, educational legal issues, content area literacy, and socialization.

EDUC-S 528 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.

EDUC-S 530 Junior High and Middle School Curriculum (3 cr.) Credit arrangement made with permission of the instructor. Social, economic, and educational forces implementing changes in the development of the junior high school curriculum; emphasis on recent curriculum and methods of evaluation; and clarification of current issues facing teachers and administrators working with various patterns of curriculum.

EDUC-S 531 Teaching and Learning in the High School (5 cr.) Teaching in the high school requires teachers to understand the developmental characteristics of adolescents and young adults including risk behaviors and identity development, the challenges of urban high schools, the standards for student achievement and curriculum development, accountability, planning backwards, differentiation for students with special needs, and the larger community context.

EDUC-S 533 The Computer in the Secondary Classroom (3 cr.) A course for practicing secondary teachers that focuses on the role of the computer in the classroom; an introduction to programming; and guidelines for selecting and using software in several subject areas. Credit will not be granted for both S533 and R531.

EDUC-S 555 Diversity and the Communities of All Learners (1-3 cr.) This class explores issues related to teaching all learners in increasingly complex secondary schools. It draws on anthropology to understand diversity across culture, sociology to examine the social complexities of pluralistic societies, special education to address the individualize student needs. The course emphasizes educational practice and communities of learners. (Offered on both Bloomington and Indianapolis campuses.)

EDUC-S 590 Independent Study in Secondary Education (1-3 cr.) P: Individual research or study with a secondary education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, S590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-S 591 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.

EDUC-S 650 Readings in Junior High/Middle/Intermediate Education (1-3 cr.) P: Consent of instructor. Selected advanced readings in junior high/middle/intermediate school education.

EDUC-S 655 Supervision of Secondary School Instruction (3 cr.) The role and functions of supervisors; the modern concept of supervision; techniques of supervision; improvement of teaching procedures; and new trends in organization of instruction.

EDUC-S 690 Internship in Secondary Education (3-5 cr.) P: For persons about to become high school administrators, supervisors, and/or curriculum directors or coordinators. Directed and supervised experiences in the field for such positions.

Social Studies for Education Courses

EDUC-M 514 Workshop in Social Studies Education (1-6 cr.) Special topics in methods and materials for improving the teaching of social studies in middle, junior high, and high school. May be repeated.

EDUC-M 519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.) Completion of an undergraduate methods course and teaching experience, or consent of instructor. Re-studying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social studies programs for specific school situations.

EDUC-M 590 Independent Study in Social Studies Education (1-3 cr.) P: Individual research or study with a Social Studies Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project,

project activities, meeting times, completion date, and student products. Ordinarily, M590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-M 653 The nature of Social Studies (3 cr.) Exploration of the relationships among history, the social sciences, and social studies in elementary and secondary schools.

EDUC-M 680 Internship, Social Studies Education (1-6 cr.) Experiences designed to help persons in elementary or secondary social studies acquire skills in the areas of social studies research, teacher education, curriculum development, or field studies

Special Education Courses

EDUC-K 500 Topical Workshop in Special Education: variable title (1-3 cr.) P: Consent of instructor. Intensive study of such selected topics as language development for exceptional children, the disadvantaged child, and behavior modification for exceptional children. May be repeated.

EDUC-K 505 Introduction to Special Education for Graduate students (3 cr.) P: Graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education. Students cannot receive credit for both K205 and K505.

EDUC-K 510 Assistive Technology in Special Education (3 cr.) The course gives an understanding of computer /instructional hardware, augmentative devices, software programs, internet/web resources and other assistive technology. It explains how to use technology to teach and support students with disabilities in all areas of education, including academic instruction, employment, community living, recreation and travel.

EDUC-K 520 Survey of Behavior Disorders (3 cr.) P: K505. An advanced survey of the literature related to behaviorally disordered/emotionally disturbed children including historical information, theoretical approaches, characteristics, and issues.

EDUC-K 521 Survey of Learning Disabilities (3 cr.) P: K505. Advanced survey of the literature related to learning-disabled children, including historical information, theoretical approaches, characteristics, and issues.

EDUC-K 522 Teaching Social Skills (3 cr.) The course shows how to identify the social skills students need to have to be successful in school and community settings, and how to address these skills as part of instructional programs. It also explains how to assess the social skills of students who display problems in their behavior, and how to develop and implement teaching lessons and activities that improve these students' social competence.

EDUC-K 525 Survey of Mild Handicaps (3 cr.) P: An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field.

EDUC-K 529 Interagency Collaboration and School-wide Behavior Supports (3 cr.) P: The discourse is designed to both explore ideas and introduce procedures for working with students with high support needs involving more serious levels of emotional and/or behavioral challenges. The focus is developing approaches grounded in prevention and early intervention, as well as using effective higher-end, proactive interventions. I

EDUC-K 530 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.

EDUC-K 536 Assessment and Remediation of the Mildly Handicapped II (3 cr.) P: K535. Focuses on the analysis and selection of instructional materials, the use of assessment information, and the development and implementation of individual educational plans for mildly handicapped children.

EDUC-K 535 Assessment and Remediation of the Mildly Handicapped I (3 cr.) P: K505. Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in various academic areas such as reading and mathematics.

EDUC-K 540 Early Education for Children with Disabilities or At-Risk Conditions (3 cr.) P: History, philosophy, and issues of early childhood special education, to include knowledge of federal and state legislation pertaining to early childhood special education and knowledge of the quantity and range of service delivery among agencies.

EDUC-K 541 Transition Across the Life Span (3 cr.) P: In this course, issues and strategies related to the array of transitions students with disabilities need to make as they progress from pre-school to public school and on to adult life are discussed. The course covers laws, policies and guidelines governing service provision across age groups and levels of instruction, and it addresses strategies for program planning, interagency cooperation and collaboration, and resource utilization.

EDUC-K 545 Management of the Severely Emotionally Disturbed (3 cr.) Theoretical and practical issues in the education management of the severely emotionally disturbed. Emphasis will be placed on case analysis.

EDUC-K 548 Families, School and Society (3 cr.) The course focuses on the family as a system and discusses the impact of disabilities on the daily lives of family members. Historical, legal and ethical perspectives on family involvement and empowerment are explored. Approaches for providing services to families with members who are developmentally disabled, chronically ill, at risk or who have other types of impairments also are presented.

EDUC-K 549 Early Childhood Special Education Program Models (3 cr.) Planning and implementing appropriate programs for infants/toddlers and preschoolers with handicaps to include an understanding of consultation and interdisciplinary techniques, integrative programming, and interagency cooperation.

EDUC-K 553 Classroom Management and Behavior Support (3 cr.) The course provides basic knowledge and skills for (1) developing and maintaining a productive and proactive classroom environment, (2) teaching students discipline, self-control, conflict resolution and other self-management skills, (3) managing and preventing crisis behavior, and (4) developing and implementing behavior intervention and management plans in classroom programs and in cooperation with parents, teachers, and other personnel.

EDUC-K 562 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.

EDUC-K 565 Collaboration and Service Delivery (3 cr.) The focus of this course is on service delivery option and approaches to students needing special education services. It covers service delivery approaches or systems, such as continuum of least restrictive programs, wrap around services and systems of care. Collaborative skills, including effective communication strategies and consultation techniques also are stressed.

