School of Education Graduate Programs

Administration

ANASTASIA MORRONE, Ph.D., *Dean*

VASTI TORRES, Ph.D., *Executive Associate Dean*

GAYLE BUCK, Ph.D., *Associate Dean for Research and Development*

DEBORAH FERGUSON*, Assistant Dean of Finance and Administration*

CARL DARNELL, Ph.D., *Assistant Dean for Diversity, Equity, and Inclusion*

SARAH LUBIENSKI, Ph.D., *Associate Dean for Graduate Studies*

JILL SHEDD, Ph.D., *Assistant Dean of Undergraduate Education*

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

DONNA STEVENS, *Director of Human Resources*

SCOTT WITZKE, *Director of Marketing & Communications*

Admissions

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

Application Procedures

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

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

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

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

Admission Deadlines

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

Please visit the School of Education website for updated deadlines for individual programs.

Admission Criteria

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

- A four-year bachelor's degree (or equivalent), requiring four years of full-time study or equivalent, from a college or university holding full regional or national accreditation, is required for admission to all graduate programs. Applicants with a bachelor's degree from an institution holding only state accreditation may be granted conditional admission if their other application credentials are strong. Applicants in the last semester of a four-year undergraduate program may be granted conditional admission until such time as the bachelor's degree has been awarded. International applicants are generally expected to be bachelor equivalent to be admitted to a program. They are encouraged to confirm with OIS that they have satisfied this requirement after submitting their application and transcripts.
- The minimum acceptable undergraduate grade point average (GPA) varies by program. Graduate degree programs typically require a minimum GPA of 2.75 (on a 4.00 scale) in all undergraduate coursework. Some programs may require a higher undergraduate GPA. Graduate licensure (non-degree, certification only) programs typically require a GPA of 2.5 or higher in all undergraduate coursework. Exceptions may be made when undergraduate coursework is judged to have been especially rigorous, and when other application credentials are very strong. Individual programs may set their own GPA requirements. Meeting the minimum GPA requirement does not guarantee admission.
- Most master's and specialist programs require applicants to have a minimum GPA of 3.30 in any graduate coursework taken prior to application. Doctoral programs usually require a minimum GPA of 3.50 in any prior graduate coursework. Licensure programs typically require a minimum GPA of 3.00 in any previous graduate coursework. Individual judgments are made about the rigor of grading in the graduate work presented.
- GRE scores are required for all Ed.S., Ed.D., and Ph.D. applicants. Most M.S.Ed. programs and the Secondary Transition to Teaching program (with some exceptions) also require GRE scores. The GRE is required for all international applicants. Applicants to doctoral programs in the School of Education typically must have a total GRE (combined verbal and quantitative) score of 302 or higher and an analytical writing score of 4.0 or higher. Applicants to specialist programs and most master's programs typically must have a total GRE (combined verbal and quantitative) score of 291 or higher and an analytical writing score of 3.5 or higher. GRE scores must be from a test date no more than five years prior to the date an application is submitted. Some exceptions to the GRE requirement exist. For details, please refer to current program-specific application instructions on

the "How to Apply" page of the School of Education website.
- TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) scores are required for all international applicants whose first language is not English. TOEFL or IELTS scores must be from a test date no more than two years prior to the date an application is submitted. The School of Education typically requires a score of 79 on the TOEFL internet-based test or 6.5 on the IELTS for admission to its graduate programs:, Prospective students whose TOEFL or IELTS scores do not meet the standard listed above may still apply. Exceptions may occasionally be made when other application credentials are strong.
- Admission to all graduate programs is subject to availability of space. Program faculty size, the number of students already in a program, and the number and strength of new applicants all affect selection ratios in a given year.

Admission Categories

Admission

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

Conditional Admission

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

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

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

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

Special Admission Status

Auditing

Some Education courses are available for auditing. Classes taken as audits are not counted as completed academic credit, but they will be reflected on your grade report and on your transcript as "NC" (no credit). Audit

classes are excluded from consideration for official IU certification purposes.

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

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

Temporary Intercampus Transfer

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

Switching Campuses (Permanent Transfer)

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

Counseling and Educational Psychology

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

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

Certificate in Alcohol and Drug Counseling (Online and Collaborative)
Certificate Requirements (18 cr.)

Select one course from each area.

Addiction Counseling Theories and Techniques
- EDUC-G 510 Intro Alcohol and Drug Counseling
- PSY-G 510 Alcohol and Drug Counseling (3 cr.)
- PSY-P 535 Introduction to Addictions Counseling (3 cr.)

Clinical Appraisal and Assessment
- EDUC-G 511 Screening and Assessment of Alcohol and Drug Abuse Problems (3 cr.)
- PSY-G 505 Clinical Appraisal and Assessment (3 cr.)
- PSY-P 540 Principles of Psychological Assessment and Prediction (3 cr.)

Clinical Problems and Applications
- EDUC-G 512 Counseling Approaches with Addictions (3 cr.)
- PSY-G 512 Counseling Approaches with Addictions (3 cr.)

Psychoactive Drugs and Psychopharmacology
- EDUC-G 513 Legal and Illegal Drugs of Abuse (3 cr.)
- PSY-G 513 Psychopharmacology and Counseling (3 cr.)

Diversity
- EDUC-G 575 Multicultural Counseling (3 cr.)
- PSY-G 575 Multicultural Counseling (3 cr.)
- PSY-I 501 Multicultural Counseling (3 cr.)

Practicum
- EDUC-G 514 Practicum in Alcohol and Drug Counseling (3 cr.)
- EDUC-G 647 Advanced Internship in Counseling (3 cr.)
- PSY-G 524 Practicum in Mental Health Counseling (3 cr.)
- PSY-G 550 Internship in Mental Health Counseling (3 cr.)

Certificate in Assessment and Evaluation Methods (Online)
Certificate Requirements (13 cr.)

- EDUC-Y 502 Intermediate Statistics Applied to Education (3 cr.)
  - EDUC-Y 500 Computer Laboratory and Consultation for Educational Inquiry to support Y502 (1 cr.)
- EDUC-Y 527 Educational Assessment and Psychological Measurement (3 cr.)
- EDUC-Y 535 Evaluation Models and Techniques (3 cr.)
- EDUC-P 507 Assessment in Schools (3 cr.)

Certificate in Learning Sciences, Media, and Technology (Online)
Certificate Requirements (12 cr.)

- P507 Assessment in Education (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P574 Topical Seminar in Learning Sciences (6 cr.) or P674 Advanced Topical Seminar in the Learning

Sciences (6 cr.) (Topics to be selected with the advisor)

Certificate in Qualitative Research and Inquiry Methodology (Online)
Certificate Requirements (12 cr.)

Core Courses (9 cr.)

- Y611 Qualitative Inquiry in Education (3 cr.)
- Y616 Digital Tools for Qualitative Inquiry (3 cr.)
- Y640 Analyzing Qualitative Data (3 cr.)

Qualitatively Oriented Elective (3 cr.)

- Y510 Action Research I (3 cr.)
- Y612 Critical Qualitative Inquiry I (3 cr.)
    - (Must be taken concurrently with Y500.)
- Y613 Critical Qualitative Inquiry II (3 cr.)
    - (Must be taken concurrently with Y500.)
- Y624 Discursive Psychology Approaches to Discourse Analysis (3 cr.)
- Y630 Narrative Theory and Inquiry (3 cr.)
- Y631 Discourse Theory and Analysis (3 cr.)
- Y633 Feminist Theory and Methodology (3 cr.)
- Y650 Topics in Inquiry Methodology (3 cr.)
- Y671 Knowledge, Reflection and Critique in Methodological Theory (3 cr.)
- Y672 Communicative Action Theory (3 cr.)
- Y673 Discursive Psychology as Theory (3 cr.)

Certificate in Quantitative Research and Inquiry Methodology (Online)
Certificate Requirements (14 cr.)

Core Courses (8 cr.)

- EDUC-Y 502 Intermediate Statistics Applied to Education (3 cr.)
    - EDUC-Y 500 Computer Laboratory and Consultation for Educational Inquiry to support Y502 (1 cr.)
- EDUC-Y 604 Multivariate Analysis in Educational Research (3 cr.)
    - EDUC-Y 500 Computer Laboratory and Consultation for Educational Inquiry to support Y604 (1 cr.)

Two Elective Quantitative Courses (6 cr.)*

- Y527 Educational Assessment and Psychological Measurement (3 cr.)
- Y525 Survey Research Methodology (3 cr.)
- Y535 Evaluation Models & Techniques (3 cr.)
- Y603 Statistical Design of Educational Research (3 cr.)*
- Y617 Psychometric Theory (3 cr.)*
- Y635 Methodology of Educational Evaluation (3 cr.)
- Y637 Categorical Data Analysis (3 cr.)
- Y639 Multilevel Modeling (3 cr.)
- Y645 Covariance Structure Analysis (3 cr.)

- Y655 Longitudinal Data Analysis (3 cr.)

* Depending on elective choice additional Y500 support labs may be required

M.S.Ed. in Counseling and Counselor Education- School Track
Degree Requirements (48 cr.)

Major Requirements (39 cr.)
- G502 Professional Orientation and Ethics (3 cr.)
- G505 Individual Appraisal: Principles and Procedures (3 cr.)
- G522 Counseling Theories (3 cr.)
- G523 Laboratory in Counseling and Guidance (3 cr.)
- G532 Introduction to Group Counseling (3 cr.)
- G542 Organization and Development of Counseling Program (3 cr.)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G562 Intervention, Consultation and Program Development (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G624 Advanced Practicum in Counseling Psychology (3 cr.)
- G647 Advanced Practicum in Counseling (6 cr.)
- P624 Biology of Behavior (3 cr.)

Inquiry Rrequirement (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)

Human Growth and Development Requirement (3 cr.)
- P514 Life Span Development: Birth-Death (3 cr.)

Elective Requirement (3 cr.)
Three graduate credit hours are required. The course should broaden understanding in counseling and/or psychological foundations. Specific course selection must have the approval of your academic advisor.

M.S.Ed. in Learning and Development Sciences- Counseling Psychology Track
Degree Requirements (36 cr.)

Counseling Psychology Requirements (12 cr.)
- G522 Counseling Theories (3 cr.)
- G523 Laboratory in Counseling and Guidance (3 cr.)
- G552 Introduction to Career Counseling (3 cr.)
- G575 Multicultural Counseling (3 cr.)

Educational Psychology Requirements (12 cr.)
Courses are selected from one or more of the sub-areas of psychological studies, which include human development and learning science. Select 12-credit hours of EDUC-P courses in consultation with your academic advisor. P514 Lifespan Development: Birth -Death and P624 Biology of Behavior are strongly encouraged

Inquiry Methodology Requirements (9 cr.)
Select from the following courses in consultation with your academic advisor:

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

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

Elective Requirement (3 cr.)
Students may take electives in any area of interest with faculty advisor approval in order to complement their plan of study. Note that to meet the elective requirements, students may take additional G courses, excluding G524, G550, G647. Electives taken must bring the total to 36 credit hours and must contribute to the integrity of the student's program. G650 Topical Seminar in Counseling Psychology: Advanced Multicultural Career Counseling and Consultation is strongly encouraged

M.S.Ed. in Learning and Development Sciences-Educational Psychology Track
Degree Requirements (36 cr.)

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

Inquiry Methodology Requirements (9 cr.)
Select from the following courses in consultation with your academic advisor:

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

Foundations Requirement (3 cr.)
The usual course to fulfill this requirement is:

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

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

- A560 Political Perspectives of Education (3 cr.)
- H504 History of American Education (3 cr.)
- H525 Anthropology of Education (3 cr.)

- H540 Sociology of Education (3 cr.)
- H560 Education and Change in Societies (3 cr.)
- H631 Social and Political Philosophy and Education (3 cr.)

Curriculum Theory or Methods Requirement (3 cr.)
In consultation with your academic advisor, select 3-credit hours from the following:

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

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

Elective Requirements (9 cr.)
Students may take electives in any area of interest with faculty advisor approval to complement their program of study. Electives taken must bring the total to 36 credit hours and must contribute to the integrity of the student's program.

M.S.Ed. in Learning and Development Sciences-Human Development Track
Degree Requirements (36 cr.)

Human Development Requirements (15 cr.)
Five courses in human development form the core of this track. At least one has to be at the 600 level, and up to one course from another department may count toward the major if approved by your advisor. Courses within the department are selected from the following:

- P513 Gerontology: Multidisciplinary Perspectives
- P514 Life Span Development: Birth to Death
- P515 Child Development•P516 Adolescent Development
- P517 Adult Development and Aging

- P518 Social Aspects of Aging
- P521 Emerging Adulthood•P622 Social Development
- P624 Brain Research Applied to Educational and Clinical Practice
- P625 Family Processes and Child/Adolescent Development
- P652 Family Transitions
- P683 Developmental Epidemiology

Inquiry Methodology Requirements (9 cr.)

Select three courses from the approved Inquiry Course list:

[Approved Inquiry Course List](#)

Foundations Requirement (3 cr.)

This may be a course in the philosophy, sociology, history or anthropology of education or psychology. Typically, an H-prefixed education course is used to fulfill this requirement, or an alternative agreed to by the advisor. Other acceptable courses include P601: Educational and Historical Foundations of Psychology.

Elective Requirements (9 cr.)

Other relevant courses, to bring total hours to a minimum of 36. Elective courses must contribute to the integrity of the student's program and must be approved by a program advisor.

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

Degree Requirements (36 cr.)

Major Requirements (21 cr.)

***Inquiry (12 cr.)*Select from the following courses in consultation with your academic advisor:**

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

Educational Psychology (9 cr.)Select from the following courses in consultation with your academic advisor:

- P513 Gerontology: Multidisciplinary Perspectives (3 cr.)

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

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

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

Curriculum Theory or Methods Requirement (3 cr.)

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

Elective Requirements (9-12 cr.)

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

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

Degree Requirements (36 cr.)

Learning Sciences Core Requirements (15 cr.)

Required Courses (6 cr.)

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

Other Courses in Major (9 cr.)

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

- P507 Assessment in Education (3 credits)
- P540 Learning and Cognition in Education (3 credits)
- P545 Educational Motivation (3 credits)
- P573 Learning Sciences Apprenticeship (1-3 credits, max of 3 credits)

- P574 Topical Seminar in Learning Sciences (3-6 credits)
- P600 Topical Seminar in Learning, Cognition, and Instruction (3-6 credits)
- P631 Theorizing Learning in Context (3-6 credits)
- P632 Designing for Learning in Context (3-6 credits)
- P633 Researching Learning in Context (3-6 credits)
- P650 Topical Seminar in Educational Psychology (3-6 credits)
- P674 Advanced Topical Seminar in Learning Sciences (3-6 credits)

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

A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

Philosophy, Sociology, History or Anthropology of Education Requirement (3 cr.)
Choose among any education course, typically with an H-prefix, or an alternative agreed to by the advisor.

Curriculum and Instruction Requirement (3 cr.)
Choose from any Curriculum and Instruction course, or an alternative agreed to by the advisor.

Elective Requirements (6-12 cr.)
Electives may be from fields inside or outside the School of Education that are outside the Learning and Developmental Sciences. Students may take electives in any area of interest to complement their program of study. Electives must bring the total to 36 credit hours and must contribute to the integrity of the student's program.

M.S.Ed. in Mental Health Counseling and Counselor Education- Addictions Track
Degree Requirements (60. cr)

Major Requirements (51 cr.)
- G502 Professional Orientation and Ethics (3 cr.)
- G505 Individual Appraisal: Principles and Procedures (3 cr.)
- G510 Introduction to Alcohol and Drug Counseling (3 cr.)
- G511 Screening and Assessment of Alcohol and Drug Problems (3 cr.)
- G512 Counseling Approaches with Addictions (3 cr.)
- G513 Legal and Illegal Drugs of Abuse (3 cr.)
- G522 Counseling Theories (3 cr.)
- G523 Laboratory in Counseling and Guidance (3 cr.)
- G532 Introduction to Group Counseling (3 cr.)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G563 Mental Health Counseling (3 cr.)
- G567 Marriage and Family Counseling (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G615 Psychopathology and Advanced Diagnosis (3 cr.)
- G624 Advanced Practicum in Counseling Psychology (3 cr.)
- G647 Advance Internship in Counseling (6 cr.)

Inquiry Requirement (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)

Human Growth and Development Requirement (3 cr.)
- P514 Life Span Development: Birth-Death (3 cr.)

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

M.S.Ed. in Mental Health Counseling and Counselor Education- Mental Health Track
Degree Requirements (60. cr)

Major Requirements (42 cr.)
- G502 Professional Orientation and Ethics (3 cr.)
- G505 Individual Appraisal: Principles and Procedures (3 cr.)
- G510 Introduction to Alcohol and Drug Counseling (3 cr.)
- G522 Counseling Theories (3 cr.)
- G523 Laboratory in Counseling and Guidance (3 cr.)
- G532 Introduction to Group Counseling (3 cr.)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G563 Mental Health Counseling (3 cr.)
- G567 Marriage and Family Counseling (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G615 Psychopathology and Advanced Diagnosis (3 cr.)
- G624 Advanced Practicum in Counseling Psychology (3 cr.)
- G647 Advance Internship in Counseling (6 cr.)

Inquiry Requirement (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)

Human Growth and Development Requirement (3 cr.)
- P514 Life Span Development: Birth-Death (3 cr.)

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

Elective Requirements (9 cr.)
All students are required to take 9 elective credits. Six graduate credit hours may be from the major or outside the major. Students may seek electives outside of the major. Often these non-major courses come from Public Health, Human Development, and School Psychology. For example, the following five courses from the Department of Psychological and Brain Sciences can be used as electives for an elective that is outside the major:

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

The 3rd elective (3 graduate credit hours) must be a clinically oriented course from the following:

- G511 Screening and Assessment of Alcohol and Drug Problems

- G512 Counseling Approaches with Addictions
- G513 Legal and Illegal Drugs of Abuse
- G542 Organization and Development of Counseling Program
- G562 School Counseling: Intervention, Consultation and Program Development
- G580 CBT with children
- G609 Interventions in Sport and Performance Psychology
- G632 Advanced Group Leadership
- G647 Advanced Internship in Counseling
- Any other clinically oriented course approved by your advisor.

Specific course selections must have the approval of your academic advisor. Students who anticipate seeking licensure outside of the State of Indiana should consult with the appropriate state licensing board to ensure the requirements for practicum/internship are met.

M.S.Ed. in School Psychology
Degree Requirements (36 cr.)

School Psychology Core Courses Requirement (24 cr.)
- P650 Topical Seminar in Educational Psychology: Prevention, Assessment, and Intervention I (3 cr.)
- P650 Topical Seminar in Educational Psychology: Prevention, Assessment, and Intervention II (3 cr.)
- P656 Practicum in School Psychology (6 cr.)
- P670 Behavioral Analysis and Consultation for School Psychologists (3 cr.)
- P680 Ethics And Law in School Psychology (3 cr.)
- P681 Psychology of Cultural Diversity: Equity & Opportunity in Public Education (3 cr.)
- P692 Seminar In Therapeutic Interventions with Children (3 cr.)

Foundation Courses Requirement (12 cr.)
Human Development (3 cr.)
- P514 Lifespan Development: Birth to Death (3 cr.)

Social Basis of Behavior (3 cr.)
- G656 Social Bases of Behavior (3 cr.)

Cognitive/Learning Basis of Behavior (3 cr.)
Select one course from the following

- P540 Learning and Cognition in Education (3 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)
- P650 Affective and Cognitive Bases of Behavior (3 cr.)

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

Ed.S. in Mental Health Counseling
Degree Requirements (65 cr.)

Major Requirements (45 cr.)
- G502 Professional Orientation and Ethics (3 cr.)
- G505 Individual Appraisal: Principles and Procedures (3 cr.)

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

Inquiry Requirements (6 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)

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

A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

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

Elective Requirements (5 cr.)
- P514 Life Span Development: Birth-Death (3 cr.)
  (If not included in the cognate)

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

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

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

Ed.S. in School Psychology
Degree Requirements (65 cr.)

Major Requirements (36-40 cr.)
Courses here are in the area of specialization; at least 18 of the major requirement credit hours must be taken on the Bloomington campus. Required courses include:

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

Inquiry Requirements (6 cr.)
- Y502 Intermediate Statistics Applied to Education (3 cr.)
  (Must be taken concurrently with Y500.)
- Y520 Strategies for Educational Inquiry (3 cr.)

Psychological Foundations Requirements (12 cr.)
Human Development (3 cr.)
- P514 Lifespan Development: Birth to Death (3 cr.)

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

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

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

Cognate Requirements (9 cr.)
The cognate must have integrity in its own right and must complement the major. The cognate field must demonstrate wholeness within itself and contribute to the student's overall program. Cognates are normally formulated within a single program area. Major area courses may not be used in the cognate. Most students select counseling for their cognate, which provides a foundation for internships in school settings. The cognate should be selected to prepare for internship and professional positions upon graduation.