EDUC-K 573 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.

EDUC-K 590 Independent Study in Special Education (3 cr.) P: Individual research or study with a Special Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, K590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-K 599 Research in Special Education (3 cr.)

EDUC-K 595 Practicum in Special Education: variable title (1-6 cr.) P: Consent of instructor. Provides for closely supervised field experience in various areas of special education.

EDUC-K 780 Seminar in Special Education (1-4 cr.) P: Consent of instructor. Intensive advanced study of selected problems in the field.

EDUC-K 785 Internship in Special Education (3-6 cr.) P: Consent of instructor and broad background in special education. Direct experience working in special education programs in schools, agencies, or institutions.

EDUC-K 795 Dissertation Proposal Preparation (1-3 cr.) This course is for the development of a dissertation proposal in special education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-K 799 Doctoral Thesis in Special Education (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

Policies & Procedures

- Policies Governing Graduate Programs
- Courses Counted in Graduate Programs
- Other Graduate Policies
- Graduation

Policies Governing Graduate Programs

Retention in Graduate Programs
Students admitted to graduate degree programs and graduate licensure programs are expected to maintain a high level of scholarship and to make regular and sufficient progress toward program completion.

Maintaining Active Student Status
Students who have matriculated in a graduate degree or licensure program but fail to enroll in program course work for a period of two years are automatically terminated from the program. Students whose admission status is terminated because of a two-year lapse in enrollment may apply for readmission. They must meet current criteria for admission, and, if readmitted, are subject to current program requirements. Doctoral students, during the dissertation portion of their program (after passing the oral qualifying examination), must enroll in at least 1 credit hour each semester (but not summer) in order to maintain active student status. Students who fail to register each semester must back-enroll for all semesters missed in order to graduate. There is a charge of $290 (subject to change) per semester, in addition to tuition and fees, for back-enrollment.

Minimum Grade Point Average
Indiana University course grading is on the following four-point scale:

A	=	4.0
A-	=	3.7
B+		3.3
B		3.0
B#		2.7
C+		2.3
C		2.0
C#		1.7
D+		1.3
D		1.0
D-		0.7
F		0.0

Students in master's degree and licensure programs are expected to maintain a GPA of 3.30 or higher in graduate course work.

Specialist and doctoral degree students are expected to maintain a GPA of 3.50 or higher. Master's and licensure students whose graduate GPA falls below 3.00 are subject to probation and dismissal. Specialist and doctoral students whose GPA falls below 3.30 are subject to probation and dismissal. Graduate licensure students taking undergraduate courses must maintain a GPA of 2.75 in such course work. Students may not graduate with GPAs in their program course work below the minimum specified levels. Students dismissed for academic reasons may not be recommended for teaching or other education licenses. Students so dismissed may apply for readmission. They will be readmitted only if there is substantial reason to expect that their academic performance will improve.

Accumulation of Incomplete Courses
Graduate students with an inordinate number of incomplete courses will not be allowed to register in additional courses. As a general rule, **graduate students with 9 or more credit hours of I or R grades (excluding dissertation credits) will be disallowed further enrollment.**

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. Marginal achievement. Minimally acceptable performance on course assignments.

C- = Unsatisfactory achievement. Inadequate knowledge of course content. **(Courses with a grade of C- or lower may not be counted in graduate programs.)**

Pass/Fail Grading (P/F)
Pass/Fail grading allows master's students who earn any grade from an A to a D in a course to have a grade of P recorded on their transcript. A grade of F is included in the GPA, but the P grade is not averaged in the GPA. Ph.D., Ed.D., and Specialist students may not use either pass/fail or satisfactory/fail graded courses in their degree programs. However, students who have completed enough course work for a master's degree and are in good standing may, upon receiving written permission from their graduate advisor, take classes outside their major and minor areas on a pass/fail basis.

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

For both pass/fail and satisfactory/fail grading a memo is required from the instructor showing that a grade of B or higher would have been issued to the student for the course. Without this memo the course will not be counted toward a degree program.

Incomplete Course Work (I)
A grade of Incomplete may be assigned when, at the end of the term, a student has not completed all course work. This grade may be given only when the completed work is of passing quality.

Unfinished course work must be completed within one calendar year from the date the grade of I is assigned. The course must ordinarily be completed with the original course instructor. The instructor then 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* at www.onestart.iu.edu for pertinent dates.

Courses Counted in Graduate Programs
Courses at the 500 level and above are designated as graduate courses at Indiana University. Beginning master's courses are at the 500 level; advanced master's and beginning doctoral courses are at the 600 level; and advanced doctoral courses are at the 700 level. Some 300- and 400-level courses in the College of Arts and Sciences are also approved for graduate credit. These are listed in the University Graduate School Bulletin.

Not all courses listed in this bulletin are offered every year. Inquiries concerning the availability or suitability of

a particular course should be directed to the appropriate departmental chairperson.

Transfer Courses

Some graduate course work completed at other universities may be transferred into degree and licensure programs at Indiana University. All course work transferred must be from an accredited college or university. **No transfer credit will be given for a course with a grade lower than B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.**

All transferred courses must be relevant to the student's program of studies. They must be approved by a program advisor and by the associate dean for graduate studies. An official transcript is required for course work to be transferred. A course description or syllabus may be required in order to judge the appropriateness of course work to be transferred.

Master's degree students must complete a minimum of 27 credit hours of course work at Indiana University. Beyond this, graduate course work may be transferred from other universities. Of the 27 credit hours required at Indiana University, a minimum of 15 credit hours must be earned through the campus awarding the degree.

Specialist degree students must complete 35 credit hours of course work at the Bloomington or Indianapolis campuses of Indiana University. Beyond this, course work may be transferred from other universities or from other IU campuses.

Doctoral students (Ph.D. and Ed.D.) in the 90 credit hour program must complete 60 credit hours of course work at the Bloomington or Indianapolis campuses of Indiana University (this includes dissertation credits). Ph.D. and Ed.D. students may transfer no more than 30 credit hours into an IU doctoral program. The form required for students to transfer courses is available in the Office of Graduate Studies. Ed.D. students in the 60 credit hour postmaster's doctoral program must complete 42 credit hours (including dissertation credits) at the Bloomington or Indianapolis campus.

Licensure students are generally required to complete at least half of their course work at the Bloomington or Indianapolis campus of Indiana University.

Course Revalidation

Course work used in graduate degree programs must have been taken recently, or it must be revalidated. Revalidation is a process whereby a student demonstrates current knowledge of course material that was not taken recently. **For all graduate degree programs, course work over seven years old must be revalidated.** For master's programs, the seven years is counted back from the completion of program course work. For specialist programs the seven years is counted back from the date of approval of the student's program of studies. For doctoral 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

Workshop courses have the word "workshop" in the title. These courses are intended primarily as a mechanism for the professional development of teachers and other education professionals. The topics covered and the skills learned in workshop courses are generally of a very applied nature, with the intent of giving participants hands-on experience with models and techniques directly useful in school settings. Workshop courses are typically scheduled to meet on a very concentrated schedule (e.g., for one or a few continuous days, sometimes all day) and have little or no time between class sessions for studying or for out-of-class assignments. They may or may not generate credit hours. Workshop courses awarding credit require a minimum of 700 contact minutes per credit hour and require readings and papers or projects for each credit hour earned. (Papers are sometimes scheduled with a due date after the end of the workshop period.)