Elective Requirement (2-12 cr.)
Electives may be taken in fields inside or outside the School of Education. Students may take electives in any area of interest to complement their program of study. Elective courses must be approved by the advisory committee and must be relevant to the field of School Psychology. The electives category may be used to add to the major, research/inquiry, or minor components to bring the total program credits earned to at least 65 hours.

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

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

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

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

Ph.D. in Counseling Psychology
Degree Requirements (98-104 cr.)

Major Requirements (50 cr.)
- G522 Counseling Theories (3 cr.)
- G523 Laboratory in Counseling and Guidance (3 cr.)
- G532 Introduction to Group Counseling (3 cr.)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G600 Pro-Seminar in Counseling Psychology (3 cr.)
- G615 Psychopathology and Advanced Diagnosis (3 cr.)
- G622 Advanced Theories of Counseling (3 cr.)
- G624 Advance Practicum in Counseling Psychology (3 cr.)
- G625 Advanced Practicum: Individual Supervision (8 cr.)(2 credits of G625 are to be taken for each of the first 2 semesters of the doctoral practicum, 1 credit of G625 is to be taken in each subsequent semester of supervised practicum)

- G650 Social Justice Consultation, Advocacy, and Leadership (3 cr.)
- G685 Seminar in Counseling Research Methods (Inquiry Linkage) (3 cr.)
- G763 Advanced Practicum in Counseling Supervision (3 cr.)
- P655 Cognitive Assessment and Intervention (4 cr.) or G650 Topical Seminar in Counseling Psychology (3 cr.) *If using G650 confirm with advisor relevant section required*
- P691 Personality Assessment and Intervention (3 cr.)

Inquiry Requirements (12 cr.)
- Y502 Intermediate Statistics Applied to Education (3 cr.)
  (Must be taken concurrently with Y500)
- Y527 Educational Assessment and Psychological Measurement (3 cr.)
- Y604 Multivariate Analysis in Educational Research (3 cr.)
  (Must be taken concurrently with Y500)
- A Y course on qualitative research (e.g., Y611) (3 cr.)

Minor Requirements (12 cr.)
The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary minor is also possible. If courses in the minor are from more than one program area, a written description of the minor's underlying theme must be provided along with a rationale for each course's contribution to that theme. This written description is typically limited to two pages and submitted to the student's Program of Studies Committee. Courses listed in the Major Requirements cannot be used in the minor. However, other major area courses (i.e., G courses) within Counseling Psychology program may be used in the minor, with the approval of the Program Director. A few minors that have been selected by doctoral students in recent years include educational inquiry, human development, sport psychology, public health, organizational behavior, gender studies, and various interdisciplinary studies.

Program-Required Elective Requirement (3 cr.)
Students are required to take any one of the following courses:

- G510 Introduction Alcohol and Drug Counseling (3 cr.)
- G567 Marriage and Family Counseling (3 cr.)
- G580 Topical Seminar in Counseling and Guidance (3 cr.)
  - Cognitive Behavioral Therapy with Children and Adolescents
- G609 Interventions in Performance Psychology (3 cr.)
- G632 Advanced Group Leadership (3 cr.)
- Any research-based Y course
- Any other research-based course approved by the student's advisory committee (excluding G685)

- Any other clinically oriented course approved by the student's advisory committee

Additional Psychological Foundations Requirements (6-12 cr.)
Courses in this area satisfy additional accreditation requirements of the American Psychological Association. Depending on minor selection, up to 6 of these credit hours may be counted towards the minor requirement with approval of advisory and department chair.

Biological Aspects of Behavior
- P624 Brain Research Applied to Educational and Clinical Practice (3 cr.) OR
- Psy-P 667 Neuropsychopharmacology (3 cr.)

Affective and Cognitive Aspects of Behavior
- P650 Affective and Cognition Bases of Behavior (3 cr.)

Social Aspects of Behavior
- G656 Social Bases of Behavior (3 cr.)

Human Development
- P514 Lifespan Development (3 cr.)

Dissertation Requirements (15 cr.)
- G795 Dissertation Proposal Preparation (3 cr.)
- G799 Doctoral Thesis in Counseling Psychology (12 cr.)

Internship Requirement (3 cr.)
Students must enroll in three credit hours of G699: Internship in Counseling Psychology. Students may take all three credits during the summer in which the internship commences or 1 credit per term over the course of their internship year. An end-of-year evaluation from the internship training director indicating successful completion of the internship must be submitted to the IU Counseling Psychology Program Director to receive a grade for G699.

Ph.D. in Qualitative and Quantitative Research Methodology
Degree Requirements (90 cr.)

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

Major Requirements (39 cr.)
Inquiry (9 cr.)
All Inquiry students must take the following three courses for their inquiry core:
- Y515 Foundations of Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)
- Y600 Methodological Implications of Social & Psychological Theories (3 cr.)

Qualitative, Quantitative, or Integrated Focus (30 cr.)
Qualitative and Quantitative Research Methodology students can opt for a qualitative, a quantitative or an integrated focus combining both qualitative and quantitative courses. For the qualitative and quantitative focus, the students must select a reasonable sequence of

courses (30 hours minimum) from among the list below or their equivalent in other Indiana University–Bloomington schools or departments. At least 18 hours have to be selected from the area of focus, and at least two courses must be taken in the opposite focus course listing (not to include courses listed as focusing on integrated methodologies. For an integrated focus, students must select at least 12 credit hours in the qualitative focus and 12 credit hours in the quantitative focus.

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

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

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

Courses Focusing on Integrated Methodologies
- Y525 Survey Research Methodology (3 cr.)
- Y535 Evaluation Models & Techniques (3 cr.)
- Y635 Methodology of Educational Evaluation (3 cr.)

Minor Requirements (12-18 cr.)
The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification e-doc. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses.

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

Elective Requirements (6 cr.)
Educational research is multidisciplinary, and students have a broad range of research interests and career plans which requires flexibility for their programs of studies. The program, therefore, enables students to tailor their electives in consultation with their Advisory Committees.

Electives may be taken in fields inside or outside the School of Education.

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

Dissertation Requirements (15 cr.)
- Y795 Dissertation Proposal Preparation (3 cr.)
- Y799 Doctoral Thesis in Inquiry Methodology (12 cr.)

Ph.D. in Learning and Developmental Science-Specialization in Educational Psychology
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
Required Course (3 cr.)
All doctoral students are required to take the following course:
- P601 Educational and Historical Foundations of Psychology (3 cr.)

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

Human Development (3 cr.)
Select at least one course from the following:

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

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

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

Other Courses in the Major (18 cr.)
In addition to the 18 hours required above the student will work with their advisor to select 18 additional hours to meet the minimum needed.

Inquiry Core Requirements (15 cr.)
The Inquiry component emphasizes methodological skills which provide a basis for conducting original research. The following three courses are required.

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

Select two courses from the following:

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

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

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

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

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

Dissertation Requirements (15 cr.)
- P795 Dissertation Proposal Preparation (3 cr.)
- P799 Doctoral Thesis in Educational Psychology (12 cr.)

Ph.D. in Learning and Developmental Science-Specialization in Human Development
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
Required Courses (15 cr.)
- P590 Independent Study in Educational Psychology (3 cr.)
- P601 Educational and Historical Foundations of Psychology (3 cr.)
- P624 The Biology of Behavior: Implications for Educational & Clinical Practice (3 cr.)
- P685 Proseminar in Human Development (1 cr. per semester) (6 cr.)

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

Adolescence (3 cr.)
- P516 Adolescent Development (3 cr.)

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

Other courses in the Major (12 cr.)
Select From:

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

Inquiry Requirements (15 cr.)
- Y502 Intermediate Statistics Applied to Education (3 cr.)
  (Must be taken concurrently with Y500.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)
- Y527 Educational Assessment and Psychological Assessment (3 cr.)
- Y604 Multivariate Analysis in Educational Research (3 cr.)
  (Must be taken concurrently with Y500.)
- Y645 Covariance Structure Analysis (3 cr.)

We also highly recommend:

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

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

Electives or Second Minor Requirements (12 cr.)
If you receive a job appointment to be an Associate Instructor, then you must take:

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

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

Dissertation Requirements (15 cr.)
- P795 Dissertation Proposal Preparation (3 cr.)
- P799 Doctoral Thesis in Educational Psychology (12 cr.)

Ph.D. in Learning and Developmental Science-Specialization in Learning Sciences
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
Required Courses (6 cr.)
- P544 Applied Cognition and Learning Strategies (3 cr.)
- P572 Introduction to the Learning Sciences **or** P640 Thinking and Learning in Social Contexts (or equivalent) (3 cr.)

Other Learning Sciences Courses (12–15 cr.)
Courses should include a minimum of six credit hours of coursework on theory and three credit hours of coursework on design. These courses, plus the inquiry linkage course, must include a minimum of six credit hours at the 600-level.
- P507 Assessment in Schools (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P545 Educational Motivation (3 cr.)
- P571 Proseminar in Learning Science (1 cr.)
- P574 Topical Seminar in Learning Science (3 cr.)
- P631 Theorizing Learning in Context (3 cr.)
- P632 Designing for Learning Context (3 cr.)
- P633 Capturing Learning in Context (3 cr.)
- P650 Topical Seminar in Educational Psychology (3 cr.)
- P674 Advanced Topical Seminar in Learning Sciences (1-3 cr.)
- P690 Independent Study in Educational Psychology (1-3 cr.)

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

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

Inquiry Linkage (3 cr.)

- P633 Capturing Learning in Context (3 cr.)

Inquiry Requirements (15 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)
- Select courses from the approved Inquiry Course list (12 cr.)

A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

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

Elective Requirements (12 cr.)
Electives may be taken in fields inside or outside the School of Education. Students may take electives in any area of interest to complement their program of study.

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

Dissertation Requirements (15 cr.)
- P795 Dissertation Proposal Preparation (3 cr.)
- P799 Doctoral Thesis in Educational Psychology (12 cr.)

Ph.D. in School Psychology
Degree Requirements (94 cr.)

Major Requirements (43 cr.)
- P607 Social Justice Consultation, Advocacy, and Leadership (3 cr.)
- P645 Single Case Research Methodology in Education and the Behavioral Sciences (3 cr.)
- P655 Cognitive Assessment and Intervention (4 cr.)
- P656 Practicum in School Psychology (2 cr., taken two times)
- P657 Academic Assessment and Intervention (4 cr.)
- P670 Behavioral Analysis and Consultation for School Psychologists (3 cr.)
- P680 Ethical, Legal, and Professional Issues in School Psychology (3 cr.)
- P681 Psychology of Cultural Diversity (3 cr.)
- P682 Developmental Psychopathology of Childhood and Adolescence (3 cr.)

- P691 Personality Assessment and Intervention (3 cr.)
- P692 Seminar in Therapeutic Interventions with Children (3 cr.)
- P695 Practicum in Personality and Behavioral Assessment (2 cr.)
- P696 Practicum in Therapeutic Interventions with Children (2 cr.)
- P697 Advanced Practicum in School Psychology (1 cr.)
- P699 Internship in School Psychology II (2 cr.) (Taken post-candidacy.)

Psychological Foundations Requirements (12 cr.)
Human Development (3 cr.)
- P514 Lifespan Development: Birth to Death (3 cr.)

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

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

Cognitive/Affective Bases of Behavior (3 cr.)
- P650 Topical Seminar in Educational Psychology: Affective and Cognitive Aspects of Behavior (3 cr.)

Inquiry Requirements (12 cr.)
- Y502 Intermediate Statistics Applied to Education (required) (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (required) (3 cr.)

Select one course from the following:

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

Select one course from the approved Inquiry Course list

A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

Minor Requirements (12 cr.)
The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification eDoc.

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

prepare for internship and professional positions upon graduation.

Elective Requirement (0-6 cr.)
Electives may be taken in fields inside or outside the School of Education. Students may take electives in any area of interest to complement their program of study.

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

Practicum and Internship Requirements
Practicum is required every semester. In the second year, students are required to enroll in the academic intervention practicum for one semester, and the behavioral intervention practicum for one semester. Doctoral students also enroll in a doctoral supervision class/practicum in the third year. All students take elective practica in the third and fourth years in their areas. A one-year, full-time internship is required, which typically is completed in the fifth year. Internships may be ten months in a school setting or 12 months in a clinical or other non-school settings. These hours will be listed in the Major Requirements section.

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

Dissertation Requirements (15 cr.)
- P795 Dissertation Proposal Preparation (3 cr.)
- P799 Doctoral Thesis in Educational Psychology (12 cr.)

Ed.D. Minor in Human Development
Minor Requirements (9 cr.)

These courses may be chosen from:

- P513 Gerontology
- P514 Lifespan Development
- P515 Child Development
- P516 Adolescent Development
- P517 Adult Development
- P518 Social Aspects of Aging
- P521 Emerging Adulthood
- P600 Children's Thinking
- P622 Social Development
- P623 Advanced Child Development
- P624 Biological Bases of Behavior

- P625 Family Processes and Child/Adolescent Development
- P652 Family Transitions
- P683 Developmental Epidemiology

At least one must be at the 600 level.

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

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

Ed.D. Minor in Learning Sciences
Minor Requirements (9 cr.)

Required Course (3 cr.)
Choose one of the following courses:

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

Foundations of Learning Sciences Requirements (6 cr.)
- P507 Assessment in Schools (3 cr.)
- P545 Educational Motivation (3 cr.)
- P573 Learning Sciences Apprenticeship (1-3 cr.)
- P574 Topical Seminar in the Learning Sciences (3 cr.)
- P631 Theorizing Learning in Context (3 cr.)
- P632 Designing for Learning Context (3 cr.)
- P633 Capturing Learning in Context (3 cr.)
- P674 Advanced Topical Seminar in Learning Sciences (3 cr.)
- Or other electives approved by the Learning Science faculty committee member

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

Ed.D. minor in Sport and Performance Psychology
Minor Requirements (9 cr.)

- EDUC-G 608/SPH-K 694 Counseling College Student-Athletes (3 cr.)
- EDUC-G 609/SPH-K 694 Interventions in Performance Psychology (3 cr.)

Select One Course (3 cr.)
- EDUC-G 650/SPH-K 500 Special Topics Seminar in Counseling Psychology (3 cr.)
- EDUC-C 750 Special Topics in Higher Education (3 cr.)
- SPH-M 512 Topics in Kinesiology [Critical Race Theory in Sport] (3 cr.)
- SPH-M 513 Sports in Higher Education (3cr.)
- SPH-M 522 Role of Sport in Society (3cr.)
- SPH-M 525 Psychological Foundations of Exercise and Sport (3 cr.)

- SPH-K 527 Adherence to Physical Activity (3 cr.)
- SPH-K 533 Advanced Theories of High-Level Performance (3 cr.)
- SPH-K 535 Physiological Basis of Human Performance (3 cr.)
- SPH-K 550 Special Topics in Kinesiology (3 cr.)
- Other topical seminars in related fields will be considered for inclusion

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

Ph.D. Minor in Counseling Psychology
Minor Requirements (12 cr.)

Students not majoring in the Ph.D. in School Psychology must take four courses in counseling psychology. Courses that may be chosen from:

- G505 Individual Appraisal: Principles and Procedures (3 cr.)
- G510 Introduction to Alcohol and Drug Counseling (3 cr.)
- G522 Counseling Theories (3 cr.)
- G523 Laboratory in Counseling and Guidance (3 cr.)
- G532 Introduction to Group Counseling (3 cr.)
- G542 Organization and Development of Counseling Programs (3 cr.)
- G552 Career Counseling: Theory/Practice (3 cr.)
- G562 School Counseling (3 cr.)
- G567 Introduction to Marriage and Family Counseling (3 cr.)
- G575 Multicultural Counseling (3 cr.)
- G609 Interventions in Performance Psychology (3 cr.)
- G615 Psychopathology and Advanced Diagnosis (3 cr.)
- G622 Advanced Theories of Counseling (3 cr.)
- G632 Advanced Group Leadership (3 cr.)
- G650 Topical Seminar in Counseling Psychology (3 cr.)

G522 and G523 are highly recommended, but not required.

Ph.D. in School Psychology Students:

School psychology students who minor in counseling psychology must take:

- G522 Counseling Theories (3 cr.)
- G523 Laboratory in Counseling and Guidance (3 cr.)
- G542 Organization and Development of Counseling Programs (3 cr.) or G562 School Counseling (3 cr.)
- the 4th course may be taken from the list of recommended for all students

All Students Minoring in Counseling Psychology:

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

Students must receive a B or better in all courses to count toward the minor. There is no minor qualifying exam requirement for the Counseling Psychology specialization doctoral minor.

.

Ph.D. Minor in Educational Psychology
Minor Requirements (12 cr.)

Possible courses are (but not limited to):

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

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

Ph.D. Minor in Gerontology
Minor Requirements (12 cr.)

Select four courses from the following:

- P513 Gerontology: Multidisciplinary Perspectives (3 cr.)
  (Students in the Educational Psychology or Learning Sciences Ph.D. programs should sign up for SPH H524 Gerontology: Multidisciplinary Perspectives.)
- P517 Adult Development and Aging (3 cr.)
  (Students in the Educational Psychology or Learning Sciences Ph.D. programs may not use this course for the gerontology minor.)
- P518 Social Aspects of Aging (3 cr.)
  (Students in the Educational Psychology or Learning Sciences Ph.D. programs may not use this course for the gerontology minor.)
- SPH B535 Contemporary Issues in Aging and Health (3 cr.)

- SPH B615 Health, Longevity and Integrative Therapies for the Later Years (3 cr.)
- Relevant courses from other departments or programs may be counted as gerontology courses at the discretion of the minor advisor, though no more than one such course may be counted toward the 12 credit minimum.

Minor Assignment
Sudent will complete a paper or a funding proposal, either real or simulated, and must be approved by the minor advisor.

Ph.D. Minor in Human Development
Minor Requirements (12 cr.)

These courses may be chosen from:

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

At least one must be at the 600 level.

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

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

Ph.D. Minor in Inquiry Methodology
Minor Requirements (12 cr.)

A minor in Inquiry Methodology engages in students' thinking through methodological advancements and challenges relevant to their major fields of study. The minor complements one's core inquiry hours without duplicating those. In other words, a course cannot count as both a core course and a minor course. The minor is constituted of 12 credit hours, of which a maximum of 6 credit hours may be transferred in. The specific coursework for the minor is decided and approved by the minor advisor.

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

PH.D. Minor in Learning Sciences
Minor Requirements (12 cr.)

Required Courses (3-6 cr.)
Choose one or two of the following courses:
- P540 Learning and Cognition in Education (3 cr.)

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

Foundations of Learning Sciences Requirement (6-9 cr.)
- P507 Assessment in Schools (3 cr.)
- P545 Educational Motivation (3 cr.)
- P573 Learning Sciences Apprenticeship (1-3 cr.)
- P574 Topical Seminar in the Learning Sciences (3 cr.)
- P631 Theorizing Learning in Context (3 cr.)
- P632 Designing for Learning Context (3 cr.)
- P633 Capturing Learning in Context (3 cr.)
- P674 Advanced Topical Seminar in Learning Sciences (3 cr.)
- Or other electives approved by the Learning Science faculty committee member

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

Ph.D. Minor in School Psychology
Minor Requirements (12 cr.)

Select four courses from the following:

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

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

Ph.D. minor in Sport and Performance Psychology
Minor Requirements (12 cr.)

Required Courses (6 cr.)
- EDUC-G 608/SPH-K 694 Counseling College Student-Athletes (3 cr.)
- EDUC-G 609/SPH-K 694 Interventions in Performance Psychology (3 cr.)

Select Two Courses (6 cr.)
- EDUC-G 650/SPH-K 500 Special Topics Seminar in Counseling Psychology (3 cr.)
- EDUC-C 750 Special Topics in Higher Education (3 cr.)
- SPH-M 512 Topics in Kinesiology [Critical Race Theory in Sport] (3 cr.)
- SPH-M 513 Sports in Higher Education (3cr.)
- SPH-M 522 Role of Sport in Society (3cr.)
- SPH-M 525 Psychological Foundations of Exercise and Sport (3 cr.)
- SPH-K 527 Adherence to Physical Activity (3 cr.)

- SPH-K 533 Advanced Theories of High-Level Performance (3 cr.)
- SPH-K 535 Physiological Basis of Human Performance (3 cr.)
- SPH-K 550 Special Topics in Kinesiology (3 cr.)
- Other topical seminars in related fields will be considered for inclusion

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

Curriculum and Instruction

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

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

Certificate in Children's and Young Adult Literature (Online)
Certificate Requirements (12 cr.)

- L559 Trade Books in Elementary Classrooms (3 cr.)
- L631 Multicultural and International Literature for Children and Young Adults (3 cr.)
- L641 Contemporary Issues in Children's and Young Adult Literature (3 cr.)
- L651 Topics in Children's and Young Adult Literature (3 cr.)

Certificate in Disability Rights, Policy, and Services
Certificate Requirements (12 cr.)

Required Courses (6 cr.)

- EDUC K643 Disability Rights, Policy, And Services (3 cr.)
- SWK 507 - Diversity, Human Rights, and Social Justice (3 cr.)

Other Courses (6 cr.)

Select one of the following courses:

- A675 Leadership in Special Education (3 cr.)
- E506 Curriculum in Early Childhood (3 cr.)
- E525 Advanced Curriculum Study In Early Childhood (3 cr.)
- K500 Topical Workshop in Special Education (3 cr.)
- K505 Introduction to Special Education for Graduate Students (3 cr.)
- K540 Early Education for Children with Disabilities or At-Risk For Disabling Conditions (3 cr.)
- K541 Transition Across the Life Span (3 cr.)

- K545 Management of the Severely Emotionally Disturbed (3 cr.)
- K548 Families, School and Society (3 cr.)
- K549 Early Childhood Special Education Program Models (3 cr.)
- K553 Classroom Management and Behavior Support (3 cr.)
- K565 Collaboration and Service Delivery (3 cr.)
- K573 Communication Interventions for Persons with Severe Disabilities (3 cr.)
- K650 Paradigms And Policies Of Special Education In The U.S. (3 cr.)
- K780 Seminar in Special Education (3 cr.)

Select one of the following courses:

- SWK 517 Assessment in Mental Health & Addictions (3 cr.)
- SWK 618 Social Policy & Services (Mental Health and Addictions) (3 cr.)
- SWK 683 Community-based Practice in Mental Health & Addictions(3 cr.)
- SWK 685 Mental Health & Addictions Practice: Individuals & Families (3 cr.)
- SWK 686 Social Work Practice: Addictions (3 cr.)
- SWK 505 Social Policy Analysis, Advocacy & Practice (3 cr.)
- SWK 687 Mental Health & Addictions Practice with Groups (3 cr.)

Certificate in Dyslexia (Online)
Certificate Requirements (9 cr.)

- K515 Foundations of Dyslexia: Identification and Assessment(3 cr.)
- K570 Intensive Reading Interventions and Supports for Students with Dyslexia (3 cr.)
- L518 Reading Research for Literacy Leaders (3 cr.)

Certificate in English as a Foreign Language (EFL)/English as a Second Language (ESL) Teacher Prep (Online)
Certificate Requirements (12 cr.)

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

Select one of the following courses:

- A515 Educational Leadership: Teacher Development and Evaluation (3 cr.)
- L546 Mentorship and Literacy Coaching of EFL/ESL Teachers (3 cr.)

Certificate in English as a Foreign Language (EFL)/English as a Second Language (ESL) Teaching (Online)
Certificate Requirements (12 cr.)

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

Select one of the following courses:

- L543 Teaching English in K-12 Classrooms in Global Contexts (3 cr.)
- L544 Computer Assisted Language Learning (3 cr.)

Certificate in Preparing Educators of Students with Autism (Online)
Certificate Requirements (12 cr.)

- K631 Introduction to Autism Spectrum Disorders (3 cr.)
- K633 Communication Development, Assessment, and Intervention in Autism Spectrum Disorders (3 cr.)
- K634 Preventing and Intervening with Challenging Behavior for Students with Autism Spectrum Disorders (3 cr.)
- K635 Evidence-Based Professional Practice to Support School-Based Learning for Students with Autism Spectrum Disorders (3 cr.)

M.S.Ed. in Art Education
Degree Requirements (36 cr.)

Major Requirements (18 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)
- Z525 Philosophic and Historical Foundations of Art Education (3 cr.)
- 12 additional credit hours in art education (12 cr.)

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

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

Thesis, Practicum, or Other Requirements (6 cr.)
- Z599 Master's Thesis in Education (3 cr.)
- J538 M.S. Practicum/Internship (1-6 cr.)

- Other courses selected with the approval of your faculty advisor

M.S.Ed. in Elementary Education-Early Childhood Education Track
Degree Requirements (36 cr.)

Major Requirements (15 cr.)
- E505 Organization and Administration of Early Childhood Education Programs (3 cr.)
- E506 Curriculum in Early Childhood Education (3 cr.)
- E508 Seminar in Early Childhood Education (3 cr.)
- E525 Advanced Curriculum Study in Early Childhood Education (3 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)

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

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

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

M.S.Ed. in Elementary Education-Elementary Education Track
Degree Requirements (36 cr.)

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

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

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

Elective Requirements (15 cr.)
Elective courses must complement the major and may be from within or outside of the School of Education. Students wishing to focus on a particular discipline, such as mathematics, science, or social studies, may include courses from these fields here. Elective courses must be approved by a program advisor.

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

M.S.Ed. in Literacy, Culture, and Language Education (Online or Residential)
Degree Requirements (36 cr.)

Major Requirements (15 cr.)
- L500 Instructional Issues in Language Education (3 cr.)
- L605 Capstone in Literacy, Culture, and Language Education (3 cr.)

Choose three additional Literacy, Culture, and Language Education (L) courses (9 cr.)

Foundation Requirements (6 cr.)
Foundation courses consist of inquiry and substantive core courses.

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

- Y520 Strategies for Educational Inquiry (3 cr.)

Or another similar inquiry course from the approved list of inquiry courses, with advisor approval

A list of approved inquiry courses may be found at the Graduate Student Portal.

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

- A600 Problems in Educational Leadership (1-3 cr.)
- A608 Legal Perspectives on Education (3 cr.)
- E535 Elementary School Curriculum (3 cr.)
- H504 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)

- J630 Curriculum Theory and Practice (3 cr.)
- J636 Educational Futures/Curriculum (3 cr.)
- P510 Psychology in Teaching (3 cr.)
- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P550 Cognition and Semiotics (3 cr.)
- S503 Secondary School Curriculum (3 cr.)

Elective Requirements (15 cr.)
Six credit hours of coursework must be taken outside of the Department of Literacy, Culture and Language Education in consultation with your academic advisor.

M.S.Ed. in Secondary Education-General Track
Degree Requirements (36 cr.)

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

Focus Requirements (15 cr.)
Select course from inside or outside of the School of Education. Courses should have a unified focus and the approval of your advisor.

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

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

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

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

M.S.Ed. in Secondary Education-Mathematics Education Track
Degree Requirements (36 cr.)

Major Requirements (18 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)
- N517 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.) OR N518 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.)

- Six (6) credit hours of mathematics courses at the 400 level or above, selected under the direction of your academic advisor.
- Six (6) additional credit hours selected under the direction of your academic advisor.

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

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

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

M.S.Ed. in Secondary Education- Science Education Track
Degree Requirements (36 cr.)

Major Requirements (21 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)
- Nine graduate credits in Science Education (9 cr.)
- Nine graduate credits in one of more Science Content Area (9 cr.)

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

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

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

M.S.Ed. in Social Studies Education
Degree Requirements (36 cr.)

Major Requirements (18 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)
- M653 The Nature of Social Studies (3 cr.)

Choose four of the following courses:

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

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

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

Elective Requirements (9 cr.)
Elective courses must complement the major, and be from the social science field in the College of Arts and Sciences (such as Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology). Elective courses must be approved by a program advisor.

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

Other courses selected with the approval of your faculty advisor

M.S.Ed. in Special Education (Online or Residential)
Degree Requirements (36 cr.)

Major Requirements (20 cr.)
- K500 Topical Workshop in Special Education (2 cr.)
- K535 Assessment and Remediation of the Mildly Handicapped I (3 cr.)
- K536 Assessment and Remediation of the Mildly Handicapped II (3 cr.)
- K548 Families, School and Society (3 cr.)
- K553 Classroom Management and Behavior Support (3 cr.)
- K565 Collaboration and Service Delivery (3 cr.)

- Select one graduate-level Inquiry Methodology (Y) course in consultation with your advisor.

Elective Requirements (12 cr.)
Select four elective courses inside or outside the School of Education in consultation with your advisor. One course should be outside of the Special Education program.

Capstone Project or Thesis Requirements (4 cr.)
- K500 Topical Workshop in Special Education (Culminating Seminar) (1 cr.)

Select one of the following courses:

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

M.S.Ed. in Teaching, Learning, and Curriculum - Early Childhood Care and Education Track (Online and Collaborative)
Degree Requirements (30 cr.)

Major Requirements (18 cr.)
Take one course from each section:

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

Equity for Learning Course (3 cr.)
- E555 Human Diversity in Education (3 cr.) **or**
- J655 Seminar in Multicultural and Global Education (3 cr.)

Teaching for All Learners Course (3 cr.)
- J501 Strategies for Teaching, Learning & Curriculum (3 cr.)

Assessment & Evaluation Course (3 cr.)
- J502 Assessment and Evaluation (3 cr.)

Inquiry Course (3 cr.)
- Y520 Strategies for Education Inquiry (3 cr.)

Capstone Course (3 cr.)
- J597 Teaching, Learning & Curriculum Capstone (3 cr.)

Track Requirements (12 cr.)
Track Core (9 cr.)
- E506 Curriculum in Early Childhood Education (3 cr.)
- E525 Advanced Curriculum in Early Childhood Education (3 cr.)
- P515 Child Development (3 cr.)

Other TLC Track Course (3 cr.)
Select One:

- A510 School Community Relations (3 cr.)
- A629 Data-Informed Decision Making for School Leaders (3 cr.)
- J503 Teacher Leadership and Instructional Coaching (3 cr.)
- K553 Classroom Management and Behavioral Support (3 cr.)

- L524 Language Education Issues in Bilingual and Multicultural Education (3 cr.)
- Q528 Demonstration and Field Strategies in Science/Making for Learners (3 cr.)
- S504 Introduction to STEM Teaching (3 cr.)
- W551 Education and Psychology of the Gifted & Talented (3 cr.)
- Z501 Art Methods for Non-Art Specialist Educators (3 cr.)

M.S.Ed. in Teaching, Learning, and Curriculum - Educating Diverse Learners Track (Online and Collaborative)
Degree Requirements (30 cr.)

Major Requirements (18 cr.)
Take one course from each section:

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

Equity for Learning Course (3 cr.)
- E555 Human Diversity in Education (3 cr.) **or**
- J655 Seminar in Multicultural and Global Education (3 cr.)

Teaching for All Learners Course (3 cr.)
- J501 Strategies for Teaching, Learning & Curriculum (3 cr.)

Assessment & Evaluation Course (3 cr.)
- J502 Assessment and Evaluation (3 cr.)

Inquiry Course (3 cr.)
- Y520 Strategies for Education Inquiry (3 cr.)

Capstone Course (3 cr.)
- J597 Teaching, Learning & Curriculum Capstone (3 cr.)

Track Requirements (12 cr.)
Track Core (9 cr.)
- K553 Classroom Management and Behavioral Support (3 cr.)
- L524 Language Education Issues in Bilingual and Multicultural Education (3 cr.)
- W551 Education and Psychology of the Gifted & Talented (3 cr.)

Other TLC Track Course (3 cr.)
Select One:

- A510 School Community Relations
- A629 Data-Informed Decision Making for School Leaders
- E506 Curriculum in Early Childhood Education
- E525 Advanced Curriculum in Early Childhood Education
- J503 Teacher Leadership and Instructional Coaching
- P515 Child Development
- Q528 Demonstration and Field Strategies in Science/Making for Learners
- S504 Introduction to STEM Teaching

- Z501 Art Methods for Non-Art Specialist Educators

M.S.Ed. in Teaching, Learning, and Curriculum - STEM and Arts Innovations Track (Online and Collaborative)
Degree Requirements (30 cr.)

Major Requirements (18 cr.)
Take one course from each section:

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

Equity for Learning Course (3 cr.)
- E555 Human Diversity in Education (3 cr.) **or**
- J655 Seminar in Multicultural and Global Education (3 cr.)

Teaching for All Learners Course (3 cr.)
- J501 Strategies for Teaching, Learning & Curriculum (3 cr.)

Assessment & Evaluation Course (3 cr.)
- J502 Assessment and Evaluation (3 cr.)

Inquiry Course (3 cr.)
- Y520 Strategies for Education Inquiry (3 cr.)

Capstone Course (3 cr.)
- J597 Teaching, Learning & Curriculum Capstone (3 cr.)

Track Requirements (12 cr.)
Track Core (9 cr.)
- Q528 Demonstration and Field Strategies in Science//Making for Learners (3 cr.)
- S504 Introduction to STEM Teaching (3 cr.)
- Z501 Art Methods for Non-Art Specialist Educators (3 cr.)

Other TLC Track Course (3 cr.)
Select One:

- A510 School Community Relations
- A629 Data-Informed Decision Making for School Leaders
- E506 Curriculum in Early Childhood Education
- E525 Advanced Curriculum in Early Childhood Education
- J503 Teacher Leadership and Instructional Coaching
- K553 Classroom Management and Behavioral Support
- L524 Language Education Issues in Bilingual and Multicultural Education
- P515 Child Development
- W551 Education and Psychology of the Gifted & Talented

M.S.Ed. in Teaching, Learning, and Curriculum - Teacher Leadership and

Instructional Coaching Track (Online and Collaborative)
Degree Requirements (30 cr.)

Major Requirements (18 cr.)
Take one course from each section:

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

Equity for Learning Course (3 cr.)
- E555 Human Diversity in Education (3 cr.) **or**
- J655 Seminar in Multicultural and Global Education (3 cr.)

Teaching for All Learners Course (3 cr.)
- J501 Strategies for Teaching, Learning & Curriculum (3 cr.)

Assessment & Evaluation Course (3 cr.)
- J502 Assessment and Evaluation (3 cr.)

Inquiry Course (3 cr.)
- Y520 Strategies for Education Inquiry (3 cr.)

Capstone Course (3 cr.)
- J597 Teaching, Learning & Curriculum Capstone (3 cr.)

Track Requirements (12 cr.)
Track Core (9 cr.)
- A510 School Community Relations (3 cr.)
- A629 Data-Informed Decision Making for School Leaders (3 cr.)
- J503 Teacher Leadership and Instructional Coaching (3 cr.)

Other TLC Track Course (3 cr.)
Select One:

- E506 Curriculum in Early Childhood Education
- E525 Advanced Curriculum in Early Childhood Education
- K553 Classroom Management and Behavioral Support
- L524 Language Education Issues in Bilingual and Multicultural Education
- P515 Child Development
- Q528 Demonstration and Field Strategies in Science//Making for Learners
- S504 Introduction to STEM Teaching
- W551 Education and Psychology of the Gifted & Talented
- Z501 Art Methods for Non-Art Specialist Educators

Ed.S. in Education-Elementary Education Track
Degree Requirements (65 cr.)

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

Inquiry Requirements (6 cr.)

These hours will be selected in consultation with the student's advisor and program advisory committee. They will be selected from the approved list of current Inquiry Core courses: A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

Cognate Requirements (9 cr.)

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

Elective Requirements (26 cr.)

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

Capstone Project or Comprehensive Examination

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

Practical Experience

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

Final Meeting

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

Ed.S. in Education-Literacy, Culture, and Language Education Track

Degree Requirements (65 cr.)

Required Course (3 cr.)

- L600 Issues in Literacy, Culture, and Language Education (3 cr.)

Basic Courses Requirement (12 cr.)

Basic courses consist of inquiry and substantive core courses.

Inquiry (3 cr.)

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

A list of approved inquiry courses may be found at the Graduate Student Portal.

Substantive Core (9 cr.)

Select 9 hours from:

- A600 Problems in Educational Leadership (1-3 cr.)
- E535 Elementary School Curriculum (3 cr.)
- E695 Current Issues and Problems in Elementary Education (3 cr.)

- H504 History of American Education (3 cr.)
- H536 Problems on the Philosophy of Education (3 cr.)
- H600 Concepts and Arguments in Education (3 cr.)
- H631 Social and Political Philosophy and Education (3 cr.)
- H638 Aesthetics and Education (3 cr.)
- J630 Curriculum Theory and Practice (3 cr.)
- J636 Educational Futures/Curriculum (3 cr.)
- J637 Curriculum Development Processes (3 cr.)
- P514 Life Span Development: Birth to Death (3 cr.)
- P515 Child Development (3 cr.)
- P516 Adolescent Development (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- P550 Cognition and Semiotics (3 cr.)
- P560 Classroom Communication (3 cr.)
- P623 Child Development (3 cr.)
- P625 Teacher Behavior (3 cr.)
- S503 Secondary School Curriculum (3 cr.)
- LING-P532 Secondary Language Acquisition
- PSYCH-P438 Language and Cognition
- PSYCH-P623 Psychology of Language
- SOC-S438 Childhood Socialization
- SOC-S332 Adult Socialization
- SPEECH-S530 Language Acquisition

Major Field Requirements (24 cr.)

Courses chosen from Literacy, Culture, and Language Education offerings, with faculty advisor approval.

Elective Requirements (26 cr.)

Courses may be taken inside or outside the School of Education but must be approved by your faculty advisor.

Capstone Project or Comprehensive Examination

A substantial project or a comprehensive examination constitutes the culmination of the Ed.S. program.

Ed.S. in Education-Secondary Education Track

Degree Requirements (65 cr.)

Major Requirements (24 cr.)

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

Inquiry Requirements (6 cr.)

These hours will be selected in consultation with the student's advisor and program advisory committee. They will be selected from the approved list of current Inquiry Core courses: A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

Cognate Requirements (9 cr.)

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

Elective Requirements (26 cr.)

Elective courses must be approved by the advisory committee. They must be relevant to the program. The

electives category may be used to add to the major, research/Inquiry, or cognate components.

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

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

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

Ed.S. in Education-Special Education Track
Degree Requirements (65 cr.)

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

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

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

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

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

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

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

Ed.D. in Curriculum and Instruction-Specialization in Art Education (Online or Residential)
Degree Requirements (60 cr.)

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

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

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

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

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

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

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html

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

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

selected from within the major, the minor, inquiry, or any broad field of study.

Dissertation Requirements (9 cr.)

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

Master's Degree Used For Admission

For the 60 credit hour program, a master's degree is a prerequisite for admission. Master's coursework may not be counted toward the 60 required credit hours, but graduate coursework beyond the master's degree may be, as long as it meets requirements and is approved by the committee.

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

Degree Requirements (90 cr.)

Major Requirements (36 cr.)

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

Focus (30 cr.)

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

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

Early Inquiry Experience and Inquiry Linkage (6 cr.)

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

Inquiry Requirements (9 cr.)

Select one course from the following (3 cr.):
- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)*

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

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html

Minor Requirements (12 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate

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

Elective Requirements (6 cr.)

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

Dissertation Requirements (15 cr.)

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

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

Degree Requirements (60 cr.)

Major Requirements (27 cr.)

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

Focus (24 cr.)

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

Inquiry Linkage (3 cr.)

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

Inquiry Requirements (9 cr.)

Select one course from the following (3 cr.):
- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)*

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

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html

Minor Requirements (9 cr.)

The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are typically formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary

or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office before enrolling in the minor courses.

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

Dissertation Requirements (9 cr.)
- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (6 cr.)

Ed.D. in Curriculum and Instruction-Specialization in Teacher Education and Curriculum Studies (90-credit hours)
Degree Requirements (90 cr.)

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

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

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

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

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

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

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

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

Minor Requirements (12 cr.)
The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are typically formulated within a single program area. However, an interdisciplinary

or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office before enrolling in the minor courses.

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

Dissertation Requirements (15 cr.)
- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (12 cr.)

Ed.D. in Curriculum and Instruction-Specialization in Mathematics Education
Degree Requirements (60 cr.)

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

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

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

Inquiry Requirements (9 cr.)
Select one course from the following (3 cr.):
- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)*

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

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

Minor Requirements (9 cr.)
The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within one discipline. However, an interdisciplinary or

individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office before enrolling in the minor courses. Major area courses may not be used in the minor.

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

Dissertation Requirements (9 cr.)
- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (6 cr.)

Master's Degree Used For Admission
For the 60 credit hour program, a master's degree is a prerequisite for admission. Master's coursework may not be counted toward the 60 required credit hours, but graduate coursework beyond the master's degree may be, as long as it meets requirements and is approved by the committee.

Ed.D. in Curriculum and Instruction-Specialization in Science Education (Online or Residential)
Degree Requirements (60 cr.)

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

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

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

Inquiry Requirements (9 cr.)
Select one course from the following (3 cr.):
- Y520 Strategies for Educational Inquiry (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)*

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

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

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

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

Dissertation Requirements (9 cr.)
- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (6 cr.)

Master's Degree Used For Admission
For the 60 credit hour program, a master's degree is a prerequisite for admission. Master's coursework may not be counted toward the 60 required credit hours, but graduate coursework beyond the master's degree may be, as long as it meets requirements and is approved by the committee.