Up to 9 hours of credit gained through workshop courses (including conference and institute courses) may be used in master's, specialist, and Ed.D. programs. No workshop credit hours can be applied toward a Ph.D. program. If both undergraduate and

workshop courses are to be used in an M.S. program, the total of undergraduate credit hours and workshop credit hours may not exceed 9.

Correspondence courses and activity courses may not be used in graduate programs. (Activity courses are courses for learning and practicing a nonprofessional skill, such as a sports activity or playing a musical instrument.)

Other Graduate Policies

Residency

The purpose of a residency requirement in graduate programs is for students to become closely involved in the academic life of their program and of the university; to become fully immersed in their graduate study for a substantial period of time; and to develop a relationship of scholarly and professional collegiality with faculty and fellow students. To this end, it is desirable for students in graduate programs, especially those in doctoral programs, to be full-time, residential students for a significant period. During their residency period, students are expected not only to take courses, but to participate in other aspects of the intellectual life of their discipline and of the university community. Many doctoral students have research assistantships in which they work closely with faculty members and peers on research and development projects. Some have teaching assistantships. There are also numerous opportunities to attend presentations, colloquia, conferences, and brown-bag lunches in which they are invited to participate in discussions about both theoretical and practical issues in their discipline. Participation in national and regional professional meetings, including the presentation of scholarly papers, is encouraged during this time.

For Ph.D. and Ed.D. students, two consecutive semesters in a single academic year (exclusive of summer session) must be spent in residence on the Bloomington or Indianapolis campus. This residency period must be subsequent to admission to the program. Nine (9) credit hours of program course work must be completed in each of these semesters. Ed.D. students who are working full time may fulfill residency requirements with three consecutive 6 credit hour terms. (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 credit 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 weekv(.375 full time equivalency) or more must be registered for 6 credit hours during each semester (no registration is required during summer sessions). Fellowship holders must enroll in a minimum of 6-8 credit hours per semester. International students must enroll in at least 8 credit hours per semester in order to meet visa requirements. Students holding government-guaranteed student loans must be enrolled in at least 8 credit hours per semester.

Undergraduate Students in Graduate Courses

There are two conditions under which undergraduate students may enroll in graduate courses: (1) students in their junior or senior year may take graduate courses which will count toward their undergraduate degree if the graduate courses are relevant to their program of study and there is no similar undergraduate course available; (2) students in their last undergraduate semester may take graduate courses which may later be applied to a graduate degree. Graduate courses taken prior to the last semester may, ordinarily, not be applied to a graduate program, and no course may be applied to both an undergraduate and a graduate program. Students who meet either of these conditions must, in addition, have an undergraduate GPA of 3.00 or higher (exceptions are made in majors where grading is especially stringent). The student must also complete the Senior Graduate Course Approval Form, which requires the signatures of the instructor and of the associate dean for graduate studies.

Concurrent Degrees

Students may not be admitted to two degree programs concurrently, except in the case where a student admitted to an advanced degree program wishes to gain a lesser degree in the same program area during the course of study for the more advanced degree. For instance, a student initially admitted to a doctoral program may wish to be granted a master's degree in the same program area. In such cases a letter addressed to the associate dean for graduate studies requesting admission to the lesser degree program will begin the process. Admission status in the more advanced degree program is maintained.

Using Graduate Course Work in Two Programs

Course work applied toward a master's degree may also be applied to a specialist or doctoral degree (with the exception of the 60 credit hour post-master's Ed.D. program), and course work applied toward a specialist degree may also be applied to a doctoral degree, providing such course work is relevant to the requirements of the more advanced degree and that it is less than seven years old or is revalidated. Students seeking to earn a second master's degree may apply relevant course work above 30 credit hours from the first master's degree program to the second master's degree. In all cases, a program advisor must approve the use of such course work.

Certification Students Applying for a Master's Degree

Students in certification programs who wish to seek a master's degree must go through the standard process for admission to graduate study. Furthermore, in order to be accepted into any of the School of Education's

specialization areas in which a master's degree may be earned, students must be admitted to a master's degree program in one of these specialization areas in the semester prior to the semester in which they intend to graduate and they must be officially registered in the semester in which they graduate.

Credit hours earned by a certification student who has been admitted to a master's degree program may or may not be counted in the student's master's program. The department chair or program head and the associate dean of graduate studies must approve the inclusion of courses taken while the student was earning credits toward certification but was not admitted to a master's degree program. Furthermore, a certification student who has been admitted to a master's degree program may use a maximum of 15 credits taken while the student was working on certification but was not admitted to the master's degree program.

Graduation
Degree Conferral
Degree conferral for M.S. and Ed.S. occurs four times a year: May, June, August, and December. Ed.D degrees are awarded monthly. For Bloomington degrees, an online Application for Graduation form must be submitted to the Office of Graduate Studies several months prior to the degree conferral date as follows:

- March 15 for graduation and Commencement in the following December
- October 15 for graduation and Commencement in the following May, June, and August

Failure to apply for graduation by the deadline may result in your name not appearing in the Commencement program and could result in your graduation being deferred to the next available date. The online application to graduate is at: http://site.educ.indiana.edu/CurrentStudents/ApplyforGraduation/tabid/5124/Default.aspx.

The Ph.D. degree is conferred by the University Graduate School. Applications are available in the University Graduate School office, Kirkwood Hall 111, or on their Web site at: http://www.graduate.indiana.edu/preparing-theses-and-dissertations.php.

For the master's degree conferred on the Indianapolis campus, applications can be obtained at the School of Education Student Services Office, Education/Social Work 3131 or online at http://education.iupui/soe/forms/applications.aspx.

Commencement
There are two Commencement ceremonies per year in Bloomington. They are held in December and May. There is one Commencement ceremony in Indianapolis in May. All graduate students are encouraged to participate in the Commencement ceremonies. Students graduating during the summer will be listed in the previous May Commencement program and are eligible to participate in the ceremony. Procedures for participating in Commencement may be obtained online at http://www.commencement.iu.edu/bloomington/index.shtml.

On the Bloomington campus, information will be mailed by the IU Alumni Association to those who applied to graduate. On the Indianapolis campus, contact the Education Student Services office, Education/Social Work 3131.

Faculty
Current Faculty Current Education Faculty at Bloomington, Columbus and Indianapolis. Additionally, Education faculty at other IU campuses who are members of the Graduate School are listed separately.

Emeritus Faculty Retired faculty

Current Faculty
Education Faculty
(Graduate Faculty from other Indiana University campuses follows: IU East, IU Fort Wayne, IU Kokomo, IU Northwest, IU South Bend, IU Southeast)

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

- Borden, Victor, Ph.D. *(University of Massachusetts at Amherst, 1987),Professor (Graduate School Endorsed Member) (IUB)*
- Boyle-Baise, Marilynne, Ph.D. *(University of Wisconsin, 1982), Professor (Graduate School Endorsed Member) (IUB)*
- Brown, Catherine, Ed.D. *(University of Georgia, 1985), Professor (Graduate School Endorsed Member) (IUB)*
- Brown, Nathaniel, Ph.D. *(University of California Berkley, 2009), Assistant Professor (Graduate School Member) (IUB)*
- Brush, Thomas, Ph.D. *(Indiana University, 1995), Professor and Associate Dean for Teacher Education, and Jacobs Chair (Graduate School Endorsed Member) (IUB)*
- Buck, Gayle, Ph.D. *(Kent State University, 1998), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Bull, Barry L., Ph.D. *(Cornell University, 1979), Professor (Graduate School Endorsed Member) (IUB)*
- Butera, Gretchen, Ph.D. *(University of California, Santa Barbara, 1992), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Buzzelli, Cary A., Ph.D. *(Georgia State University, 1985), Professor (Graduate School Endorsed Member) (IUB)*
- Carspecken, Phil, Ph.D. *(Aston University, England, 1987), Professor (Graduate School Endorsed Member) (IUB)*
- Carter, Stephanie, Ph.D. *(Vanderbilt University, 2001), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Chapin, G. Keith, Ph.D. *(Michigan State University, 1995) Clinical Associate Professor (IUB)*
- Chism, Nancy, Ph.D. *(The Ohio State University, 1982), Professor (Graduate School Endorsed Member) (IUPUI)*
- Cho, Yonjoo, Ph.D. *(University of Texas, 1995), Assistant Professor (Graduate School Member) (IUB)*
- Conner, Jennifer, Ph.D. *(Indiana University, 1999), Clinical Assistant Professor (Graduate School Member) (IUPC)*
- Coronel-Molina, Serafin, Ph.D. *(University of Pennsylvania, 2006), Assistant Professor (Graduate School Member) (IUB)*
- Cross, Dionne, Ph.D. *(University of Georgia, 2007), Assistant Professor (Graduate School Member) (IUB)*
- Crow, Gary, Ph.D. *(University of Chicago, 1985), Professor (Graduate School Endorsed Member) (IUB)*
- Cummings, Jack, Ph.D. *(University of Georgia, 1980), Professor and Interim Executive Associate Dean (Graduate School Endorsed Member) (IUB)*
- Damico, James, Ph.D. *(Michigan State University, 2003), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Danish Joshua, Ph.D. *(University of California Los Angeles, 2009), AssistantProfessor (Graduate School Member) (IUB)*

- Danns, Dionne, Ph.D. *(University of Illinois, 2001), Associate Professor (Graduate School Member) (IUB)*
- Dare, Mary Jo, Ed.D. *(Indiana University, 2001), Clinical Associate Professor (IUPUI)*
- Delandshere, Ginette, Ph.D. *(University of California, Los Angeles, 1986), Professor (Graduate School Endorsed Member) (IUB)*
- Dennis, Barbara (Korth), Ph.D. *(University of Houston, 1998), Associate Professor (Graduate School Endorsed Member) (IUB)*
- DeSawal, Danielle, Ph.D. *(Indiana University, 2007), Clinical Assistant Professor (IUB)*
- Eckes, Suzanne, Ph.D. *(University of Wisconsin, 2002), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Edmonds, Ben, Ph.D. *(Indiana University, 2010, Clinical Assistant Professor and Director, Secondary Transition to Teaching Program (IUB)*
- Erwin, Barbara, Ed.D. *(Indiana University, 1987), Clinical Associate Professor (IUB)*
- Essex, Nancy Kathryn, Ph.D. *(Indiana University, 2006), Assistant Professor (Graduate School Member)(IUPC)*
- Estell, David, Ph.D. *(University of North Carolina at Chapel Hill, 2001), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Fisher, Mary, Ph.D. *(University of Virginia, 1996), Associate Professor (Graduate School Endorsed Member) (IUPUI)*
- Flinders, David, Ph.D. *(Stanford University, 1987), Professor (Graduate School Endorsed Member) (IUB)*
- Flowers, Natasha, Ph.D. *(Indiana State University, 2007), Clinical Assistant Professor (IUPUI)*
- Frick, Theodore, Ph.D. *(Indiana University, 1984), Professor (Graduate School Endorsed Member) (IUB)*
- Galindo, Enrique, Ph.D. *(The Ohio State University, 1994), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Gill, Lonni, Ph.D. *(Indiana University, 2005), Clinical Assistant Professor (IUPUI)*
- Gilman, Lynn, Ph.D. *(Indiana University, 2009), Clinical Assistant Professor (Graduate School Member) (IUB)*
- Glazewski, Krista, Ph.D. *(Arizona State University, 2003), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Gonzalez, Gerardo, Ph.D. *(University of Florida, 1978), Professor and University Dean (Graduate School Endorsed Member) (IUB/IUPUI)*
- Goodman, Jesse, Ph.D. *(University of Wisconsin, 1982), Professor (Graduate School-Endorsed Member) (IUB)*
- Gray, E. Catherine, M.A. *(University of Texas at Austin, 1986), Clinical Lecturer (IUB)*
- Gresalfi, Melissa, Ph.D. *(Stanford University, 2004), Assistant Professor (Graduate School Member) (IUB)*
- Guarino, Cassandra, Ph.D. *(Michigan State Univesity, 1999) Associate Professor (Graduate School Endorsed Member) (IUB)*

- Hackenberg, Amy, Ph.D. *(University of Georgia, 2005), Assistant Professor (Graduate School Member) (IUB)*
- Hall, D. Ted, Ph.D. *(Michigan State University, 2005), Assistant Professor (Graduate School Member) (IUB)*
- Hay, Kenneth, Ph.D. *(The Ohio State University, 1991), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Haynes, Ray, Ph.D. *(University of Louisville, 2003), Assistant Professor (Graduate School Member) (IUB)*
- Helfenbein, Robert J., Ph.D. *(University of North Carolina at Chapel Hill, 2004), Associate Professor (Graduate School Endorsed Member) (IUPUI)*
- Hickey, Daniel, Ph.D. *(Vanderbilt University, 1996), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Hill, Crystal, Ph.D. *(University of North Carolina at Chapel Hill, 2008), Assistant Professor (Graduate School Member) (IUPUI)*
- Hines, Mary Beth Ph.D. *(University of Iowa, 1992), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Hossler, Carol-Anne, Ed.D. *(Indiana University, 1997), Clinical Associate Professor (IUB)*
- Hossler, Donald, Ph.D. *(Claremont Graduate School, 1979), Professor (Graduate School Endorsed Member) (IUB)*
- Howland, Allison A., Ph.D. *(Indiana University, 2009), Assistant Professor (Graduate School Member) (IUPUC)*
- Huberty, Thomas J., Ph.D. *(University of Missouri, 1980), Professor (Graduate School Endorsed Member) (IUB)*
- Hughes, Robin, Ph.D. *(Texas A&M, 2001), Associate Professor (Graduate School Endorsed Member) (IUPUI)*
- Jamison, Sharon, Ph.D. *(The Ohio University, 2000), Clinical Lecturer (IUPUI)*
- Kelceoglu, Ilknur, Ph.D. *(The Ohio State University, 2006), Clinical Assistant Professor (IUPUC)*
- Keller, Deborah Ph.D. *(Purdue University, 2004), Lecturer (IUPUI)*
- Keller, Melissa, Ph.D. *(Indiana University 2002), Clinical Assistant Professor (IUB)*
- King Thorius, Kathleen A., Ph.D. *(Arizona State University, 2009) Assistant Professor (Graduate School Member) (IUPUI)*
- Kloosterman, Peter, Ph.D. *(University of Wisconsin, 1984), Professor and Armstrong Chair (Graduate School Endorsed Member) (IUB)*
- Kunzman, Robert, Ph.D. *(Stanford University, 2003), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Lackey, Lara, Ph.D. *(University of British Columbia, 1997), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Lambdin, Diana, Ph.D. *(Indiana University, 1988), Professor and Armstrong Chair (Graduate School Endorsed Member) (IUB)*
- Leftwich Anne, Ph.D. *(Purdue University, 2007), Assistant Professor (Graduate School Member) (IUB)*