Ed.D. in Literacy, Culture, and Language Education (60 Hour Online)
Degree Requirements (60 cr.)

Major Requirements (33 cr.)
Required Courses (21 cr.)
- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L601 Theoretical Issues in the Study of Language & Literacies (3 cr.)
- L602 Theoretical Issues in the Study of Language and Literacies Part II (3 cr.)
- L603 Issues in Literacy, Culture, and Language Education Part II (3 cr.)
- L650 Internship in Literacy, Culture, and Language Education (1-4 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3 cr., taken twice)

Inquiry in Major Courses (6 cr.)
- L699 Doctoral Early Inquiry in Literature, Culture, and Language Education (3 cr.)
- L700 Seminar on Literacy, Culture, and Language Education Research (3 cr.)

Additional Courses in Literacy, Culture, and Language Education (6 cr.)
Inquiry Requirements (9 cr.)
Select one course from the following:

- Y520 Strategies for Educational Inquiry (3 cr.)

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

Select two inquiry courses (either qualitative, quantitative, or any combination of the two) from the approved list of inquiry courses, with advisor approval.

A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.

Elective Requirements (9 cr.)
Elective courses must be relevant to the student's program of study and need to be selected in consultation with your academic advisor.

Dissertation Requirements (9 cr.)
- L795 Dissertation Proposal Preparation (3 cr.)
- L799 Doctoral Thesis in Literacy, Culture and Language Education (6 cr.)

Master's Degree Used For Admission
For the 60 credit hour program, a master's degree is a prerequisite for admission. Master's coursework may not be counted toward the 60 required credit hours, but graduate coursework beyond the master's degree may be, as long as it meets requirements and is approved by the committee.

Ed.D. in Literacy, Culture, and Language Education (60 Hour Residential)
Degree Requirements (60 cr.)

Major Requirements (27 cr.)
Required Courses (15 cr.)
- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L601 Theoretical Issues in the Study of Language & Literacies (3 cr.)
- L650 Internship in Literacy, Culture, and Language Education (1-4 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3 cr., taken twice)

Inquiry in Major Courses (6 cr.)
- L599 Master's Thesis in Literacy, Culture, and Language Education: Early Inquiry Experience (3 cr.)
- L700 Seminar on Literacy, Culture, and Language Education Research (3 cr.)

Additional Courses in Literacy, Culture, and Language Education (6 cr.)
Inquiry Requirements (9 cr.)
Select one course from the following:

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

Select two inquiry courses (either qualitative, quantitative, or any combination of the two) from the approved list of inquiry courses, with advisor approval.

A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.

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

Elective Requirements (6 cr.)
Elective courses must be relevant to the student's program of study and need to be selected in consultation with your academic advisor.

Dissertation Requirements (9 cr.)
- L795 Dissertation Proposal Preparation (3 cr.)
- L799 Doctoral Thesis in Literacy, Culture and Language Education (6 cr.)

Master's Degree Used For Admission
For the 60 credit hour program, a master's degree is a prerequisite for admission. Master's coursework may not be counted toward the 60 required credit hours, but graduate coursework beyond the master's degree may be, as long as it meets requirements and is approved by the committee.

Ed.D. in Literacy, Culture, and Language Education (90 Hour Residential)
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
Required Courses (15 cr.)
- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L601 Theoretical Issues in the Study of Language & Literacies (3 cr.)
- L650 Internship in Literacy, Culture, and Language Education (1-4 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3 cr., taken twice)

Inquiry in Major Courses (6 cr.)
- L599 Master's Thesis in Literacy, Culture, and Language Education (3 cr.)
- L700 Seminar on Literacy, Culture, and Language Education Research (3 cr.)

Additional courses in Literacy, Culture, and Language Education major (15 cr.)
Inquiry Requirements (12 cr.)
Select one course from the following:

- Y520 Strategies for Educational Inquiry (3 cr.)

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

Select three inquiry courses (either qualitative, quantitative, or any combination of the two) from the approved list of inquiry courses, with advisor approval

A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.

Minor Requirements (12 cr.)

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

Elective or Second Minor Requirements (6-18 cr.)

Elective courses must be relevant to the student's program of study.

Dissertation Requirements (15 cr.)

- L795 Dissertation Proposal Preparation (3 cr.)
- L799 Doctoral Thesis in Literacy, Culture and Language Education (12 cr.)

Ph.D. in Curriculum and Instruction-Specialization in Art Education
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
Focus (30 cr.)

- Z525 Philosophic and Historical Foundations of Art Education (3 cr.)
- Z750 Topical Doctoral Seminar in Art Education (3 cr., taken twice for a total of 6 cr.)
- Z760 Art Education Research Seminar (1-3 cr., taken twice for a total of 6 cr.)
- Additional 15 hours are selected in consultation with advisory committee and may include courses outside the program specialization.

Early Inquiry Experience and Inquiry Linkage in the Major (6 cr.)

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

Inquiry Requirements (9-15 cr.)

Selected in consultation with advisory committee from the list of approved inquiry courses which can be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

Minor Requirements (12 cr.)

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

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

Elective Requirements (6-18 cr.)

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

Dissertation Requirements (15 cr.)

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

Ph.D. in Curriculum and Instruction-Specialization in Teacher Education and Curriculum Studies
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
Focus (24)

The 24 credits in the focus are chosen in consultation with the student's advisor and program advisory committee and must be taken with a clearly identifiable focus and consist of graduate level courses (or the equivalent) and may include courses outside the program specialization area.

Department Seminars (6 cr.)

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

Early Inquiry Experience and Inquiry Linkage in the Major (6 cr.)

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

Inquiry Requirements (9 cr.)

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

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

Minor Requirements (12 cr.)

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

approved by the Graduate Studies Office prior to enrolling in the minor courses.

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

Dissertation Requirements (15 cr.)
- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (12 cr.)

Ph.D. in Curriculum and Instruction-Specialization in Mathematics Education
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
The credits in the major are chosen in consultation with the student's advisor and program advisory committee. The area of specialization must have a clearly identifiable focus and consist of graduate level courses (or the equivalent) and may include courses outside the program specialization area. All courses are subject to approval by the student's doctoral advisory committee.

Department Seminars (21 cr.)
- N716 Topical Seminar in Mathematics Education (3 cr., taken for a total of 12 cr.)
- N717 Contemporary Issues in Mathematics Education (taken as 1-2 cr. per semester in student's first 3 years for a total of 9 cr.)

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

Other Courses in Major (9 cr.)
Inquiry Requirements (9 cr.)
Select one course from the following (3 cr.):

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

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

An additional minimum of six credits must be selected from those approved as Core Inquiry courses. A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

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

Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses.

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

Dissertation Requirements (15 cr.)
- J795 Dissertation Proposal Preparation (3 cr.)

J799 Dissertation-Curriculum/Instruction (12 cr.)

Ph.D. in Curriculum and Instruction-Specialization in Science Education
Degree Requirements (90 cr.)

Major Requirements (39 cr.)
Science Education (12 cr.)
- Q612 Topical Seminar in Science Education (2-4 cr., taken for a total of 12 cr.)

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

- J762 Topical Seminar in Curriculum and Instruction: Teaching Introduction to Scientific Inquiry (3 cr.)
- Q528 Demonstration and Field Strategies in Science (1-6 cr.)
- Q540 Teaching Environmental Education (3 cr.)
- Q610: Developing as Teacher Educators for Science or Mathematics
- Q620 University Science Teaching (3 cr.)

Content Support-Graduate Level Science Courses (12 cr.)
As decided by the program committee to fit the needs of the student. They can be taken in one disciplinary area of science or be from across various disciplines of science, including multidisciplinary science programs

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

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

Inquiry Requirements (15 cr.)
- Introductory Course (3 cr.) (e.g.) Y521: Methodological Approaches to Educational Inquiry
- Statistical Techniques (3-9 cr., minimum 3 credits)
- Qualitative Inquiry Approaches (3-9 cr., minimum 3 credits)
- Measurement, Evaluation, and Design (0-3 cr.)

Minor Requirements (12 cr.)
The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary

or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses.

Elective Requirements (9 cr.)
Selected in consultation with advisory committee. Elective courses are chosen to fill out the major and to contribute to the integrity of the student's program. These courses are taken in the student's area of interest, within or outside the department, in order to fulfill the total program requirement of 90 credit hours.

Dissertation Requirements (15 cr.)
- J795 Dissertation Proposal Preparation (3 cr.)
- J799 Dissertation-Curriculum/Instruction (12 cr.)

Ph.D. in Literacy, Culture, and Language Education
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
Required Courses (15 cr.)
- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L601 Theoretical Issues in the Study of Language & Literacies (3 cr.)
- L650 Internship in Literacy, Culture, and Language Education (3 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3 cr.)

Inquiry in the Major Courses (6 cr.)
- L599 Master's Thesis in Literacy, Culture, and Language Education (3 cr.)
- L700 Seminar on Literacy, Culture, and Language Education Research (3 cr.)

Additional Courses in Literacy, Culture, and Language Education (15 cr.)
Inquiry Requirements (12 cr.)
Select one course from the following:

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

Select three inquiry courses (either qualitative, quantitative, or any combination of the two) from the approved list of inquiry courses, with advisor approval

A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

Minor Requirements (12 cr.)
The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for

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

Elective or Second Minor Requirements (6 cr.)
Elective courses must be relevant to the student's program of study.

Dissertation Requirements (15 cr.)
- L795 Dissertation Proposal Preparation (3 cr.)
- L799 Doctoral Thesis in Literacy, Culture and Language Education (12 cr.)

Ph.D. in Special Education
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
Focus (24 cr.)
- K590 Independent Study or Research in Special Education (3 cr.)
- K601 Introduction to Special Education Scholarship (1 cr., taken three times for a total of 3 cr.)
- K650 Paradigms and Policies of Special Education in the U.S. (3 cr.)
- K681 Evidence-Based Practice in Special Education (3 cr.)
- K780 Seminar in Special Education (1-4 cr., taken at least three times for a total of 9 cr.)
- K785 Internship in Special Education (1-6 cr., taken for 3 cr.)

Other Special Education Graduate Courses (12 cr.)
Selected in consultation with advisory committee.

Inquiry Requirements (15 cr.)
The Inquiry component emphasizes methodological skills which provide a basis for conducting original research.

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

Select three courses from the following (9 cr.)

A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

Minor Requirements (12 cr.)
The minor has integrity in its own right and complements the major. The minor field demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Individualized or interdisciplinary minors not specifically listed in the Graduate School Bulletin must be approved by the dean and a student's advisory committee. Approval is obtained through the Ph.D. Request for Individualized Minor eDoc which is submitted with the e-POS form. Major area courses may not be used in the minor.

Elective Requirements (9-12 cr.)
Selected in consultation with advisory committee. Elective courses are chosen to fill out the major and to contribute

to the integrity of the student's program. These courses are taken in the student's area of interest, within or outside the department, in order to fulfill the total program requirement of 90 credit hours.

Dissertation Requirements (15 cr.)
- K795 Dissertation Proposal Preparation (3 cr.)
- K799 Doctoral Thesis in Special Education (12 cr.)

Literacy, Culture, and Language Education

Students come to IU from all over the world to learn, to teach, and to conduct research in English as a Second Language, English as a Foreign Language, English/language arts, reading, and content literacy. Faculty members are engaged in international research projects that improve understanding of literacy and language education.

Examples of current faculty projects include:

- teaching English as a second language in Afghanistan
- studying literacy in Rwanda
- preserving and revitalizing indigenous languages in the Americas
- training teachers in Puerto Rico and China
- observing how children in Singapore develop critical reading skills on the Web
- critiquing children's and young adult literatures from around the world

Others concentrate on issues of linguistic and cultural diversity issues in the United States, supporting teachers who want to narrow the achievement gap, and supporting students whose literacy skills and cultural resources do not mirror those expected in schools. Our studies recognize rapidly dynamic literacies with expanding technologies that enable digital storytelling and networked connectivity through mobile apps, video games, and social media.

Ed.D. Minor in Literacy, Culture, and Language Education
Minor Requirements (9 cr.)

- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L601 Theoretical Issues: Study of Language and Literature (3 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3 cr.)

The minor advisor will work with the student to choose the appropriate L750 topical seminar best suited to the student's interests and applicability to their scholarship.

Ph.D. Minor in Art Education
Minor Requirements (12 cr.)

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

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

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

Ph.D. Minor in Curriculum and Instruction
Minor Requirements (12 cr.)

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

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

Ph.D. Minor in Curriculum Studies
Minor Requirements (12 cr.)

Required Courses (6-9 cr.)
- J500 Instruction in the Context of Curriculum (3 cr.)

Select at least one course of the following:

- J630 Curriculum Theory and Practice (3 cr.)
- J664 Contemporary Curriculum Discourses (3 cr.)

Additional Courses (3-6 cr.)
The remaining course(s) selected in consultation with your minor advisor.

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

At least 9 hours must be taken at Indiana University.

Ph.D. Minor in Early Childhood Education
Minor Requirements (12 cr.)

Core Courses (9 cr.)
E506 Curriculum in Early Childhood Education (2-6 cr.)
E508 Seminar in Early Childhood (1-3 cr.)
E525 Advanced Curriculum in Early Childhood Education (3 cr.)

Additional Course (3 cr.)
The remaining course selected in consultation with your minor advisor.

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

Ph.D. Minor in Literacy, Culture, and Language Education
Minor Requirements (15 cr.)

Core Courses (6 cr.)
- L600 Issues in Literacy, Culture, and Language Education (3 cr.)
- L750 Research Seminar in Literacy, Culture, and Language Education (3 cr.)

Additional Courses (9 cr.)
Three additional courses in Literacy, Culture, and Language Education

The doctoral minor in Literacy, Culture, and Language Education does not require a minor qualifying exam.

Ph.D. Minor in Mathematics Education
Minor Requirements (12 cr.)

Core Courses (9 cr.)
- N716 Topical Seminar in Mathematics Education (2-4 cr.) Students are typically required to take this course a minimum of two times.

Select three-credits of the following:

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

Additional Course (3 cr.)
Select the remaining hours, in consultation with your minor advisor, from the following:

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

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

Ph.D. Minor in Science Education
Minor Requirements (12 cr.)

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

Courses selected in consultation with your minor advisor.

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

Ph.D. Minor in Social Studies Education
Minor Requirements (12 cr.)

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

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

Ph.D. Minor in Special Education
Minor Requirements (12 cr.)

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

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

Ph.D. Minor in Teacher Education
Minor Requirements (12 cr.)

Core Courses (9 cr.)
J700 Teaching in Teacher Education
J710 Paradigms and Programs in Teacher Education
J720 Teacher Education as Occupational Socialization

Additional Course (3 cr.)
One relevant course involving teacher education from other departments or programs may be counted at the discretion of the minor advisor, although no more than one such course may be counted toward the 12 credit minimum.

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

Educational Leadership and Policy Studies

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

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

and your peers in activities that include weekly informal seminars and conversations about professional publication and presentation.

Certificate in Academic Advising (Online)
Certificate Requirements (12 cr.)

Academic Advising (3 cr.)
- C540 Academic Advising in the Collegiate Environment (3 cr.)

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

- C544 Introduction to Student Affairs Administration Work in Higher Education (3 cr.)
- C565 Introduction to College and University Administration (3 cr.)

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

- G522 Counseling Theories (3 cr.)
- G575 Multicultural Counseling (3 cr.)

Student/Adult Development (3 cr.)
Select one of the following courses:

- D505 Adult Learning Through the Lifespan (3 cr.)
- P510 Psychology in Teaching (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)
- U556 Applying Student Development Theory to Practice (3 cr.)

Practicum/Field Experience (3 cr.)
U560 Internship in Student Affairs (3 cr.)

Certificate in Education Law (Online)
Certificate Requirements (12 cr.)

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

Certificate in Higher Education and Student Affairs (Online)
Certificate Requirements (12 cr.)

Core Courses (9 cr.)
- C565 Introduction to College and University Administration (3 cr.)
- U544 Introduction to Student Affairs Work in Higher Education (3 cr.)
- U556 Applying Student Development Theory to Practice (3 cr.)

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

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

- U590 Independent Study or Research in College Student Personnel (3 cr.)

Certificate in Improvement Science (online)
Certificate Requirements (12 cr.)

- A600 Problems in Educational Leadership (3 cr.)
- A629 Data-Informed Decision Making for School Leaders (3 cr.)
- A671 Planning and Change in Educational Organizations (3 cr.)
- A695 Practicum in Educational Leadership **or** A785 Internship in Educational Leadership (3 cr.)

Certificate in Institutional Research
Certificate Requirements (18 cr.)

Core Courses (9 cr.)
- C661 Foundations of Institutional Research (3 cr.)
- C678 Capstone in Institutional Research (3 cr.)

Select one of the following courses:

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

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

Elective Requirements (6 cr.)
Select two relevant graduate-level Higher Education courses or other relevant graduate-level courses with the approval of your program advisor.

M.S.Ed. in Educational Leadership (Hybrid)
Degree Requirements (36 cr.)

Major Requirements (27 cr.)
- A500 Introduction to Educational Leadership (3 cr.)
- A510 School Community Relations (2-3 cr.)
- A515 Educational Leadership: Teacher Development and Evaluation (3 cr.)
- A608 Legal Perspectives on Education (3 cr.)
- A624 Educational Leadership: Principalship K-12 (3 cr.)
- A629 Data-Informed Decision Making for School Leaders (3 cr.)
- A635 Public School Budgeting and Accounting (3 cr.)
- A695 Practicum in Educational Leadership (1-3 cr.)
- J500 Instruction in Context of Curriculum (3 cr.)

Strand Requirements (9 cr.)
Diverse Populations Strand (Hybrid)

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

Higher Education and Student Affairs Strand (Online)

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

History/Foundations Strand (Hybrid)

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

Leadership in Educational Organizations Strand (Online)

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

Learning Sciences Strand (Online)

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

School Law Strand (Online)

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

NOTE: Students may propose other strands with advisor approval.

M.S.Ed. in Educational Leadership (Online)
Degree Requirements (36 cr.)

Major Requirements (27 cr.)
- A500 Introduction to Educational Leadership (3 cr.)
- A510 School Community Relations (3 cr.)
- A515 Educational Leadership: Teacher Development and Evaluation (3 cr.)
- A608 Legal Perspectives on Education (3 cr.)
- A624 Educational Leadership: Principalship K-12 (3 cr.)
- A629 Data-Informed Decision Making for School Leaders (3 cr.)
- A635 Public School Budgeting and Accounting (3 cr.)
- A695 Practicum in Educational Leadership (6 cr.)

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

M.S.Ed. in Higher Education and Student Affairs
Degree Requirements (41 cr.)

Basic Core Requirements (20 cr.)
- C565 Introduction to College and University Administration (3 cr.)
- U546 Diverse Students on the College Campus (3 cr.)

- U547 Professional Development in Student Affairs (1-7 cr.)
- U548 Student Development Theory and Research (3 cr.)
- U549 Environmental Theory and Assessment (3 cr.)
- U553 The College Student and the Law (2 cr.)
- U580 Issues and Problems in Higher Education and Student Affairs Admin (Capstone) (3 cr.)

Counseling and Counselor Education Requirement (3 cr.)
Select one G prefix course from the following:

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

Foundations Requirement (6 cr.)
Research (3 cr.)
Select one course from the following:

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

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

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

Optional Thesis Requirement (up to 6 cr.)
Students who opt to complete a thesis may have up to 6 credit hours subtracted from electives.

Additional Program Requirements
- Students must hold an approved graduate assistantship or full time position for the duration of their time in the program.
- No correspondence work or credit from physical activity courses may be applied to the master's degree.
- Students interested in the Thesis Option should discuss this possibility with their advisor as early in the program as possible.
- A minimum of 12 credit hours must be taken outside the HESA major.
- Students with significant full-time work experience in higher education administration, upon their request and with advisor approval, may be exempted from the practicum field experience. They would still be required to complete the U547 academic course.

M.S.Ed. in History of Education/ Philosophy of Education
Degree Requirements (36 cr.)

Major Requirements (15 cr.)
- H504 History of American Education (3 cr.)
- H530 Philosophy of Education (3 cr.)

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

Course Work Outside the School of Education Requirements (9 cr.)
Course work must be relevant to the history and philosophy of education and should be selected in consultation with the program advisor.

Elective Requirements (12 cr.)
Courses must be relevant to the degree and may be taken in the School of Education or outside departments. Elective courses must be approved by the program advisor.

M.S.Ed. in International and Comparative Education
Degree Requirements (36 cr.)

Basic Core Requirements (9 cr.)
- H551 Comparative Education I (3 cr.)
- H552 Comparative Education II (3 cr.)
- H637 Topical Seminar (3 cr.)