- Leland, Christine, Ed.D. *(Boston University, 1986), Professor (Graduate School Endorsed Member) (IUPUI)*
- Lesh, Richard, Ph.D. *(Indiana University, 1971), Rudy Professor of Learning Sciences (Graduate School Endorsed Member) (IUB)*
- Levinson, Bradley, Ph.D. *(University of North Carolina at Chapel Hill, 1993), Professor (Graduate School Endorsed Member) (IUB)*
- Lewison, Mitzi, Ph.D. *(University of Southern California, 1994), Professor (Graduate School Endorsed Member) (IUB)*
- Lopez, Gerardo, Ph.D. *(University of Texas at Austin, 1999), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Magee, Paula, Ph.D. *(City University of New York, 1992), Clinical Associate Professor (IUPUI)*
- Maltese, Adam, Ph.D. *(University of Virginia, 2008), Assistant Professor (Graduate School Member) (IUB)*
- Manifold, Marjorie, Ph.D. *(Indiana University, 1999), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Mank, David, Ph.D. *(University of Oregon, 1985), Professor and Director of the Indiana Institute on Disability and Community (Graduate School Endorsed Member) (IUB)*
- Martinez Reid, Rebecca, Ph.D. *(University of Texas at Austin, 2002), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Martinez, Sylvia, Ph.D. *(University of Chicago, 2006), Assistant Professor (Graduate School Member) (IUB)*
- Mason, Terrance C., Ph.D. *(University of California, Los Angeles, 1986), Professor (Graduate School Endorsed Member) (IUB)*
- Matern, Carol, M.A. *(Ball State University, 1980), Senior Lecturer (IUPUI)*
- Maxcy, Brendan, Ph.D. *(University of Texas at Austin, 2004), Associate Professor (Graduate School Endorsed Member) (IUPUI)*
- McCarty, Luise P., Ph.D. *(Florida State University, 1990), Associate Professor (Graduate School Endorsed Member) (IUB)*
- McClain, Leana, M.S. *(Indiana University, 1996), Clinical Senior Lecturer (IUB)*
- McCormick, Alexander C., Ph.D. *(Stanford University, 1996), Associate Professor (Graduate School Endorsed Member) (IUB)*
- McMullen, Mary B., Ph.D. *(Florida State University, 1992), Professor (Graduate School Endorsed Member) (IUB)*
- Medina, Carmen, Ph.D. *(The Ohio State University, 2000), Assistant Professor (Graduate School Endorsed Member) (IUB)*
- Medina, Monica, M.S. *(Indiana University, 1979), Clinical Lecturer (IUPUI)*
- Mikulecky, Larry J., Ph.D. *(University of Wisconsin, 1970), Professor (Graduate School Endorsed Member) (IUB)*
- Morran, Keith Ph.D. *(Indiana University, 1980), Professor (Graduate School Endorsed Member) (IUPUI)*

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

- Svetina, Dubravka, Ph.D. (Arizona State University - Tempe, 2011), *Assistant Professor (Graduate School Member) (IUB)*
- Teemant, Annela, Ph.D. *(The Ohio State University, 1997), Associate Professor (Graduate School Endorsed Member) (IUPUI)*
- Theobald, Neil D., Ph.D. *(University of Washington, 1988), Professor, Vice President, and Chief Financial Officer for Indiana University, (Graduate School Endorsed Member) (IUB)*
- Thompson, Chalmer E., Ph.D. *(University of Maryland, 1988), Associate Professor (Graduate School Endorsed Member) (IUPUI)*
- Tillema, Erik, Ph.D. *(University of Georgia, 2007), Assistant Professor (Graduate School Member) (IUPUI)*
- Torres, Vasti, Ph.D. *(University of Georgia, 1997), Professor (Graduate School Endorsed Member) (IUB)*
- Tracy, Michael L. Ph.D. *(University of Michigan, 1969), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Vallance, Elizabeth (Beau), Ph.D. *(Stanford University, 1975), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Vaughan, Ellen, Ph.D. *(University of Miami, 2006), Assistant Professor (Graduate School Member) (IUB)*
- Walcott, Crystal Y. I., Ph.D. *(Indiana University, 2006), Assistant Professor (Graduate School Member) (IUPU-C)*
- Waldron, Mary, Ph.D. *(University of Virginia, 2004) Assistant Professor (Graduate School Member) (IUB)*
- Walton, Andrea, Ph.D. *(Columbia University, 1995), Associate Professor (Graduate School Endorsed Member) (IUB)*
- Weis, Patricia, M.S. *(Indiana University, 1987), Clinical Lecturer (IUPUI)*
- Weiss, Stacy, Ph.D. *(North Carolina State University, 2008), Assistant Professor (IUB)*
- Whiston, Susan, Ph.D. *(University of Wyoming, 1986), Professor (Graduate School Endorsed Member) (IUB)*
- Willey, Craig, B.S. *(Butler University, 2002), Acting Asistant Professor (IUPUI)*
- Wilson, Sherree, Ph.D. *(Indiana University, 2003), Clinical Assistant Professor (IUPUI)*
- Winikates, Deborah, Ed.D. *(University of Houston, 1995), Clinical Assistant Professor (IUPUC)*
- Wohlwend, Karen, Ph.D. *(University of Iowa, 2007), Assistant Professor (Graduate School Member) (IUB)*
- Wong, Y. Joel, Ph.D. *(University of Texas at Austin, 2007), Assistant Professor (Graduate School Member) (IUB)*
- Wood, Elizabeth, Ph.D. *(University of Minnesota, 2005), Associate Professor (Graduate School Member) (IUPUI)*
- Yazzie-Mintz, Tarajean, Ed.D. *(Harvard University, 2002), Assistant Professor (Graduate School Member) (IUB)*
- Yoder, Gina B., Ph.D. *(Indiana University, 2008), Clinical Assistant Professor (IUPUI)*