Specialized Studies in Educational Foundations Requirements (9 cr.)
Choose two or three of the following courses:

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

Or one of the following courses:

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

Concentration Requirements (9 cr.)
With the advisor, the student selects three courses that form a coherent concentration pertinent to the student's specific interests in comparative and international education or the application of comparative methods to the study of education (for example, African studies, curriculum, East Asian studies, higher education, language education).

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

Inquiry Requirement (3 cr.)
One course in educational inquiry methodology, selected with the advisor. These are usually Y-prefix courses in the School of Education, but they may include approved inquiry courses outside the School.

Elective Requirements (6 cr.)
Should the student choose to complete a master's thesis, six credits of H599 Master's Thesis should be taken to meet the elective requirement. Those who choose not to complete a thesis should take elective courses with the consent of their advisor.

M.S.Ed. in International and Comparative Education-Educational Leadership Track
Degree Requirements (36 cr.)

Basic Core Requirements (9 cr.)
- H551 Comparative Education I (3 cr.)
- H552 Comparative Education II (3 cr.)
- H637 Topical Seminar (3 cr.)

Specialized Studies in Educational Foundations Requirements (9 cr.)
Choose two or three of the following courses:

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

Or one of the following courses:

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

Concentration Requirements (9 cr.)
Choose three courses from the following:

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

Inquiry Requirement (3 cr.)
One course in educational inquiry methodology, selected with the advisor. These are usually Y-prefix courses in the School of Education, but they may include approved inquiry courses outside the School.

Elective Requirements (6 cr.)
Should the student choose to complete a master's thesis, six credits of H599 Master's Thesis should be taken to meet the elective requirement. Those who choose not to complete a thesis should take elective courses with the consent of their advisor.

M.S.Ed. in International and Comparative Education-Higher Education Track
Degree Requirements (36 cr.)

Basic Core Requirements (9 cr.)
- H551 Comparative Education I (3 cr.)
- H552 Comparative Education II (3 cr.)
- H637 Topical Seminar (3 cr.)

Specialized Studies in Educational Foundations Requirements (9 cr.)
Choose two or three of the following courses:

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

Or one of the following courses:

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

Concentration Requirements (9 cr.)
- C565 Introduction to College and University Administration (3 cr.)
- C655 Higher Education & Public Policy (3 cr.)
- U550 Topical Seminar in College Student Personnel: International Students in US Higher Education (1-3 cr.)

Inquiry Requirement (3 cr.)
One course in educational inquiry methodology, selected with the advisor. These are usually Y-prefix courses in the School of Education, but they may include approved inquiry courses outside the School.

Elective Requirements (6 cr.)
Should the student choose to complete a master's thesis, six credits of H599 Master's Thesis should be taken to meet the elective requirement. Those who choose not to complete a thesis should take elective courses with the consent of their advisor.

M.S.Ed. in International and Comparative Education (Online)
Degree Requirements (30 cr.)

Basic Core Requirements (9 cr.)
- H551 Comparative Education I (3 cr.)
- H552 Comparative Education II (3 cr.)
- H626 Global Education Policy and Reform (3 cr.)

Social Foundations of Education Requirements (9 cr.)
Choose two or three of the following courses:

- H504 History of American Education (3 cr.)
- H520 Education and Social Issues (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)

Select one more additional course above or three credits from the following courses:

- H553 Travel Study (1-6 cr.)
- H590 Independent Study or Research in History/Philosophy/Comparative Education (1-3 cr.)
- H625 (1-3 cr.) Practicum in Education Policy Studies

Concentration Requirements (9 cr.)
9 credits in a professional, academic, or regional concentration. With the advisor, the student selects three courses that form a coherent concentration pertinent to the student's specific interests in comparative and international education.

Inquiry Requirement (3 cr.)
One course in educational inquiry methodology, usually Y520, selected with the advisor.

Ed.S. in Educational Leadership
Degree Requirements (65 cr.)

Major Requirements (24 cr.)
- A600 Problems in Educational Leadership (3 cr.)
- A615 Advanced School of Law (3 cr.)
- A631 Microeconomic Applications to Education (3 cr.)
- A638 Public School Personnel Management (3 cr.)
- A640 Planning Educational Facilities (3 cr.)
- A653 The Organizational Context of Education (3 cr.)
- A671 Planning and Change in Educational Organizations (3 cr.) or A672 Moral Dimensions of Leadership (3 cr.)
- A754 Seminar in Research in Educational Leadership (3 cr.)

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

Inquiry Requirements (6 cr.)
- Y502 Intermediate Statistics Applied to Education (3 cr.)

Select one course from the following

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

Elective Requirements (20 cr.)
- A560 Political Perspectives of Education (3 cr.)

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

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

Capstone and Practicum Requirements (6 cr.)
Select one course for a total of 6 hours from the following:

- A680 Education Specialist Seminar (Educational Leadership) (3 cr.)

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

Ed.D. in Educational Leadership
Degree Requirements (60 cr.)

Major Requirements (27 cr.)
- A600 Problems in Educational Leadership (3 cr.)
- A615 Advanced School of Law (3 cr.)
- A631 Microeconomic Applications to Education (3 cr.)
- A638 Public School Personnel Management (3 cr.)
- A640 Planning Educational Facilities (3 cr.)
- A653 The Organizational Context of Education (3 cr.)
- A671 Planning and Change in Educational Organizations (3 cr.)
- A672 Moral Dimensions of Leadership (3 cr.)
- A754 Seminar in Research in Educational Leadership (3 cr.)

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

Inquiry Requirements (9 cr.)
- Y501 Quantitative Analysis for Educational Leaders (3 cr.)
- Y611 Qualitative Inquiry in Education (3 cr.)

Select one course from the following:

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

Elective Requirements (15 cr.)
- A560 Political Perspectives of Education (3 cr.)
- H504 History of American Education (3 cr.) or H540 Sociology of Education (3 cr.)

Dissertation Requirements (9 cr.)
- A795 Dissertation Proposal Preparation (3 cr.)
- A799 Doctoral Thesis in Educational Leadership (6 cr.)

Master's Degree Used For Admission
For the 60 credit hour program, a master's degree is a prerequisite for admission. Master's coursework may not be counted toward the 60 required credit hours, but graduate coursework beyond the master's degree may be, as long as it meets requirements and is approved by the committee.

Ed.D. in Higher Education
Degree Requirements (60 cr.)

Major Requirements (27 cr.)
Core Courses (18 cr.)
- C620 Pro Seminar in Higher Education (3 cr.)
- C654 Higher Education in the United States (3 cr.)
- C664 Higher Education Organization and Administration (3 cr.)
- C788 Seminar in Research in Higher Education* (Inquiry Linkage) (3 cr.)
  - *C788 should be taken near the end of program of study.

Choose at least two courses from the following:

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

Other courses (9 cr.)
- C655 Higher Education and Public Policy (3 cr.)
- C656 American Community Colleges (3 cr.)
- C661 Foundations of Institutional Research (3 cr.)
- C670 Problems in Financing Higher Education (3 cr.)
- C678 Capstone in Institutional Research (3 cr.)
- C680 Philanthropy in Higher Education (3 cr.)
- C695 Academic Problems in Higher Education (3 cr.)
- C705 Legal Aspects of Higher Education (3 cr.)
- C750 Topical Seminar: variable titles (3 cr.)
- U544 Introduction to Student Affairs Work in Higher Education (3 cr.)
- U546 Diverse Students on the College Campus (3 cr.)
- U548 Student Development Theory and Research (3 cr.)
- U549 Environmental Theory and Assessment in Higher Education (3 cr.)

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

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

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

Inquiry Requirements (9 cr.)
Core Inquiry Courses (6 cr.)
- Y535 Evaluation Models and Techniques (3 cr.)

Choose one of the following courses:

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

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

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

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

Minor Requirements (9 cr.)
The minor must have integrity in its own right and must complement the major. The minor field must demonstrate

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

Elective Requirements (6 cr.)
With Advisory Committee approval a student may use courses from the School of Education or other academic areas consistent with the student's particular professional objectives.

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

Dissertation Requirements (9 cr.)
- C795 Dissertation Proposal Preparation* (3 cr.)
  - *C795 should be taken near the end of program of study, after passing the qualifying exam.
- C799 Doctoral Thesis in Higher Education (6 cr.)

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

Master's Degree Used For Admission
For the 60 credit hour program, a master's degree is a prerequisite for admission. Master's coursework may not be counted toward the 60 required credit hours, but graduate coursework beyond the master's degree may be, as long as it meets requirements and is approved by the committee.

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

Advisory Committee
- Two faculty members from student's major, one being the student's faculty advisor
- One faculty member representing student's minor

Ph.D. in Higher Education
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
Core Courses (15 cr.)
- C620 Pro Seminar in Higher Education (3 cr.)
- C654 Higher Education in the United States (3 cr.)
- C664 Higher Education Organization and Administration (3 cr.)
- C750 Topical Seminar: variable titles (3 cr.)
- C750 Topical Seminar: variable titles (3 cr.)

Other Courses in the Major (15 cr.)
Select From:

- C655 Higher Education and Public Policy (3 cr.)
- C656 American Community Colleges (3 cr.)
- C661 Foundations of Institutional Research (3 cr.)
- C670 Problems in Financing Higher Education (3 cr.)
- C675 Supervised College Teaching (1-3 cr.)
- C678 Capstone in Institutional Research (3 cr.)
- C680 Philanthropy and Higher Education (3 cr.)
- C690 Independent Study (1-3 cr.)
- C695 Academic Problems in Higher Education (3 cr.)
- C705 Legal Aspects of Higher Education (3 cr.)
- C750 Topical Seminar: variable titles (3 cr.)
- C760 Internship in Administration (1-6 cr.)
- U544 Introduction to Student Affairs Work in Higher Education (3 cr.)
- U546 Diverse Students on the College Campus (3 cr.)
- U548 Student Development Theory and Research (3 cr.)
- U549 Environmental Theory and Assessment in Higher Education (3 cr.)

Early Inquiry Experience and Inquiry Linkage in the Major (6 cr.)
- C788 Seminar in Research in Higher Education* (Inquiry Linkage) (3 cr.)
  - C788 should be taken near the end of program of study. This is a course in which research relevant to the major field of specialization is studied.

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

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

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

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

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

In most cases, the student should (a) take a course with an assignment the instructor designates as fulfilling the

early inquiry experience (including some Topical Seminars [C750] or the Capstone in Institutional Research [C678]) or (b) fulfill the requirement through Independent Study (C690).

Inquiry Core Requirements (12 cr.)
Core Inquiry Course (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.) or Y521 Methodological Approaches to Educational Inquiry (3 cr.) *

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

Other Inquiry Courses (9 cr.)
Three additional inquiry courses approved by the Advisory Committee are required. Core Inquiry Courses for the School of Education shall include all Y-prefixed courses offered in the School of Education EXCEPT Y500, Y502, Y590, Y660, Y690, Y795, and Y799. A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

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

Minor Requirements (12 cr.)
Course work should focus on the research and scholarship of an academic discipline that provides a useful perspective on the study of higher education. This perspective often influences the topic or methodology used in the dissertation. The minor may be any University Graduate School approved minor outside of the HESA program.

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

Elective or Second Minor Requirements (15 cr.)
Fifteen hours can be used to further study an appropriate field, complete a second minor (minimum of 12 credit hours), or gain other professionally relevant knowledge. Excess hours in other sections may reduce the amount of hours here.

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

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

Dissertation Requirements (15 cr.)
- C795 Dissertation Proposal Preparation* (3 cr.)
  - C795 should be taken near the end of program of study, after passing the qualifying exam.
- C799 Doctoral Thesis in Higher Education (12 cr.)

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

Additional Program Requirements
Pre-Requisite

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

First Year Review

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

Ph.D. in History, Philosophy, and Policy in Education-Specialization in Education Policy Studies
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
Policy Core (18 cr.)
Policy Core consists of four cour coures and two additional courses.

Core Courses (12 cr.):

- A631 Microeconomic Applications to Education (Note: Y502 is a prerequisite) (3 cr.)
- H605 Educational Policy and Reform (3 cr.)
- H620 Seminar in Education Policy Studies (3 cr.)
- H622 Seminar: Issues in Education Policy (3 cr.)

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

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

Policy Context (12 cr.)
Policy Context provides students with an understanding of the particular contexts and institutions that make and are affected by education policy. Students can select from four concentrations. Individual concentrations must have integrity and be accompanied by a justification on the e-POS.

Higher Education Concentration

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

Select three courses from the following:

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

Educational Leadership Concentration

Select four course from the following:

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

International and Comparative Education Concentration

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

Law Concentration

Select four courses from the following:

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

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

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

Inquiry in the Major (6 cr.)
Inquiry in the Major consists of a Directed Research and a Linkage Course.

Directed Research

Select one course from the following:

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

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

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

Linkage course

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

Select one course from the following:

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

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

Inquiry Requirements (12 cr.)
- H510 Methodology of Educational Inquiry (3 cr.) or Y521 Methodological Approaches to Educational Inquiry (3 cr.)
- Y502 Intermediate Statistics Applied to Education (3 cr.) or other approved beginning/intermediate course in quantitative analysis (3 cr.)
- Y611 Qualitative Inquiry in Education (3 cr.) or Y612 Critical Qualitative Inquiry I (3 cr.)
- Other approved beginning/intermediate course in qualitative analysis (3 cr.)
- One approved intermediate/advanced research methods course appropriate to the planned dissertation with advisor approval (3 cr.)

Minor Requirements (12 cr.)
The concepts and strategies of policy study are drawn from the full range of social sciences, humanities, and professional studies. Fields most likely to be chosen for the minor include sociology, anthropology, economics, philosophy, political science, business, law, history, geographic area studies, and public and environmental affairs. Students are strongly encouraged to take minors outside the School of Education, however, minors may also come from within the School of Education. All minors must have the approval of the advisor.

Elective Requirements (6 cr.)
A minimum of 6 semester hours but normally 15 semester hours. The multidisciplinary nature of policy studies and the potentially broad range of students' research interests and career plans imply a need for flexibility in students' programs of studies. The program will, therefore, enable

students to tailor their electives in consultation with their Advisory Committees.

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

May be used for a second minor.

Dissertation Requirements (15 cr.)
- A/C/H795 Dissertation Proposal Preparation (3 cr.)
- A/C/H799 Doctoral Thesis in Educational Leadership (A)/Higher Education (C)/History of Philosophy of Education (H) (12 cr.)

Ph.D. in History, Philosophy, and Policy in Education-Specialization in History of Education
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
Core Courses (12 cr.)
- H504 History of American Education (3 cr.)
- H530 Historical Inquiry in Education (3 cr.)
- H601 Historical Inquiry in Education (3 cr.)
- H637 Topical Seminar in History of Education (3 cr.)

Additional Courses in Major (18 cr.)
Chosen with advisory committee.

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

Inquiry Requirements (9 cr.)
The inquiry core includes a survey course in research methodologies and beginning courses in statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, and historical research methods. This requirement is designed to ensure that you acquire the general skills of historical inquiry and the specific skills necessary for inquiry in the history of education. At least three courses must be selected outside the major and approved by your advisory committee. A list of approved inquiry courses may be found at: https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

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

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

Dissertation Requirements (15 cr.)
- H795 Dissertation Proposal Preparation (3 cr.)
- H799 Doctoral Thesis in History of Philosophy of Education (12 cr.)

Ph.D. in History, Philosophy, and Policy in Education-Specialization in Philosophy of Education
Degree Requirements (90 cr.)

Major Requirements (36 cr.)
Core Courses (6 cr.)
- H504 History of American Education (3 cr.)
- H530 Philosophy of Education (3 cr.)

Philosophy of Education and Other Foundations (12-15 cr.)
12-15 credit hours of education courses with an H- prefix, selected in consultation with the advisory committee

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

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

Inquiry in the Major (6 cr.)
Inquiry in the Major consists of a Directed Research and a Linkage Course.

Directed Research:

- H590 Independent Study or Research in History, Philosophy, And Comparative Education (3 cr.)

Linkage Course

Select one:

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

Inquiry Requirements (9 cr.)
- Y521 Methodological Approaches to Educational Inquiry

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

- H510 Foundations of Educational Inquiry (3 cr.)
- H601 Historical Inquiry in Education (3 cr.)

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

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

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

Elective Requirements (18 cr.)
Courses in fields relevant to philosophy of education selected in consultation with the advisory committee to bring overall hours to 75.

Dissertation Requirements (15 cr.)
- H795 Dissertation Proposal Preparation (3 cr.)
- H799 Doctoral Thesis in History of Philosophy of Education (12 cr.)

Ed.D. Minor in College Pedagogy
Minor Requirements (9 cr.)

Core Courses (6-9 cr.)
- C675 Supervised College Teaching* (1-3 cr.)
- C750 Topical Seminar: Curriculum in Higher Education (1-6 cr.)
- C750 Topical Seminar: Learning and Teaching on the College Campus (1-6 cr.)

*A course on teaching or teaching practicum within the student's department may be substituted to fulfill this requirement, but if so, an additional elective must be taken so that all 9 credits for the minor are out of department. Students using this option would be taking 12 credits for the minor, 3 in department and 9 in Higher Education and Student Affairs.

Additional Course (0-3 cr.)
If all three required courses are taken, no elective courses are needed. If a student does not need to take C675, the student needs to take one elective course.

The doctoral minor in College Pedagogy does not require a minor qualifying exam.

Ed.D. Minor in Education Law
Minor Requirements (9 cr.)

With advisor approval select three of the following five education law courses:

- A608 Legal Perspectives on Education (3 cr.)
- A615 Advanced School Law (3 cr.)
- A675 Leadership in Special Education (3 cr.)
- A670 Topical Seminar in Educational Leadership (3 cr.)
- A710 Research in School Law (3 cr.)

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

Ed.D. Minor in Educational Leadership
Minor Requirements (9 cr.)

Ed.D. students may minor in Educational Leadership by completing at least 9 credit hours of coursework in the program. Each minor student works with a faculty advisor from the program to help in the selection of three A-prefix courses that best contributes to the educational goals of the student. It is recommended that students try to include courses at the 600-level.

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

Ed.D. Minor in Race and Racism in Education
Minor Requirements (9 cr.)

Core Course (3 cr.)
- EDUC-O 625 Critical Race Theory in Education (3 cr.)

Additional Courses (6 cr.)
- EDUC-C 692 Equity in Higher Education (3 cr.)
- EDUC-H 637 Topical Seminar: History of African American Education or EDUC-A 552 (cross-listed with
- AAAD-A 552) History of the Education of Black Americans (3 cr.)
- EDUC-H 637 Topical Seminar: History of Latino Education (3 cr.)
- EDUC-J 664 Contemporary Curriculum Discourses (3 cr.)
- EDUC-N 716 Topical Seminar in Mathematics Education: Equity in Mathematics Education (3 cr.)
- EDUC-P 674 Topical Seminar: Equity-Centered Research course (3 cr.)
- EDUC-P 674 or 633 Topical Seminar: Funds of Knowledge (3 cr.)
- EDUC-P 674 Topical Seminar: Race Culture, Trauma & Learning (3 cr.)
- EDUC-P 681 Psychology of Cultural Diversity: Equity and Opportunity in Public

The doctoral minor in Race and Racism in Education does not require a minor qualifying exam.

This minor is a School of Education inter-departmental minor. This minor can be included in any ED.D. plan of

study that requires a minor. Students from within the School of Education must select a minor advisor from outside their program area.

Ph.D. Minor in College Pedagogy
Minor Requirements (12 cr.)

Core Courses (9 cr.)
- C675 Supervised College Teaching* (1-3 cr.)
- C750 Topical Seminar: Curriculum in Higher Education (1-6 cr.)
- C750 Topical Seminar: Learning and Teaching on the College Campus (1-6 cr.)

*A course on teaching or teaching practicum within the student's department may be substituted to fulfill this requirement, but if so, an additional elective must be taken so that all 12 credits for the minor are out of department.
  Students using this option would be taking 15 credits for the minor, 3 in department and 12 in Higher Education and Student Affairs.

Additional Course (3-6 cr.)
If all three required courses are taken, one elective course is needed. If a student does not need to take C675, the student needs to take two elective courses.

The doctoral minor in College Pedagogy does not require a minor qualifying exam

Ph.D. Minor in Education Law
Minor Requirements (12 cr.)

Core Courses (9 cr.)
- A608 Legal Perspectives on Education (3 cr.)
- A615 Advanced School Law (3 cr.)
- A675 Leadership in Special Education (3 cr.)

Additional Course (3 cr.)
Selected in consultation with the advisory committee.

One relevant course (e.g., H520, H504, U553, C705, A720) from other departments or programs may be counted as education law courses at the discretion of the minor advisor, though no more than one such course may be counted toward the 12 credit minimum.

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

Ph.D. Minor in Educational Leadership
Minor Requirements (12 cr.)

Ph.D. students may minor in Educational Leadership by completing at least 12 credit hours of coursework in the program. Each minor student works with a faculty advisor from the program to help in the selection of four A-prefix courses that best contributes to the educational goals of the student. It is recommended that students try to include courses at the 600-level.