Graduate Faculty at Other IU Campuses
EAST

- Barbre, James, Ph.D. *(Oklahoma State University, 2006), Assistant Professor (Graduate School Member)*
- Battraw, Judith L., Ph.D. *(Arizona State University, 2004), Assistant Professor (Graduate School Member)*
- Buckner, Brenda, Ph.D. *(Ball State University, 2004), Assistant Professor (Graduate School Member)*
- Morse, Mary Ann Hart, Ed.D. *(Ball State University, 1983), Associate Professor (Graduate School Member)*
- Scane, Maureen Alice, Ed.D. *(Nova Southeastern University, 2001), Assistant Professor (Graduate School Member)*
- Stolle, Cheryl, Ed.D. *(Ball State University, 1982), Assistant Professor (Graduate School Member)*
- Watkins, Marilyn, Ph.D. *(University of Wisconsin, 1981), Professor (Graduate School Member)*
- Whitt, Pamela Beth Ph.D. *(University of Missouri, St. Louis, 2007), Assistant Professor (Graduate School Member)*
- Wilde, Jerald, Ph.D. *(Marquette University, 1993), Associate Professor (Graduate School Member)*

FORT WAYNE

- Abbot, Jeffrey H., Ph.D. *(Indiana State University, 1994), Assistant Professor (Graduate School Member)*
- Agness, Phyllis, Ed.D. *(Ball State University, 1980), Assistant Professor (Graduate School Member)*
- Bangel, Nancy J., Ph.D. *(Purdue University, 2007), Assistant Professor (Graduate School Member)*
- Batagiannis, Stella, Ph.D. *(Indiana State University, 1984), Assistant Professor (Graduate School Member)*
- Burg, James E., Ph.D. *(Purdue University, 1994), Associate Professor (Graduate School Member)*
- Choi, Shenna, Ph.D. *(SUNY-Buffalo, 2000), Associate Professor (Graduate School Member)*
- Hickey, Gail, Ed.D. *(University of Tennessee, 1986), Professor (Graduate School Endorsed Member)*
- Hilpert, Jonathan C., *(Arizona State University, 2008), Assistant Professor (Graduate School Member)*
- Kanpol, Barry, Ph.D. *(The Ohio State University, 1987), Professor and Dean (Graduate School Member)*
- Kim, Il Hee, Ph.D. *(University of Illinois at Urbana-Champaign, Assistant Professor Graduate School Member*
- Lee, Cheu-Jey George, Ph.D. *(Indiana University, 2007), Assistant Professor (Graduate School Member)*
- Moss, Glenda C., Ed.D. *(Stephen F. Austin State University, 2001), Associate Professor (Graduate School Member)*
- Murphey, Kathleen A., Ed.D. *(Harvard University, 1981), Professor (Graduate School Endorsed Member)*

- Nichols, Joey D., Ph.D. *(University of Oklahoma, 1994), Professor (Graduate School Member)*
- Nitza, Amy Jeanne, Ph.D. *(Indiana University, 2002), Assistant Professor (Graduate School Member)*
- Parke, Beverly N., Ph.D. *(The Ohio State University, 1980), Associate Professor (Graduate School Member)*
- Utesch, William, Ph.D. *(Purdue University, 1989), Associate Professor (Graduate School Member)*
- Vesely, Randall, Ph.D. *(University of Wisconsin, 2005), Assistant Professor (Graduate School Member)*

KOKOMO

- Aamidor, Shirley E., Ph.D. *(Indiana University, 2002), Associate Professor (Graduate School Member)*
- Grabner-Hagen, Melissa, Ph.D., *(Indiana University Bloomington, 2004), Assistant Professor (Graduate School Member)*
- Jeong, Taekhil, Ph.D.
- Ogawa, Masato, Ed.D. *(University of Georgia, 2001), Assistant Professor (Graduate School Member)*
- Paese, Paul C., Ph.D., *Professor and Dean (Graduate School Member)*
- Reed, Amber, Ph.D. *(Indiana University, 2007) Assistant Professor (Graduate School Member)*
- Saam, Julie Reinhardt, Ph.D. *(Indiana University, 1999), Associate Professor (Graduate School Member)*
- Tulley, Michael, Ed.D. *(Indiana University, 1983), Professor (Graduate School Endorsed Member)*

NORTHWEST

- Blohm, Paul, Ph.D. *(University of Wisconsin, Madison, 1978), Professor (Graduate School Endorsed Member)*
- Brock, Rochelle, Ph.D. *(Pennsylvania State University, 1999), Assistant Professor (Graduate School Member)*
- Dodson, Dana H., Ph.D. *(University of Houston, 1993), Assistant Professor (Graduate School Member)*
- Grskovic, Janice Ann Johnson, Ph.D. *(Purdue University, 2000), Associate Professor (Graduate School Member)*
- Lauzon, Glenn, Ph.D. *(Indiana University Bloomington, 2007), Assistant Professor (Graduate School Member)*
- Park, JuWon, Assistant Professor *(Graduate School Member)*
- Rasheed, Saleem A., Ph.D. *(Southern Illinois University, 2005), Assistant Professor (Graduate School Member)*
- Reed, Charlotte, Ed.D. *(University of Virginia, 1980), Professor (Graduate School Member)*
- Schoon, Kenneth, Ph.D. *(Loyola University of Chicago, 1989), Professor (Graduate School Member)*
- Smith, Vernon, Ed.D. *(Indiana University, 1978), Professor (Graduate School Member)*
- Trzcinka, Sheila Marie, Ph.D. *(University at Buffalo, 1996), Assistant Professor (Graduate School Member)*

- Wigle, Stanley, Ph.D. *(Kansas State University, 1983), Professor (Graduate School Member)*

SOUTH BEND

- Alexander, Jannette G., Ed.D. *(Andrews University, 1989), Associate Professor (Graduate School Member)*
- Chang, Ni, Ed.D. *(Vanderbilt University, 1996), Associate Professor (Graduate School Member)*
- Clark, Karen B., Ph.D. *(Pennsylvania State University, 1993), Associate Professor (Graduate School Member)*
- Cress, Susan W., Ed.D. *(University of Florida, 1989), Associate Professor (Graduate School Member)*
- Davis, Hope Smith, Ed.D., *(University of Cincinnati, 2009), Assistant Professor (Graduate School Member)*
- Freitas, David J., Ed.D. *(Boston University, 1983), Professor (Graduate School Member)*
- Heck, Marsha L., Ed.D. *(University of North Carolina, 1991), Associate Professor (Graduate School Member)*
- Holm, Daniel T., Ph.D. *(University of Arizona, 1993). Associate Professor (Graduate School Member)*
- Horvath, Michael John, Ed.D. *(University of Arizona, 1978), Professor and Dean (Graduate School Member)*
- Issacson, Randall M., Ph.D. *(Michigan State University, 1976), Professor (Graduate School Member)*
- Larrier, Yvonne I., Ph.D. *(Capella University, 2006), Assistant Professor (Graduate School Member)*
- Lewandowski, Judith L., Ph.D. *(Purdue University, 2002), Associate Professor (Graduate School Member)*
- Linton, Jeremy Michael, Ph.D. *(Western Michigan University, 2003), Associate Professor (Graduate School Member)*
- Mettetal, Gwendolyn Wallace, Ph.D. *(University of Illinois, 1982), Professor (Graduate School Member)*
- Okrah, Kwadwo A., Ph.D. *(Ohio University, 1999), Associate Professor (Graduate School Member)*
- Reck, Una Mae, Ed.D. *(University of North Carolina at Greensboro, 1978), Professor (Graduate School Member)*
- Sage, Sara M., Ph.D. *(The Ohio State University, 1995), Associate Professor (Graduate School Member)*
- Shepherd, Terry Lynn, Ph.D. *(University of Iowa, 2005), Associate Professor (Graduate School Member)*
- Skarbek, Denise M., Ph.D. *(University of South Florida, 2000), Associate Professor (Graduate School Member)*
- Smith II, R. Lee, Ph.D. *(University of South Florida, 2000), Associate Professor (Graduate School Member)*
- Spitzer, Bruce Alan, Ed.D. *(Oklahoma State University, 2004), Assistant Professor (Graduate School Member)*
- Thomas, Barbara Marie, Ed.S., *(Indiana University Bloomington, 1987) Assistant Professor (Graduate School Member)*