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

Ph.D. Minor in Education Policy Studies
Minor Requirements (12 cr.)

Core Courses (6 cr.)
- H605 Educational Policy and Reform (3 cr.)

And one of the following:

- H620 Seminar in Educational Policy Studies (3 cr.)
- H622 Seminar: Issues in Education Policy (3 cr.)

Additional Courses (6 cr.)
Students pursuing this minor select two additional courses that help to acquaint them with fundamental areas relevant to policy studies: the context of policy, the politics of the policy process, the legal and financial aspects of policy, and topical issues courses.

Select two courses from the following:

- A560 Political Perspectives on Education (3 cr.)
- A608 Legal Perspectives on Education (3 cr.)
- A631 Microeconomic Applications of Education (3 cr.)
- C670 Problems in Financing Higher Education (3 cr.)
- C705 Legal Aspects of Higher Education (3 cr.)
- H504 History of American Education (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H560 Education and Social Change (3 cr.)
- H631 Social and Political Philosophy and Education (3 cr.)
- H637 Topical Seminar (3 cr.)

Courses selected for the minor may not be used to meet substantive core requirements, and may not be from the student's primary field of specialization.

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

Ph.D. Minor in Higher Education
Minor Requirements (12 cr.)

Ph.D. students may minor in Higher Education and Student Affairs by completing at least 12 credit hours of coursework in the program. Each minor student works with a faculty advisor from the program to help in the selection of a set of courses that best contributes to the educational goals of the student. No more than 6 credit hours will be accepted by transfer of graduate credit from another university.

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

Ph.D. Minor in International and Comparative Education
Minor Requirements (12 cr.)

Core Courses (6 cr.)
- H551 Comparative Education I (3 cr.)

Select one course from the following:

- H552 Comparative Education II (3 cr.)

- H637 Topical Seminar (3 cr.)

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

- H525 Anthropology of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H552 Comparative Education II (if not taken in the core) (3 cr.)
- H560 Education and Change in Societies (3 cr.)
- H620 Seminar in Educational Policy Studies (3 cr.)
- H631 Social and Political Philosophy and Education (3 cr.)
- H637 Topical Seminar (if not taken in the core) (3 cr.)

At least one of the four total courses must be at the 600 level.

The doctoral minor in International and Comparative Education does not require a minor qualifying exam.

Ph.D. Minor in Philosophy of Education
Minor Requirements (12 cr.)

Educational Foundations Core (6 cr.)
- H530 Philosophy of Education (3 cr.)

One other 500-level H-course in the School of Education approved by the advisor for the minor (3 cr.)

For most students, the second foundations core course should be:

- H504 History of American Education (3 cr.)

For students whose Ph.D. major already includes H504, the second foundations core course may be:

- H510 Foundations of Educational Inquiry (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H540 Sociology of Education (3 cr.)
- H560 Education and Change in Societies (3 cr.)

In special circumstances, the advisor for the minor may approve a substitution for the second foundations core course, such as an additional 600-level H-course in the philosophy of education taught in the School of Education beyond what is required for the philosophy of education specialization.

Philosophy of Education (6 cr.)
In most instances, the specialization will consist of two 600-level H-courses in the philosophy of education taught in the School of Education.

In special circumstances, the advisor for the minor may approve the substitution for one of the two *Philosophy of Education* courses a relevant graduate course in philosophy taught in the Philosophy Department or a 500-level H-course in the philosophy of education taught in the School of Education.

In all cases, the student must complete at least one 600-level H-course in the philosophy of education taught in the School of Education.

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

Ph.D. Minor in Race and Racism in Education
Minor Requirements (12 cr.)

Core Course (3 cr.)
- EDUC-O 625 Critical Race Theory in Education (3 cr.)

Additional Course (3-6 cr.)
- EDUC-C 692 Equity in Higher Education (3 cr.)
- EDUC-H 637 Topical Seminar: History of African American Education or EDUC-A 552 (cross-listed with
- AAAD-A 552) History of the Education of Black Americans (3 cr.)
- EDUC-H 637 Topical Seminar: History of Latino Education (3 cr.)
- EDUC-J 664 Contemporary Curriculum Discourses (3 cr.)
- EDUC-N 716 Topical Seminar in Mathematics Education: Equity in Mathematics Education (3 cr.)
- EDUC-P 674 Topical Seminar: Equity-Centered Research course (3 cr.)
- EDUC-P 674 or 633 Topical Seminar: Funds of Knowledge (3 cr.)
- EDUC-P 674 Topical Seminar: Race Culture, Trauma & Learning (3 cr.)
- EDUC-P 681 Psychology of Cultural Diversity: Equity and Opportunity in Public

The doctoral minor in Race and Racism in Education does not require a minor qualifying exam.

This minor is a School of Education inter-departmental minor. This minor can be included in any Ph.D. plan of study, within or outside the School of Education. Students from within the School of Education must select a minor advisor from outside their program area.

Ph.D. Minor in Foundations of Education
Minor Requirements (12 cr.)

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

- H504 History of American Education (3 cr.)
- H525 Anthropology of Education (3 cr.)
- H530 Philosophy of Education (3 cr.)
- H540 Sociology of Education (3 cr.)

Additional Courses (6 cr.)
Select two courses in consultation with your advisor.

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

Instructional Systems Technology

We improve human learning and performance in diverse contexts. First established in the 1940s as the Department of Audio-Visual Instruction, the Department of Instructional Systems Technology now takes a holistic look at how

to improve teaching and learning for all ages across all segments of society through the study and design of learning environments and strategies.

We believe instructional materials and assessment tools must support the way that people acquire, process, and share information. This philosophy, combined with the deep and varied experiences of our faculty, enables us to give students the best possible preparation for work in the field of instructional systems technology. Here, faculty and students observe and analyze learning environments, evaluate the effectiveness of different strategies for learning, and research which technologies-analog, digital, and conceptual-can make those environments and strategies more powerful.

Certificate in Adult Education (Online)
Certificate Requirements (15 cr.)

Core Requirements (12 cr.)
- D500 Introduction to Adult Education Theory (3 cr.)
- D505 Adult Learning through the Lifespan (3 cr.)
- D506 Adult Education Planning and Development (3 cr.)
- D512 Forms and Forces in Adult Education (3 cr.)

Elective Requirement (3 cr.)
Select one of the following courses:
- D523 Small Group Theory in Adult Education (3 cr.)
- D525 Introduction to Distance Education Systems (3 cr.)
- D600 The Teaching Learning Transaction in Adult Education (3 cr.)
- Or three graduate credit hours outside of Adult Education. Specific course selection must have the approval of your academic advisor.

Certificate in Instructional Systems Technology (Online)
Certificate Requirements (15 cr.)

Core Requirements (12 cr.)
- R511 Instructional and Performance Technologies Foundations (3 cr.)
- R521 Design and Development of Instructional and Performance Interventions (3 cr.)
- R541 Instructional Development and Production: Design Thinking (3 cr.) or R547 Computer Mediated Learning (3 cr.)
- R561 Evaluation of Instructional and Performance Improvement Systems (3 cr.)

Elective Requirement (3 cr.)
Three graduate credits selected from IST (R) courses with the exception of workshop courses unless approved by advisor.

Certificate in Online Teaching and Learning Practices (Online)
Certificate Requirements (12 cr.)

Core Requirements (6 cr.)
R521 Instructional Design & Development I (3 cr.)
P632 Designing for Learning in Context (3 cr.)

Strand Requirements (6 cr.)
Select one strand and two courses within that strand:

Designing Experiences

- R541 Instructional Development and Production I (3 cr.)
- R542 Instructional Graphics Design (3 cr.)
- R547 Computer Mediated Learning (3 cr.)
- R622 Learning Environments Design (3 cr.)
- R685 Topical Seminar in Instruction Systems Technology: Learning through Complex Problem Solving (3 cr.) or P674 Advance Topical Seminar in Learning Sciences: Learning through Complex Problem Solving (3 cr.)
- R685 Topical Seminar in Instruction Systems Technology: Technology Innovations and Computing (3 cr.)

Equity and Cultural Inclusion for Diverse Learners

- P631: Theorizing Learning in Context (3 cr.)
- R685: Topical Seminar in Instruction Systems Technology: Online Professional Development for
- Cultural Inclusion (3 cr.)
- D524: Power and Voice in Adult Education Programs (3 cr.)

Adult Education:
- D505: Adult Learning through the Lifespan (3 cr.)
- D506: Adult Education Planning and Development (3 cr.)
- D525: Introduction to Distance Education Systems in Adult Education (3 cr.)

M.S.Ed. in Adult Education (Online)
Degree Requirements (36 cr.)

Major Requirements (21 cr.)
- D500 Introduction to Adult Education Theory (3 cr.)
- D505 Adult Learning through the Lifespan (3 cr.)
- D506 Adult Education Planning and Development (3 cr.)
- D512 Seminar in Forms and Forces of Adult Education (3 cr.)
- D521 Participation Training (3 cr.)
- D525 Introduction to Distance Education Systems in Adult Education (3 cr.)
- D640 Capstone Seminar in Adult Education (3 cr.)

Elective Requirements (15 cr.)
Choose from additional Adult Education courses and other related fields to support your overall career goals. Elective courses need to be selected in consultation with your academic advisor. Core and elective courses should form an integrated program to support your professional goals.

M.S.Ed. in Instructional Systems Technology (Online)
Degree Requirements (36 cr.)

Major Requirements (18 cr.)
- R505 Workshop in Instructional Systems Technology: Professional Portfolio in IST (3 cr.)
- R511 Instructional and Performance Technologies Foundations (3 cr.)

- R521 Design and Development of Instructional and Performance Interventions (3 cr.)
- R541 Instructional Development and Production: Design Thinking (3 cr.)
- R561 Evaluation of Instructional and Performance Improvement Systems (3 cr.)
- R621 Analysis for Instructional & Performance Improvement (3 cr.)

Specialization Electives (9 cr.)
Options here include all IST master's program courses that are available online. Additionally, students with a focus on adult education, learning science or other related area may take up to 6 credits from such an area with approval of the advisor, providing that these courses are available online. R686 Internship in Instructional Design is not required but is permissible.

Electives (9 cr.)
Select electives from any regular course (e.g.., not dissertation credits) eligible for graduate credit, including courses inside and outside the major.

M.S.Ed. in Instructional Systems Technology (Residential)
Degree Requirements (36 cr.)

Core Requirements (15 cr.)
- R505 Workshop in Instructional Systems Technology: Professional Portfolio in IST (3 cr.)
- R511 Instructional and Performance Technologies Foundations (3 cr.)
- R521 Design and Development of Instructional and Performance Interventions (3 cr.)
- R561 Evaluation of Instructional and Performance Improvement Systems (3 cr.)
- R621 Analysis for Instructional & Performance Improvement (3 cr.)

Studio and Capstone Requirements (12 cr.)
- R541 Instructional Development and Production Process I (3 cr.)
- R641 Instructional Development and Production Process II (3 cr.)
- R641 Instructional Development and Production Process II (3 cr.)
- R741 Instructional Development and Production Process III (3 cr.)

Elective Requirements (9 cr.)
Select electives from any regular course (e.g.., not dissertation credits) eligible for graduate credit, including courses inside and outside the major.

Online Courses
With the approval of the department, online courses may be included in the program with preference for 3 credits or fewer to be taken online. See Masters Policies for information on limitations of online courses used for non-online degrees.

Ed.S. in Education-Instructional Systems Technology Track
Degree Requirements (65 cr.)

Major Requirements (24 cr.)
Options here include all IST graduate courses, as approved by the student's advisory committee.

Inquiry Requirements (6 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)

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

A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

Students are allowed to make course substitutions in accordance with the inquiry policy, as approved by the student's advisory committee.

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

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

Examination/Capstone Project
A substantial project or a comprehensive examination constitutes the culmination of the Ed.S. program. A project normally requires a written manuscript describing the project. A final meeting of the advisory committee is required, at which time the student's entire program, including the project manuscript or comprehensive examination results, are reviewed.

Ed.D. in Instructional Systems Technology (Online)
Degree Requirements (60 cr.)

Major Requirements (30 cr.)
IST Doctoral Core (6 cr.)
- R690 IST Early Research Experience (3 cr.)
- R711 IST Doctoral Readings (3 cr.)

Other IST Courses (24 cr.)
Options here include all IST graduate courses offered in an online format, as approved by the student's doctoral advisory committee.

Inquiry Requirements (9 cr.)
- Y502 Intermediate Statistics (3 cr.)
- Y520 Strategies for Educational Inquiry (3 cr.)
- Y611 Qualitative Inquiry in Education (3 cr.)

Students are allowed to make course substitutions in accordance with the inquiry policy, as approved by the student's doctoral advisory committee.

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

- D505 Adult Learning through the Lifespan (3 cr.)
- P540 Learning and Cognition in Education (3 cr.)

Elective Coursework (9 cr.)
Any graduate-level coursework that is approved for doctoral students. This can include coursework either within or outside the School of Education. Students may elect to complete a concentration of courses in one program or area (e.g., adult education, learning sciences, higher education) if they wish, but they do not need to fulfill any requirements for a minor. Students may also complete additional IST courses if they wish.

Dissertation Requirements (9 cr.)
- R795 Dissertation Proposal Preparation (3 cr.)
- R799 Doctoral Dissertation in Instructional Systems Technology (6 cr.)

IST Colloquium or IST Conference
While course work is delivered primarily online, students will be required to attend at least one IST Colloquium or IST conference on the Bloomington campus.

Ph.D. in Instructional Systems Technology
Degree Requirements (90 cr.)

Major Requirements (42 cr.)
Instructional Systems Technology Core (18 cr.)
- R690 Application of Research Methods to Instructional Systems Technology (3 cr.)
- R695 Topical Inquiry Seminar in Instructional Systems Technology (3 cr., take four times for a total of 12 cr.)
- R711 Readings in Instructional Technology (3 cr.)

Instructional Systems Technology Electives (24 cr.)
Options here include all Instructional Systems Technology graduate courses, as approved by the student's doctoral advisory committee.

Inquiry Requirements (9 cr.)
- Y502 Intermediate Statistics Applied to Education (3 cr.)
- Y521 Methodological Approaches to Educational Inquiry (3 cr.)
- Y611 Qualitative Inquiry in Education (3 cr.)

Students are allowed to make course substitutions in accordance with the inquiry policy, as approved by the student's doctoral advisory committee. A list of approved inquiry courses may be found at https://education.indiana.edu/students/graduates/approved-core-inquiry-courses.html.

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

Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.

Foundation Requirements (6 cr.)
Options here include any School of Education courses outside of IST. These courses typically are in the areas of educational psychology and educational foundations.

Elective Requirements (6 cr.)
Options here include any graduate-level courses approved by the student's doctoral advisory committee.

Dissertation Requirements (15 cr.)
- R795 Dissertation Proposal Preparation (3 cr.)
- R799 Doctoral Dissertation in Instructional Systems Technology (12 cr.)

Ph.D. Minor in Adult Education
Minor Requirements (12 cr.)

Select three courses from the following:

- D500 Introduction to Adult Education Theory (3 cr.)
- D505 Adult Learning through the Lifespan (3 cr.)
- D506 Adult Education Planning and Development (3 cr.)
- D512 Seminar in Forms and Forces in Adult Education (3 cr.)

Select at least one course from the following:

- D600 Seminar in Teaching-Learning Transaction in Adult Education (3 cr.)
- D625 Topical Seminar in Adult Education (3 cr.)

One relevant course(s) from other departments or programs may be counted as adult education courses at the discretion of the minor advisor, though no more than one such course may be counted toward the 12 credit minimum.

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

Ph.D. Minor in Instructional Systems Technology
Minor Requirements (12 cr.)

- R711 Readings in Instructional Technology (3 cr.)

Three additional courses in Instructional Systems Technology (9 cr.). Options here include all Instructional Systems Technology courses, as approved by the student's doctoral advisory committee.

The doctoral minor in Instructional Systems Technology does not require a minor qualifying exam.

Ed.D. Minor in Adult Education
Minor Requirements (9 cr.)

- D505 Adult Learning through the Lifespan (3 cr.)
- D512 Seminar in Forms and Forces in Adult Education (3 cr.)

Select at least one course from the following:

- D600 Seminar in Teaching-Learning Transaction in Adult Education (3 cr.)
- D625 Topical Seminar in Adult Education (3 cr.)

Other advanced adult education electives may be approved by the advisor.

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

Ed.D. Minor in Instructional Systems Technology
Minor Requirements (9 cr.)

- R711 Readings in Instructional Technology (3 cr.)

Two additional courses in Instructional Systems Technology (6 cr.). Options here include all Instructional Systems Technology courses, as approved by the student's doctoral advisory committee.

The doctoral minor in Instructional Systems Technology does not require a minor qualifying exam.

M.S.Ed. in Educational Technology for Learning (Online and Collaborative)

M.S.Ed. in Educational Technology for Learning (Online Collaborative)
Degree Requirements (36 cr.)
Foundations Requirement (9 cr.)

- EDUC-J 500 Instruction in the Context of the Curriculum (3 cr.)
- EDUC-P 507 Assessment in Schools (3 cr.)

Complete one of the following:

- EDUC-H 520 Education and Social Issues (3 cr.)
- EDUC-T 531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.)
- EDUC-J 511 Methods of Individualizing Instruction (3 cr.)
- Inquiry and Research Requirement (9 cr.)
- EDUC-Y 520 Strategies for Education Inquiry (3 cr.)
- EDUC-Y 510 Action Research I (3 cr.)
- EDUC-W 590 Individual Research in Computer Education (3 cr.) (Students must complete EDUC-Y 510 and EDUC-Y 520 prior to registration)

Technology in Education Core Requirements (12 cr.)

- EDUC-W 531 Technology for Teaching and Learning (3 cr.)
- EDUC-W 520 Planning for Technology Infrastructure (3 cr.)
- EDUC-W 515 Technology Leadership and Professional Development (3 cr.)
- EDUC-W 540 Technology-Infused Curriculum (3 cr.)

Education Technology Electives Requirements (6 cr.)

Choose two from the following list:

- EDUC-W 550 Current Technology Trends (3 cr.)
- EDUC-K 510 Assistive Techniques in Special Education (3 cr.)

- EDUC-R 505 Workshop in Instructional Systems Technology (Variable Title): Computer-Based Teaching (3 cr.)
- EDUC-R 547 Computer Mediated Learning (3 cr.)
- EDUC-W 505 Professional Development Workshop (3 cr.)

Courses

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

Course are generally organized by program areas within departments (some areas are used by all departments within a program). A list of courses offered by the various departments within the School of Education can be found on the left-side menu bar and organized by department below:

- **Counseling and Educational Psychology:** Counseling (G); Inquiry Methods (P; Y); Learning and Developmental Sciences/Educational Psychology (P); School Psychology (P).
- **Curriculum and Instruction:** Art Education (Z); Curriculum Studies (J); Elementary/Early Childhood (E); High Ability (W; Z); Mathematics Education (N); Multicultural/Urban Education (T); Science Education (Q); Secondary Education (S); Social Studies Education (M); Special Education (K).
- **Educational Leadership and Policy Studies:** Educational Leadership (A); Higher Education (C); Higher Education and Student Affairs (U); History, Philosophy, and Policy Studies in Education (H).
- **Instructional Systems Technology:** Adult Education (D); Computer Education (W); Instructional Systems Technology (R).
- **Literacy; Culture and Language Education:** Literacy, Culture, and Language Education (L) includes courses in English; World Language; English as a New/Second Language; Reading.
- **Courses across all departments:** Experimental (F); Field Experience/Methods (M); Graduate Education (G); In-Service Education (W); Master's Thesis (X).

The official list of courses in each program does not indicate which courses are offered regularly by those programs. Most courses are not offered every term. Check with the department or program advisor to determine which courses are offered regularly, and check the Schedule of Classes published online by the Registrar to determine which courses are being offered in the current academic term.

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

Adult Education (D)

Art Education (Z)

Counseling (G)

Curriculum Studies (J)

Educational Leadership (A)

Elementary/Early Childhood Education (E)

Experimental (F)

Field Experience/Methods (M)

Graduate Education (G)

Higher Education (C)

Higher Education and Student Affairs (U)

History, Philosophy, and Policy Studies in Education (H)

Inquiry Methodology (P, Y)

In-Service Education (W)

Instructional Systems Technology (R)

Learning and Developmental Sciences / Educational Psychology (P)

Literacy, Culture, and Language Education (L)

Master's Thesis (X)

Mathematics Education (N)

Multicultural/Urban Education (T)

School Psychology (P)

Science Education (Q)

Secondary Education (S)

Social Studies Education (M)

Special Education (K)

Policies & Procedures

The following pages provide an overview of the academic policies and procedures that have been developed and approved by faculty to govern and facilitate student academic progress. These policies and procedures exist for all graduate students including master's degree students, master's thesis students, education specialist students and doctoral degree students.

Policies Governing All Graduate Programs

Retention in Graduate Programs

Students admitted to graduate degree programs are expected to maintain a high level of scholarship and to make regular and sufficient progress toward program completion.

Maintaining Active Student Status

Students who have matriculated in a graduate program but fail to enroll in program coursework for a period of two academic years are automatically terminated from the program. Students whose admission status is terminated because of a two-year lapse in enrollment may apply for readmission. They must meet current criteria for admission, and, if readmitted, are subject to current program requirements.

Minimum Grade Point Average

Indiana University course grading is on the following four-point scale:

A	=	4.0	C = 2.0
A-	=	3.7	C- = 1.7
B+	=	3.3	D+ = 1.3
B	=	3.0	D = 1.0
B-	=	2.7	D- = 0.7
C+	=	2.3	F = 0.0

Students in certificate programs are expected to maintain a GPA of 3.00 or higher in graduate coursework. Master's students are expected to maintain a GPA of 3.30 or higher in graduate coursework. Specialist and doctoral program students are expected to maintain a GPA of 3.50 or higher in graduate coursework. Graduate students whose program GPA falls below the minimum for their program are subject to probation and dismissal. Additionally, doctoral students may be dismissed for failure to maintain adequate progress toward the degree. For doctoral candidates, this standard is set by the faculty of each program or by the student's dissertation committee. The student must first be notified of deficient academic progress by being placed on probation for one semester. If the deficiency is not rectified then the student may be dismissed by the School of Education Associate Dean for Graduate Studies. Students may not graduate with GPA's in their programs coursework below the minimum specified level. Students so dismissed may apply for readmission. Application to any School of Education program will not be accepted for a period of two years from the date of an academic dismissal. They will be readmitted only if there is a substantial reason to expect that their academic performance will improve.

Policy for Assigning Grades

The following grading policy has been adopted for graduate courses in the School of Education:

A = Outstanding achievement. Unusually complete command of the course content; exceptionally high level of scholarship.

A- = Excellent achievement. Very thorough command of course content; very high level of scholarship.

B+ = Very good achievement. Thorough command of course material.

B = Good achievement. Solid, acceptable performance.

B- = Fair achievement. Acceptable performance.

C+ = Adequate achievement and performance.

C = Not wholly satisfactory achievement. Marginal performance on some aspects of the course requirements. Marginal achievement. Minimally acceptable performance on course assignments. **Lowest grade which may be counted in graduate programs**.

C- = Unsatisfactory achievement. Inadequate knowledge of course content. (Courses with a grade of C- or lower may not be counted in graduate programs.)

Pass/Fail Grading (P/F)

Pass/Fail grading allows any grade from an A to a D in a course to be recorded as a grade of P on the transcript. A grade of F issued in a P/F course included in the GPA, but the P grade is not averaged in the GPA. Students may not use courses graded Pass/Fail in their degree programs.

Satisfactory/Fail Grading (S/F)

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

In order to count a course graded S/F towards a graduate degree program a memo is be required from the instructor showing that a grade of B or higher would have been issued to the student for the course. Without this memo the course will not be counted toward a degree program.

Incomplete Course Work (I)

A grade of Incomplete may be assigned when, at the end of the term, a student has not completed all coursework. This grade may be given only when the completed work is of passing quality.

Unfinished coursework must be completed within one calendar year from the date the grade of I is assigned. The course must ordinarily be completed with the original course instructor. The instructor then completes an e-Grade Change to remove the incomplete and assigns a letter grade. Incomplete grades that are not removed within one year are changed to a grade of F. This change occurs automatically unless the Associate Dean for Graduate Studies receives and approves a petition for extension from the course instructor.

Accumulation of Incomplete Courses

Graduate students with 9 or more credit hours of incomplete (I or R grade) courses (excluding dissertation credits) may not be allowed to register in additional courses.

Deferred Grade (R)

An R, indicating that the grade has been deferred, may be assigned in thesis and dissertation courses, internship courses, and a few other selected courses where work is expected to take longer than one year to complete. Unlike a grade of I, a grade of R does not automatically change to an F.

Withdrawal from Courses (W and WF)

Withdrawal from enrollment in a course during the drop/add period (in the first week of each term) is not recorded on a student's transcript. Withdrawal after this time is recorded as a W on the student's transcript. During the first quarter of each term, students may withdraw without instructor consent. After this date, instructor approval is required. If a student is failing at the time of withdrawal, or simply discontinues attending the class, a grade of WF (withdrawal with failure) is assigned. This is treated as an F in grade point averaging. Near the end of the term withdrawal is not allowed at all, except in cases where a student is withdrawing from all classes. See the Schedule of Classes at http://enrollmentbulletin.indiana.edu/pages/index.php for pertinent dates.

Courses Counted in Graduate Programs

Courses at the 500 level and above are designated as graduate courses at Indiana University. Beginning master's courses are at the 500 level; advanced master's and beginning doctoral courses are at the 600 level; and advanced doctoral courses are at the 700 level. Some 300- and 400-level courses in the College of Arts and Sciences are also approved for graduate credit. These are listed in the University Graduate School Bulletin.

Courses counted toward the requirements for one advance degree or certificate may not be counted toward requirements for another at the same level with the exception of the master's degree where up to 6 credits may be applied from a previous master's degree if the coursework is relevant and approved by the advisor.

Not all courses listed in this bulletin are offered every year. Inquiries concerning the availability or suitability of a particular course should be directed to the appropriate departmental chairperson.

Correspondence courses and activity courses may not be used in graduate programs. (Activity courses are courses for learning and practicing a nonprofessional skill, such as a sports activity or playing a musical instrument.)

Students in Residential Programs Taking Online Courses

Students in residential programs may take online courses, but on campus courses must account for at least half of their coursework. Online courses do not count towards the residency requirement. Information on tuition and fees can be found on the Bursar website.

Students in Online Programs Taking Courses on Campus

Students in online programs are allowed to take on campus courses. However, students doing this can be subject to not only higher tuition rates but also additional on campus fees. Information on tuition and fees can be found on the Bursar website.

Using Graduate Coursework in Two Programs

Coursework applied toward a master's degree may also be applied to a specialist or doctoral degree (with the exception of the Master's degree required for admission toward the 60 credit hour post-master's Ed.D. program), and coursework applied toward a specialist degree may also be applied to a doctoral degree, providing such coursework is relevant to the requirements of the more advanced degree and that it is less than seven years old or is revalidated. This does not apply when degrees are earned in the opposite direction. If coursework is applied to a completed, more advanced degree, then it may not be counted afterward to a lesser degree. Students seeking to earn a second master's degree may apply 6 credit hours of relevant coursework from the first conferred master's degree to the second master's degree. The number of credits applied from one degree to another may not exceed the limits of allowable credits transferred into that degree, even if the credits were earned at Indiana University. In all cases, a program advisor and the Associate Dean for Graduate Studies must approve the use of such coursework.

Certificate and Licensure Students Applying for a Master's Degree

Students in certificate and licensure programs who wish to seek a master's degree must go through the standard process for admission to graduate study. Furthermore, in order to be accepted into any of the School of Education's specialization areas in which a master's degree may be earned, students must be admitted to a master's degree program in one of these specialization areas in the semester prior to the semester in which they intend to graduate and they must be officially registered in the semester in which they graduate.

Credit hours earned by a licensure student who has been admitted to a master's degree program may or may not be counted in the student's master's program. The Department Chair or program head and the Associate Dean of Graduate Studies must approve the inclusion of courses taken while the student was earning credits toward licensure but was not admitted to a master's degree program. A licensure student who has been admitted to a master's degree program may use a maximum of 15 credits taken while the student was working on licensure but was not admitted to the master's degree program toward the master's degree.

Undergraduate Students in Graduate Courses

There are two conditions under which undergraduate students may enroll in graduate courses: (1) students in their junior or senior year may take graduate courses which will count toward their undergraduate degree if the graduate courses are relevant to their program of study and there is no similar undergraduate course available; (2) students in their last undergraduate semester may take graduate courses which may later be applied to a graduate degree. Graduate courses taken prior to the last semester may, ordinarily, not be applied to a

graduate program, and no course may be applied to both an undergraduate and a graduate program. Students who meet either of these conditions must, in addition, have an undergraduate GPA of 3.00 or higher (exceptions are made in majors where grading is especially stringent). The student must also complete the Verification Coursework was not Applied to a Bachelor's Degree Form, which requires advisor approval in addition to the signatures of the undergraduate recorder from the applicable program, and of the Associate Dean for Graduate Studies.

Semester Load

Full-time graduate students typically enroll in 9 to 15 credit hours per semester. Specialist and doctoral students should normally carry no more than 12 credit hours per semester. The maximum allowable course load for graduate students is 16 credit hours in any semester. The maximum load for summer sessions is 16 credit hours.

Graduate students holding appointments such as associate instructor, graduate assistant, and research assistant for 15 hours per week (.375 full time equivalency) or more must be registered for 6 credit hours during each semester (no registration is required during summer sessions). Fellowship holders must enroll in a minimum of 6-8 credit hours per semester. International students should check with the Office of International Services concerning required credit hours to meet visa requirements.

Additional policies apply. Please refer to the degree sections (Certificate, Masters, Ed.S., Ed.D., or Ph.D.).

Certificate Policies

General Requirements for Certificate Programs

A graduate certificate program requires a minimum of 9 credit hours. As there is no "general" certificate program in education, requirements vary between programs. Students must go through the standard process for admission for a certificate and be admitted before the semester starts. Certificates that share coursework with higher degrees must be awarded before or at the same time as the higher degree.

Faculty Advisor

An advisor from the major program area must be selected by the student or assigned by the department. Students should check with the department office for information about the assignment of faculty advisors.

Electronic Plan of Studies (e-POS)

For the certificate program there is a program outline form used for planning the specific courses included in a student's electronic Plan of Studies (e-POS). It must be developed with a faculty advisor, then be approved by the Department Chair and the Associate Dean for Graduate Studies. An electronic Plan of Studies (e-POS) must be submitted before all coursework for the certificate is completed. If any courses listed on the electronic Plan of Studies (e-POS) were not taken at Indiana University, a Request for Transfer of Graduate Credit must be submitted concurrently. The electronic Plan of Studies (e-POS) can be found on the Graduate Student Portal.

Transfer Courses

Up to 6 credit hours of graduate coursework completed at other universities may be transferred into certificate programs that requires at least 12 hours, and a maximum of 4 hours may be transferred in for 9-hour certificate programs. All coursework transferred must be from an accredited college or university. No transfer credit will be given for a course with a grade lower than B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's Plan of Studies. They must be approved by a program advisor and by the Associate Dean for Graduate Studies. An official transcript showing the courses to be transferred and the grades awarded for them is required for coursework to be transferred. A course description or syllabus may be required in order to judge the appropriateness of coursework to be transferred.

Certificate students must complete a minimum of 5 - 15 credit hours of coursework at Indiana University. Beyond this, graduate coursework may be transferred from other universities. At least half of the hours must be taken on the campus awarding the certificate.

Course Revalidation

To ensure that graduates have current knowledge in their field, coursework must be less than seven years old at the time a student passes the oral qualifying examination (for doctoral students) or at the time of graduation (for Ed.S. or M.S.Ed. students). However, if program faculty feel that a student can clearly demonstrate current knowledge of course material taken more than seven years previously, the faculty may allow course revalidation.

Revalidation is a process whereby a student demonstrates current knowledge of older course material.

Several methods of revalidating old courses are available:

- Passing an examination specifically covering the material taught in the course (such as a course final examination).
- Passing a more advanced course in the same subject area, taken more recently (within the seven years).
- Passing a comprehensive examination (e.g., a doctoral qualifying examination) in which the student demonstrates substantial knowledge of the content of the course. (Only two courses may be revalidated by this method).
- Teaching a comparable course.
- Publishing scholarly research that demonstrates substantial knowledge of the course content and understanding of fundamental principles taught in the course.
- Presenting evidence of extensive professional experience that requires the application of material taught in the course.

E-docs for course revalidation are available in One.IU. Courses must be justified individually even if a common method is used. A Curriculum Vitae is required when revalidating coursework through professional experience, publications, and teaching.

The revalidation evidence for each must be assessed by an Indiana University faculty member who teaches the course being revalidated. The revalidating faculty member must be personally convinced, based upon present evidence, that the student has current mastery of basic course concepts and principles.

If the course instructor is not available, a faculty member in the same program specialization area may be substituted. Permission to use a part-time faculty member or a faculty member at another university for course revalidation must be secured from the Associate Dean of Graduate Studies.

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

Transfer credit must be transferred before it can be revalidated.

There are limits on allowable coursework revalidation:

- Students may revalidate no more than 50% of their coursework for an IU SoE graduate program
- Students may not revalidate coursework that is more than 14 years old.
- In accordance with UGS policy/practice, no more than 2 courses may be revalidated via the qualifying exam.
- Additionally, no more than 3 courses may be revalidated with any single method.

A faculty member may petition the Associate Dean of Graduate Studies for an exception to the above limits on behalf of a student if they believe the student can demonstrate current knowledge and the exception is in the best interest of the student and School. If a student withdraws from an advanced degree program with the intention of earning a less advanced degree, coursework used toward the less advanced degree will not require additional revalidation beyond that which would have been required for the more advanced degree.

Even when a revalidation request falls within established policy, faculty should require students to take current coursework if that is clearly the best way to ensure students have current knowledge in the field. Coursework age, content timeliness, and student performance should be considered in decisions of whether to support revalidation of old coursework.

Graduation

Certificate Conferral

Certificate conferral occurs monthly. An online Application for Graduation form must be submitted to the Graduate Studies Office at least one month prior to the degree conferral date. The Graduate Studies Office will send out an e-mail and post these specific dates each semester.

Failure to apply for graduation by the deadline may result in the certificate being denied for that graduation period. The application may be filed for the subsequent period, but students should note that this may create issues with the seven-year deadline for completing coursework or for visa status, depending on individual circumstances.

The online application to graduate can be found on the Graduate Student Portal.

Masters Policies

General Requirements for Master's Programs

A master of science in education program requires a minimum of 30 credit hours. Up to 6 credits may be undergraduate course credits at the 300 and 400 level, however courses counted in a bachelor's degree may not be counted in a master's degree. Also up to 6 credits may be applied from a previous master's degree if the coursework is relevant and approved by the advisor. As there is no "general" master's program in education, requirements vary between programs. The minimum number of credit hours in a major area of specialization ranges from 12 to 30. Several programs have additional course requirements in areas such as research and foundations as well.

A minimum of 6 credit hours must be taken outside of the major program area for all master's programs. Master's degree students must complete all program coursework within seven years of matriculating in the program.

Faculty Advisor

An advisor from the major program area must be selected by the student or assigned by the department. Students should check with the department office for information about the assignment of faculty advisors.

Electronic Plan of Studies (e-POS)

The electronic Plan of Studies (e-POS) is a coursework plan to fulfill program requirements. It must be developed with the faculty advisor, then be approved by the Department Chair, and the Associate Dean for Graduate Studies. An electronic Plan of Studies (e-POS) should be submitted within one year of matriculation. Failure to do so can result in a hold on enrollment. If any courses listed on the electronic Plan of Studies (e-POS) were not taken at Indiana University, a Request for Transfer of Graduate Credit must be submitted concurrently. Links to the electronic Plan of Studies (e-POS) as well as other forms can be found on the Graduate Student Portal.

Students in Residential Programs Taking Online Courses

Students in residential programs may take online courses, but on campus courses must account for at least half of their coursework. Online courses don't count towards the residency requirement. Information on tuition and fees can be found on the Bursar website.

Students in Online Programs Taking Courses on Campus

Students in online programs are allowed to take on campus courses. However, students doing this can be subject to not only higher tuition rates but also additional on campus fees. Information on tuition and fees can be found on the Bursar website.

Master's Thesis

A master's thesis is an option in some program areas. Carrying out master's thesis research and writing a master's thesis are particularly valuable experiences for students who seek a scholarly career. Students who choose to write a master's thesis should incorporate appropriate research coursework in their electronic Plan of Studies (e-POS).

Students who opt to complete a master's thesis must enroll in 3-6 credit hours of 599 Master's Thesis as part of the minimum 36 credit hour requirement for the degree. A master's research committee must be appointed. This committee consists of two or three faculty members. The thesis director must be from the major area of specialization. If the proposed research involves the use of human subjects, a research review form for the use of human subjects must be completed. The thesis study must include gathering information or data to answer a research question pertinent to the area of specialization of the student's major. A thesis manuscript must be written and submitted to the research committee.

The thesis manuscript must explain all aspects of the study, including the question posed, the rationale for the study, a literature review, the method and procedure for collecting information to answer the question, procedure for data reduction, synthesis and analysis, conclusions of the study, and educational implications.

A public thesis defense is required. The announcement of the defense must be submitted to the Graduate Studies Office, at least four weeks prior to the defense date for dissemination to school faculty. The committee members assess the quality of the manuscript and of the thesis defense. The committee must approve the thesis in order for a passing grade to be awarded in the thesis credits.

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

Workshops

Workshop courses are intended primarily as a mechanism for the professional development of teachers and other education professionals. The topics covered and the skills learned in workshop courses are generally of an applied nature intended to give participants hands-on experience with models and techniques directly useful in school settings. Workshop courses are typically scheduled to meet on a concentrated schedule (e.g., for one or a few continuous days, sometimes all day) and afford little or no time between class sessions for studying or for out-of-class assignments. They may or may not generate credit hours. Workshop courses carrying graduate credit require a minimum of 700 contact minutes per credit hour and require readings and papers or projects for each credit hour earned. (Papers are sometimes scheduled with a due date after the end of the workshop period.)

Up to 9 hours of credit gained through workshop courses (including conference and institute courses) may be used in master's programs. If both undergraduate and workshop courses are to be used in a master's program, the total of undergraduate credit hours and workshop credit hours may not exceed 9.

Transfer Courses

Some graduate coursework completed at other universities may be transferred into degree programs at Indiana University. All coursework transferred must

be from an accredited college or university. No transfer credit will be given for a course with a grade lower than B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's electronic Plan of Studies (e-POS). They must be approved by a program advisor and by the Associate Dean for Graduate Studies. An official transcript is required for coursework to be transferred. A course description or syllabus may be required in order to judge the appropriateness of coursework to be transferred.

The amount of hours that can be transfered in are dependent on the overall hours of the degree.

- 15 hours for a 60 hour degree
- 12 hours for a 48 hour degree
- 10 hours for a 41 hour degree
- 9 hours for 36 hour degree
- 7 hours for a 30 hour degree

At least half of the overall degree hours must be earned on the Bloomington campus.

Course Revalidation

To ensure that graduates have current knowledge in their field, coursework must be less than seven years old at the time a student passes the oral qualifying examination (for doctoral students) or at the time of graduation (for Ed.S. or M.S.Ed. students). However, if program faculty feel that a student can clearly demonstrate current knowledge of course material taken more than seven years previously, the faculty may allow course revalidation.

Revalidation is a process whereby a student demonstrates current knowledge of older course material.

Several methods of revalidating old courses are available:

- Passing an examination specifically covering the material taught in the course (such as a course final examination).
- Passing a more advanced course in the same subject area, taken more recently (within the seven years).
- Passing a comprehensive examination (e.g., a doctoral qualifying examination) in which the student demonstrates substantial knowledge of the content of the course. (Only two courses may be revalidated by this method).
- Teaching a comparable course.
- Publishing scholarly research that demonstrates substantial knowledge of the course content and understanding of fundamental principles taught in the course.
- Presenting evidence of extensive professional experience that requires the application of material taught in the course.

E-docs for course revalidation are available in One.IU. Courses must be justified individually even if a common method is used. A Curriculum Vitae is required when revalidating coursework through professional experience, publications, and teaching.

The revalidation evidence for each must be assessed by an Indiana University faculty member who teaches the course being revalidated. The revalidating faculty member must be personally convinced, based upon present evidence, that the student has current mastery of basic course concepts and principles.

If the course instructor is not available, a faculty member in the same program specialization area may be substituted. Permission to use a part-time faculty member or a faculty member at another university for course revalidation must be secured from the Associate Dean of Graduate Studies.

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

Transfer credit must be transferred before it can be revalidated.

There are limits on allowable coursework revalidation:

- Students may revalidate no more than 50% of their coursework for an IU SoE graduate program
- Students may not revalidate coursework that is more than 14 years old.
- In accordance with UGS policy/practice, no more than 2 courses may be revalidated via the qualifying exam.
- Additionally, no more than 3 courses may be revalidated with any single method.

A faculty member may petition the Associate Dean of Graduate Studies for an exception to the above limits on behalf of a student if they believe the student can demonstrate current knowledge and the exception is in the best interest of the student and School. If a student withdraws from an advanced degree program with the intention of earning a less advanced degree, coursework used toward the less advanced degree will not require additional revalidation beyond that which would have been required for the more advanced degree.