- Watson, Bruce, Ed.D.*, (Western Michigan University, 1995), Assistant Professor (Graduate School Member)*
- Williams, Emily Edith, Ph.D.*(New Mexico State University, 2008), Assistant Professor (Graduate School Member)*

SOUTHEAST

- Babione, Carolyn, Ph.D. *(University of New Mexico, 1993), Associate Professor (Graduate School Member)*
- Bailey, Kevin Sue, Ed.D. *(Indiana University, 1981), Professor (Graduate School Member)*
- Bradley, Mary Christine, Ph.D. *(Indiana University Bloomington, 2007) Assistant Professor (Graduate School Member)*
- Camahalan, Faye Marsha, Ph.D. *(University of the Philippines, 2000), Associate Professor (Graduate School Member)*
- Chang, Sau Hou, Ph.D. *(Texas A&M, 2007), Assistant Professor (Graduate School Member)*
- Durham-Barnes, Joanna, *Assistant Professor (Graduate School Member)*
- Fankhauser, Robin L., Ed.D. *(Indiana University Bloomington, 1985), Associate Professor(Graduate School Member)*
- Fraser,Virginia A., *Assistant Professor (Graduate School Member)*
- Freyn, Amy Leigh, Ed.D. *(Spaulding University, 2006), Assistant Professor (Graduate School Member)*
- Herdoiza-Estevez, Magdalena, Ph.D. *(Universite de Paris, 1985), Associate Professor (Graduate School Member)*
- Hollenbeck, James E., Ph.D. *(University of Iowa, 1999), Associate Professor (Graduate School Member)*
- Morganett, L. Lee, Ed.D. *(Indiana University, 1980), Professor (Graduate School Member)*
- Murray, Gloria Jean, Ed.D. *(Indiana University, 1982), Associate Professor and Dean (Graduate School Member)*
- Pinkston, Gary L., Ed.D. *(University of Minnesota, 1998), Associate Professor (Graduate School Member)*
- Podikunju-Hussain, Shifa, Ph.D., *Assistant Professor (Graduate School Member)*
- Ridout, Susan R., Ph.D. *(Indiana University, 1983), Professor (Graduate School Member)*
- Ryan, Walter F., Ph.D. *(Ohio University, 1996), Associate Professor (Graduate School Member)*
- Schoen, Lea J., Ph.D. *(Boston College, 2005), Assistant Professor (Graduate School Member)*
- Shea, Catherine A., Ph.D. *(University of Missouri, 1984), Professor (Graduate School Member)*
- Squires, Frances H., Ph.D. *(The Ohio State University, 1977), Associate Professor (Graduate School Member)*
- Thompson-Book, Barbara C. Ph.D. *(University of Arizona, 1993), Associate Professor (Graduate School Member)*

Emeritus Faculty
Emeritus Faculty
(IUB, IUPUI, IUPU-C)

- Abel, Billy, Ed.D. *(Indiana University, 1970) (IUPUI)*
- Aldrich, Anita, Ed.D. *(Pennsylvania State University, 1957) (IUB)*
- Andersen, Hans 0., Ed.D. *(Indiana University, 1966) (IUB)*
- Anderson, Jean, Ed.D. *(Indiana University, 1968) (IUB)*
- Appelman, Robert, Ph.D. *(Indiana University, 1993) (IUB)*
- Arnove, Robert, Ph.D. *(Stanford University, 1969) (IUB)*
- Barman, Charles, Ed.D. *(University of Northern Colorado, 1974) (IUPUI)*
- Barnes, Ronald, Ed.D. *(Indiana University, 1978) (IUB)*
- Bean, John P., Ph.D. *(University of Iowa, 1978) (IUB)*
- Becker, James M., M.A. *(University of Minnesota, 1949) (IUB)*
- Bennett, Christine, Ph.D. *(University of Texas, 1972) (IUB)*
- Best, William P., Ph.D. *(Purdue University, 1968) (IUPUI)*
- Bhola, Harbans, Ph.D. *(The Ohio State University, 1965) (IUB)*
- Brantlinger, Ellen, Ph.D. *(Indiana University, 1978) (IUB)*
- Brill, Arthur D., Ed.D. *(Indiana University, 1969) (IUPUI)*
- Britton, Ronald B., Ed.D. *(University of Missouri, 1972) (IUPUI)*
- Brown, Lawrence D., Ed.D. *(University of Illinois, 1962) (IUB)*
- Buffie, Edward G., Ed.D. *(Indiana University, 1962) (IUB)*
- Burello, Leonard, Ed.D. *(Syracuse University, 1969) (IUB)*
- Campbell, Larry, Ed.D. (*Indiana University, 1968) (IUB)*
- Carter, Ledford C., M.S., *(Indiana University, 1954) (IUB)*
- Chafel, Judith A., Ph.D. *(University of Illinois, 1979) (IUB)*
- Chiappetta, Michael, Ph.D. *(University of Michigan, 1950) (IUB)*
- Clark, Gilbert A., Ph.D. *(Stanford University, 1972) (IUB)*
- Cohen, Michael R., Ph.D. *(Cornell University, 1968) (IUPUI)*
- Cunningham, Donald, Ph.D. *(University of Illinois, 1969) (IUB)*
- Davies, Ivor K., Ph.D. *(University of Nottingham, England, 1967) (IUB)*
- Davis, Betty Joe, Ph.D. *(Wayne State University, 1975) (IUPUI)*
- Dehnke, Ronald E., Ph.D. *(Wayne State University, 1966) (IUPUI)*

- Dever, Richard, Ph.D. *(University of Wisconsin, 1968) (IUB)*
- Draper, Merle R., Ed.D. *(Indiana University, 1965) (IUPUI)*
- Duffy, Thomas M., Ph.D. *(University of Illinois, 1969) (IUB)*
- Dvorak, Earl A., Ed.D. *(Indiana University, 1951) (IUB)*
- Ebbert, J. Marvin, Ph.D. *(Purdue University, 1964) (IUPUI)*
- Ehman, Lee, Ph.D. *(University of Michigan, 1969) (IUB)*
- Eklund, Susan, Ph.D. *(George Peabody College, 1970) (IUB)*
- Englander, Meryl E., Ph.D. *(University of Michigan, 1957) (IUB)*
- Faris, K. Gene, Ed.D. *(Indiana University, 1959) (IUB)*
- Farr, Roger, Ed.D. *(State University of New York, 1967) (IUB)*
- Fink, Albert, Ph.D. *(University of Michigan, 1970) (IUB)*
- Fleming, Malcolm L., Ed.D. *(Indiana University, 1960) (IUB)*
- Froehle, Thomas D., Ph.D. *(The Ohio State University, 1967) (IUB)*
- Gabel, Dorothy L., Ph.D. *(Purdue University, 1974) (IUB)*
- Gibson, Robert L., Ed.D. *(Teachers College, Columbia University, 1956) (IUB)*
- Goud, Nelson, Ph.D. *(Michigan State University, 1967) (IUPUI)*
- Gousha, Richard P., Ed.D. *(Indiana University, 1960), (IUB)*
- Gregory, Thomas, Ph.D. *(University of Texas, 1969) (IUB)*
- Grigsby, Clifford E., Ed.D. (*Indiana University, 1971) (IUPUI)*
- Guskin, Samuel L., Ph.D. *(University of North Carolina, 1958) (IUB)*
- Hall, Dale J., Ed.D. *(Indiana University, 1965) (IUB)*
- Harris, Robert, Ed.D. *(University of Illinois, 1970) (IUB)*
- Harste, Jerome, Ph.D. *(University of Minnesota, 1971) (IUB)*
- Hart, Stuart, Ph.D. *(Indiana State University, 1972) (IUPUI)*
- Heinich, Robert, Ph.D. *(University of Southern California, 1967) (IUB)*
- Holland, Ruth E., Ph.D. *(Indiana University, 1967) (IUPUI)*
- Horn, Ernest W., Ed.D. *(Indiana University, 1956) (IUB)*
- Ingersoll, Gary M., Ph.D. *(Pennsylvania State University, 1970) (IUB)*
- Jacobs, Lucy C., Ph.D. *(Indiana University, 1961) (IUB)*
- Jenkinson, Edward B., M.A. *(Indiana University, 1956) (IUB)*
- Jwaideh, Alice R., Ph.D. *(Indiana University, 1968) (IUB)*
- Kinman, David, Ed.D. *(Indiana University, 1972) (IUB)*
- Klein, Susan, Ph.D. *(University of Illinois, 1968) (IUB)*
- Knapczyk, Dennis, Ph.D. *(University of Kansas, 1072) (IUB)*
- Kuh, George D., Ph.D. *(University of Iowa, 1975) (IUB)*
- Kurpius, Dewayne J., Ed.D. *(University of North Dakota, 1964) (IUB)*
- LeBlanc, John F., Ph.D. *(University of Wisconsin, 1968) (IUB)*
- Lester, Frank, Ph.D. *(The Ohio State University, 1972) (IUB)*
- Lynch, William W., Jr., Ph.D. *(Yale University, 1950) (IUB)*
- Maccia, George S., Ph.D. *(University of Southern California, 1952) (IUB)*
- Mahan, James M., Ed.D. *(Syracuse University, 1968) (IUB)*
- Mannan, Golam, Ph.D. *(Indiana University, 1967) (IUPUI)*
- Marker, Gerald W., Ed.D. *(Indiana University, 1970) (IUB)*
- McBurney, Wendell F., Ed.D. *(Indiana University, 1967) (IUPUI)*
- McCarthy, Martha M., *Ph.D. (University of Florida, 1975) (IUB)*
- McClellan, Edward B., Ph.D. *(Northwestern University, 1967) (IUB)*
- McIntosh, Jerry A., Ed.D. *(Indiana University, 1963) (IUB)*
- McKinley, John, Ed.D. *(Indiana University, 1960) (IUB)*
- McQuigg, R. Bruce, Ed.D. *(University of Colorado, 1962) (IUB)*
- Mehlinger, Howard, Ph.D. *(University of Kansas, 1964) (IUB)*
- Mitchell, Marianne, Ed.D. *(University of Toledo, 1964) (IUB)*
- Molenda, Michael, Ph.D. *(Syracuse University, 1971) (IUB)*
- Mueller, Daniel J., Ph.D. *(University of Illinois, 1969) (IUB)*
- Newman, Anabel P., Ph.D. *(State University of New York at Buffalo, 1971) (IUB)*
- Ochoa, Anna, Ph.D. *(University of Wisconsin, 1970) (IUB)*
- Overly, Norman V., Ph.D. *(The Ohio State University, 1966) (IUB)*
- Pace, Vernon D., Ed.D. *(Indiana University, 1967) (IUB)*
- Patrick, John J., Ed.D. *(Indiana University, 1969) (IUB)*
- Perisho, M. Joan, M.S. *(Indiana University, 1950) (IUB/IUPUI)*
- Pershing, James A. Ph.D. *(University of Missouri, 1975) (IUB)*
- Polsgrove, Lewis, J., Ed.D. *(University of Kentucky, 1974) (IUB)*
- Prentice, Joan L., Ed.D. *(Indiana University, 1964) (IUB)*
- Preusz, Gerald, Ed.D. *(Indiana University, 1970) (IUPUI)*

- Pugh, Sharon L., Ed.D. *(Indiana University, 1978) (IUB)*
- Robbins, Edward L., Ed.D. *(Indiana University, 1971) (IUPUI)*
- Scannell, Dale, Ph.D. *(University of Iowa, 1958) (IUB)*
- Schwen, Thomas, Ed.D. *(Indiana University, 1970) (IUB)*
- Scott, Myrtle, Ph.D. *(George Peabody College, 1969) (IUB)*
- Shaffer, Robert H., Ph.D. *(New York University, 1945) (IUB)*
- Sherman, Mendel, Ed.D. *(University of Southern California, 1955) (IUB)*
- Silk, David, Ph.D. *(University of Maryland, 1972) (IUPUI)*
- Simich-Dudgeon, Carmen, Ph.D. *(Georgetown University, 1984) (IUB)*
- Small, Don M., Ed.D. *(Indiana University, 1980) (IUB)*
- Smith, Carl B., Ph.D. *(Case Western Reserve University, 1967) (IUB)*
- Smith, Frederick R., Ph.D. *(University of Michigan, 1960) (IUB)*
- Smith, Gerald, Ed.D. *(Columbia University, 1964) (IUB)*
- Smith, Vernon H., Ed.D. *(University of Colorado, 1966) (IUB)*
- Spear, Josephine, Ed.D. *(Indiana University, 1952) (IUB)*
- Steiner, Elizabeth, Ph.D. *(University of Southern California, 1957) (IUB)*
- Walden, James D., Ed.D. *(University of Illinois, 1963) (IUB)*
- Warren, Donald, Ph.D. *(University of Chicago, 1968) (IUB)*
- Weigand, James E., Ed.D. *(Indiana University, 1964) (IUB)*
- Wilcox, Barbara L., Ed.D. *(University of Illinois, 1972) (IUPUI)*
- Wolf, Barbara, Ph.D. *(University of Illinois, 1977) (IUB)*
- Wolf, Hugh A., Ed.D. *(Indiana University, 1971) (IUPUI)*
- Wood, Leslie A., Ed.D. *(Stanford University, 1962) (IUPUI)*
- Woodward, Virginia, Ed.D. *(Columbia University, 1967) (IUB)*
- Zimmerman, Enid, Ed.D. *(Indiana University, 1979) (IUB)*