Even when a revalidation request falls within established policy, faculty should require students to take current coursework if that is clearly the best way to ensure students have current knowledge in the field. Coursework age, content timeliness, and student performance should be considered in decisions of whether to support revalidation of old coursework.

Graduation

Degree Conferral

Degree conferral for Master's degrees occurs monthly. An online Application for Graduation form must be submitted to the Graduate Studies Office at least one month prior to the degree conferral date. In order for a name to be listed in the Commencement program, students must apply much earlier. The Graduate Studies Office will send out an e-mail and post these specific dates each semester. Generally, applications must be submitted by the dates listed below, however dates are subject to change year to year.

Late September for December Commencement

Late February for May Commencement

Failure to apply for graduation by the deadline may result in your degree being denied for that graduation period. The online application to graduate can be found in the Graduate Student Portal

Commencement

There are two Commencement ceremonies per year: May and December. May commencement is intended for students graduating January through August, and December commencement for students graduating September through December. Procedures for participating in Commencement may be obtained online at http://www.commencement.iu.edu. Information will be mailed by the IU Alumni Association to those who applied on time to graduate.

Additional policies apply. Please refer to the "Policies Governing All Graduate Programs " section of this bulletin for more information.

Ed.S. Policies

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

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

A form for the appointment of the advisory committee and electronic Plan of Studies (e-POS) is available on the Graduate Student Portal. The completed electronic Plan of Studies (e-POS) must be submitted within one year of matriculation in the program. Failure to do so can result in a hold on enrollment.

Advisory Committee

Each student admitted to an Ed.S. program must form an advisory committee to assist in program formation and to monitor program progress. This committee must consist of two faculty members from the specialization area and one from the cognate area. A regular faculty member from the specialization area serves as chair. At least two members of the committee must be regular faculty members. The third may be a part-time or adjunct faculty member. The committee must be approved by the Department Chair and by the Associate Dean for Graduate Studies.

Electronic Plan of Studies (e-POS)

The electronic Plan of Studies (e-POS) is a coursework plan to fulfil program requirements. It must be developed with the faculty advisory committee, then be approved by the Department Chair and the Associate Dean for Graduate Studies. An electronic Plan of Studies (e-POS) should be submitted within one year of matriculation. If any courses listed on the electronic Plan of Studies (e-

POS) were not taken at Indiana University, a Request for Transfer of Graduate Credit must be submitted concurrently. Links to the electronic Plan of Studies (e-POS) as well as other forms can be found on the Graduate Student Portal.

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

Major (24 cr.)

This is the area of specialization. Eighteen (18) of these credit hours must be taken on the campus awarding the degree.

Cognate (9 cr. minimum)

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

Research/Inquiry (6 cr.)

A list of approved inquiry courses is available on the School of Education's Graduate Student Portal.

Electives

Electives taken must bring the total to at least the minimum required credit hours for the degree and be approved by the advisory committee. They must be relevant to the program. The electives category may be used to add to the major, research/inquiry, or minor components.

Capstone Project or Comprehensive Examination

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

Practical Experience

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

Final Meeting and Nomination to Award Degree of Specialist in Education

A final meeting of the advisory committee is required, at which the student's entire program, including the project manuscript or comprehensive examination results, are reviewed. If the committee is satisfied that all program requirements have been successfully completed, the Nomination to Award Degree of Specialist in Education can be signed and submitted prior to the student applying for graduation. The Nomination to Award Degree of Specialist in Education form can be found on the Graduate Student Portal.

Workshops

Workshop courses are intended primarily as a mechanism for the professional development of teachers and other education professionals. The topics covered and the

skills learned in workshop courses are generally of an applied nature, intended to give participants hands-on experience with models and techniques directly useful in school settings. Workshop courses are typically scheduled to meet on a concentrated schedule (e.g., for one or a few continuous days, sometimes all day) and afford little or no time between class sessions for studying or for out-of-class assignments. They may or may not generate credit hours. Workshop courses carrying graduate credit require a minimum of 700 contact minutes per credit hour and require readings and papers or projects for each credit hour earned. (Papers are sometimes scheduled with a due date after the end of the workshop period.)

Up to 9 hours of credit gained through workshop courses (including conference and institute courses) may be used in specialist programs.

Residency

The purpose of a residency requirement in graduate programs is for students to become closely involved in the academic life of their program and of the university; to become fully immersed in their graduate study for a substantial period of time; and to develop a relationship of scholarly and professional collegiality with faculty and fellow students. To this end, it is advantageous for students in graduate programs to be full-time, residential students for a significant period. During their residency period, students are expected not only to take courses, but to participate in other aspects of the intellectual life of their discipline and of the university community. There are numerous opportunities to attend presentations, colloquia, conferences, and brown-bag lunches in which they are invited to participate in discussions about both theoretical and practical issues in their discipline. Participation in national and regional professional meetings, including the presentation of scholarly papers, is encouraged during this time.

Ed.S. students must fulfill residency requirements by completing 9 credit hours in one semester or summer after admission to the program.

Students in Residential Programs Taking Online Courses

Students in residential programs may take online courses, but on campus courses must account for at least half of their coursework. Online courses do not count towards the residency requirement. Information on tuition and fees can be found on the Bursar website.

Transfer Courses

Some graduate coursework completed at other universities may be transferred into degree programs at Indiana University. All coursework transferred must be from an accredited college or university. No transfer credit will be given for a course with a grade lower than B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's electronic Plan of Studies (e-POS). They must be approved by a program advisor and by the Associate Dean for Graduate Studies. An official transcript is required for coursework to be transferred. A course description or syllabus may be required in order to judge the appropriateness of coursework to be transferred.

Course Revalidation

To ensure that graduates have current knowledge in their field, coursework must be less than seven years old at the time a student passes the oral qualifying examination (for doctoral students) or at the time of graduation (for Ed.S. or M.S.Ed. students). However, if program faculty feel that a student can clearly demonstrate current knowledge of course material taken more than seven years previously, the faculty may allow course revalidation.

Revalidation is a process whereby a student demonstrates current knowledge of older course material.

Several methods of revalidating old courses are available:

- Passing an examination specifically covering the material taught in the course (such as a course final examination).
- Passing a more advanced course in the same subject area, taken more recently (within the seven years).
- Passing a comprehensive examination (e.g., a doctoral qualifying examination) in which the student demonstrates substantial knowledge of the content of the course. (Only two courses may be revalidated by this method).
- Teaching a comparable course.
- Publishing scholarly research that demonstrates substantial knowledge of the course content and understanding of fundamental principles taught in the course.
- Presenting evidence of extensive professional experience that requires the application of material taught in the course.

E-docs for course revalidation are available in One.IU. Courses must be justified individually even if a common method is used. A Curriculum Vitae is required when revalidating coursework through professional experience, publications, and teaching.

The revalidation evidence for each must be assessed by an Indiana University faculty member who teaches the course being revalidated. The revalidating faculty member must be personally convinced, based upon present evidence, that the student has current mastery of basic course concepts and principles.

If the course instructor is not available, a faculty member in the same program specialization area may be substituted. Permission to use a part-time faculty member or a faculty member at another university for course revalidation must be secured from the Associate Dean of Graduate Studies.

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

Transfer credit must be transferred before it can be revalidated.

There are limits on allowable coursework revalidation:

- Students may revalidate no more than 50% of their coursework for an IU SoE graduate program

- Students may not revalidate coursework that is more than 14 years old.
- In accordance with UGS policy/practice, no more than 2 courses may be revalidated via the qualifying exam.
- Additionally, no more than 3 courses may be revalidated with any single method.

A faculty member may petition the Associate Dean of Graduate Studies for an exception to the above limits on behalf of a student if they believe the student can demonstrate current knowledge and the exception is in the best interest of the student and School. If a student withdraws from an advanced degree program with the intention of earning a less advanced degree, coursework used toward the less advanced degree will not require additional revalidation beyond that which would have been required for the more advanced degree.

Even when a revalidation request falls within established policy, faculty should require students to take current coursework if that is clearly the best way to ensure students have current knowledge in the field. Coursework age, content timeliness, and student performance should be considered in decisions of whether to support revalidation of old coursework.

Graduation

Degree Conferral

Degree conferral for Ed.S. students occurs monthly. An online Application for Graduation form must be submitted to the Graduate Studies Office at least one month prior to the degree conferral date. In order for a name to be listed in the Commencement program, students must apply much earlier. The Graduate Studies Office will send out an e-mail and post these specific dates each semester. Generally, applications must be submitted by the timeframes listed below, however exact dates are subject to change year to year.

Late September for December Commencement

Late February for May Commencement

Failure to apply for graduation by the deadline may result in your degree being denied for that graduation period. The online application to graduate can be found in the Graduate Student Portal

Commencement

There are two Commencement ceremonies per year: May and December. May commencement is intended for students graduating January through August, and December commencement for students graduating September through December. Procedures for participating in Commencement may be obtained online at http://www.commencement.iu.edu. Information will be mailed by the IU Alumni Association to those who applied on time to graduate.

Additional policies apply. Please refer to the "Policies Governing All Graduate Programs " section of this bulletin for more information.

Ed.D. Policies
Getting Started in Your Doctoral Program

During the first semester each doctoral student will be advised by the program head or Department Chair, or will be assigned a temporary faculty advisor. Before the end of the third semester in the program, each student must submit an electronic Plan of Studies (e-POS).

Advisory and Research Committee

The advisory and research committee consists of at least three Graduate Faculty members, at least two of whom must be endorsed. At least two committee members must be from the major area of study. The Committee Chair, who is the student's primary advisor, must be an endorsed Graduate Faculty member in the major area of study. If a student has a minor, a faculty member representing the minor should be part of the committee, for interdisciplinary minors, the minor representative should be from outside the program. However the minor member can be waived if approved by the minor department and the Office of Graduate Studies. Additional exceptions regarding the committee composition may be approved by the Associate Dean of Graduate Studies.

After admission to candidacy, the student's Committee has the responsibility to guide the student through the dissertation process and to conduct the final oral defense. At this stage, the committee typically remains intact, but students may reconstitute their committee if they wish, to ensure the committee has the expertise necessary to guide the dissertation. Ultimately, the choice of a Committee 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 committee members. For the post-candidacy stage, it is possible to include a committee member who is not an Indiana University faculty member, such as a faculty member at another university. The outside Indiana University member is in addition to the three required IU committee members. To receive approval for such an addition, the outside Indiana University member must have special expertise not available among Indiana University faculty, either in the substantive area of the study or in the research methodology.

Electronic Plan of Studies (e-POS)

The e-POS is a coursework plan to fulfillprogram requirements. These requirements fall into several component categories. The student and the Committee Chair are responsible for planning and creating the e-POS. The e-POS must then be approved by the Department Chair and the Associate Dean for Graduate Studies. If any courses listed on the e-POS were not taken at Indiana University, a Request for Transfer of Graduate Credit must be submitted concurrently for approval. An e-POS should be submitted within one year of matriculation. Failure to do so can result in a hold on enrollment.

Annual Review

Faculty will formally review their doctoral students' progress annually, with results reported to the Graduate Studies Office. As part of this review, students will write a self-assessment of their progress, and faculty will provide brief, written feedback. Failure of students to submit their self-assessment will result in a hold being put on their registration.

60 Hour Program

For the 60 credit hour program, a master's degree is a prerequisite for admission. Master's coursework may not be counted toward the 60 required credit hours, but graduate coursework beyond the master's degree may be, as long as it meets requirements. In this program, 42 credit hours must be taken on the campus where the degree is awarded.

Electronic Plan of Studies (e-POS) Components

Major

The major must consist of a minimum of 27 credit hours, of which 3 credit hours are to be in an inquiry linkage course. Courses from related areas of study may be included in the major component if their relevance to the major can be demonstrated and committee approval can be secured. Early inquiry experience courses may be required by the program.

Inquiry Core

Inquiry Core courses are to lay a rudimentary methodological foundation for applied inquiry courses in the major, and for dissertation research. This component requires a minimum of 9 credit hours of inquiry core coursework. The Inquiry Core includes a survey course in research methodologies (e.g., Y520) and beginning courses in statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, and historical research methods. A list of approved Inquiry Core courses is available at the School of Education Graduate Student Portal website. Substitutions or transfer courses for this section must be approved by a member of the Inquiry Methodology faculty as well as your Committee Chair.

Additional Coursework

Programs require up to 15 credit hours of additional coursework to reach a total of 51 pre-dissertation hours. Students should see program-specific requirements in the Bulletin. If a program requires a minor, it will consist of a minimum of 9 credit hours of coursework taken in an area of studies outside of the major. The minor must complement the major and have integrity in its own right. The committee member representing the minor field must approve the selection of courses in the minor area. 9-hour Ed.D. minors are listed in the School of Education Bulletin. Any minor not listed with a 9-hour version in the School of Education Bulletin must be submitted as an individualized minor. Ed.D. minors not officially listed in the School of Education Bulletin will show as individualized on the transcript.

Dissertation

The dissertation requires 3 credit hours of 795 and 6 credit hours of 799. The focus of the dissertation is on data collection and analysis for the purpose of answering practical questions and developing possible solutions 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.

90 Hour Program

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

Electronic Plan of Studies (e-POS) Components

Major

A major consisting of a minimum of 36 credit hours of coursework in the selected field of specialization is required. Courses from related areas of study may be included in the major component if their relevance to the major can be demonstrated and committee approval can be secured.

In addition to the inquiry core coursework, 6 credit hours of inquiry coursework are required in the major. One of these inquiry courses must be an early inquiry experience, during which a student carries out a research project, including the collection and analysis of data to answer a research question, and the writing of a research manuscript. This research is to be prior to the dissertation and not a direct part of the dissertation research. The early inquiry experience may be implemented through an independent study course (e.g., a 590 course), through a master's thesis (e.g. 599 course), or through a departmental research seminar. Each student must carry out an independent research project. The research manuscript that results from this study must be read and approved by the student's committee.

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

Inquiry Core

Inquiry Core courses are to lay a rudimentary methodological foundation for applied inquiry courses in the major, and for dissertation research. This component requires a minimum of 9 credit hours, however many doctoral programs in the school require 12 or 15 credit hours of Inquiry Core coursework. The Inquiry Core includes a survey course in research methodologies (e.g. Y520) and beginning courses in statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, and historical research methods. A list of approved Inquiry Core courses is available at the School of Education Graduate Student Portal website. Substitutions or transfer courses for this section must be approved by a member of the Inquiry Methodology faculty as well as your Committee Chair. Inquiry Core courses may be used toward the doctoral program requirement of 15 credit hours outside of the major program area.

Programs require up to 30 credit hours of additional coursework to reach a total of 75 pre-dissertation credit hours. Students should see program-specific requirements in the Bulletin. If a program requires a minor, it will consist of a minimum of 12 credit hours of coursework taken in an area of studies outside of the major. The minor must complement the major and have integrity in its own right. The committee member representing the minor field must approve the selection of courses in the minor area. Students may minor in any area of study inside or outside of the School of Education that is listed in the University Graduate School Bulletin. An interdisciplinary or individualized minor is also possible.

Dissertation

The dissertation requires 3 credit hours of 795 and 12 credit hours of 799. The focus of the dissertation is on data collection and analysis for the purpose of answering practical questions and developing possible solutions in the field. Descriptive research, program evaluation, needs assessment, case study, campus audit, and survey research are examples of the kinds of research studies expected.

Shared Policies for 60 and 90 Hour Programs

Workshops

Workshop courses are intended primarily as a mechanism for the professional development of teachers and other education professionals. The topics covered and the skills learned in workshop courses are generally of a very applied nature, with the intent of giving participants hands-on experience with models and techniques directly useful in school settings. Workshop courses are typically scheduled to meet on a very concentrated schedule (e.g., for one or a few continuous days, sometimes all day) and have little or no time between class sessions for studying or for out-of-class assignments. They may or may not generate credit hours. Workshop courses awarding credit require a minimum of 700 contact minutes per credit hour and require readings and papers or projects for each credit hour earned. (Papers are sometimes scheduled with a due date after the end of the workshop period.)

Up to 9 hours of credit gained through workshop courses (including conference and institute courses) may be used in Ed.D. programs.

Residency

The purpose of residency in graduate programs is for students to become closely involved in the academic life of their program and of the university; to become immersed in their graduate study for a substantial period of time; and to develop a relationship of scholarly and professional collegiality with faculty and fellow students. To this end, it is advantageous for students in graduate programs, especially those in doctoral programs, to be deeply engaged for a significant period. Ed.D. 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. Each program offers opportunities for involvement, such as presentations, colloquia, and conferences in which students are invited to participate in discussions about both theoretical and practical issues in their discipline. Students should follow their program-specific residency requirements.

Students in Residential Programs Taking Online Courses

Students in residential programs may take online courses, but on campus courses must account for at least half of their coursework. Online courses do not count towards the residency requirement. Information on tuition and fees can be found on the Bursar website.

Students in Online Programs Taking Courses on Campus

Students in online programs are allowed to take on campus courses. However, students doing this can be subject to not only higher tuition rates but also additional on campus fees. Information on tuition and fees can be found on the Bursar website.

Transfer Courses

Some graduate coursework completed at other universities may be transferred into degree programs at Indiana University. All coursework transferred must be from an accredited college or university. No transfer credit will be given for a course with a grade lower than a B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's e-POS. They must be approved by a program advisor and by the Associate Dean for Graduate Studies. An official final transcript reflecting the courses to be transferred is required. A course description or syllabus may also be required in order to judge the appropriateness of coursework.

Students may transfer no more than 30 credit hours into an Indiana University 90-hour doctoral program. No more than 18 credit hours may be transferred into a 60-hour doctoral program. The form required for students to transfer courses is available at the School of Education Graduate Student Portal.

Double Major

Students in a doctoral program may declare a double major. A double major requires students to take all of the required coursework in both majors. No minor is required, and some required courses outside of the major proper may be double-counted (i.e., research courses— including inquiry linkage courses and foundations courses). Please note that the credit hours will not be double-counted. Students must be admitted to each program in which they are intending to major. Double majoring students must include two representatives from each major on their advisory and research committee, and they must take qualifying examinations in both major areas. Only one dissertation is required.

Guidelines for Maintaining Doctoral Progress

Qualifying Examinations

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

- been admitted unconditionally to the doctoral program;
- an appointed doctoral advisory committee and an-POS that has been approved by the Graduate Studies Office;
- completed all or nearly all doctoral coursework, with no more than 6 credit hours graded as incomplete; and
- completed the early inquiry requirement for that doctoral major program.

Prior to beginning a doctoral dissertation, students in the School of Education must pass a qualifying examination in the major area, or areas (for a double major) of study. This examination process is intended to determine if a student is qualified to begin work on a doctoral dissertation.

A minor area qualifying examination may also be required for minors outside the School of Education.

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

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

A proctored examination: The major area examination is administered in the School of Education in two four-hour sessions on consecutive days. The minor area examination is administered in a four-hour session on a third day. The major and minor examinations may be taken in the same semester or in different semesters.

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

Portfolio: Students work with their doctoral advisory committee to determine the contents of the portfolio and a timeline for its completion. Students taking this form of examination should see their advisors regarding specific requirements for preparation of their portfolios.

Students are not required to register for the semester they are taking qualifying exams. However, continual enrollment is required every fall and spring the semester after passing the qualifying exam until graduation. Summer enrollment is only required if the student is graduating in the summer.

After all portions of the written component of the qualifying examinations are taken, an oral examination must be held. The primary purpose of this examination is for the advisory committee to review the answers to the written qualifying examination questions, to request elaboration or clarification to questions that were poorly or incompletely answered, and to quiz the student in-depth over any or all of the examination material.

Double-Major Examinations

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

Retaking the Exam

Students who fail some or all portions of the qualifying examinations may be allowed to retake these portions. This decision is made by the student's advisory committee and the Department Chair, and is based on the student's overall program performance and the extent of the deficits on the qualifying examinations. Only ONE retake of the qualifying examinations is allowed.

Seven-Year Rule

The date of passing the oral qualifying examination is a critical date. All coursework must be completed within seven years (prior and post) of the examination date. If coursework has been completed more than seven years prior to the examination date, course revalidation is required.

The dissertation must also be completed within seven years of passing the final component of the qualifying examination. After this time, doctoral candidacy is terminated for students who have not completed the dissertation. Such students may apply for readmission, but will be subject to the current admission criteria. If readmitted, students must retake the current qualifying examinations and fulfill other conditions imposed by the department in order to establish currency (such as taking or auditing selected courses). If the qualifying examinations are passed and the other conditions are met, these students are readmitted to candidacy. They have three years from the passing of second qualifying exam date to complete and submit a dissertation.

Revalidation

To ensure that graduates have current knowledge in their field, coursework must be less than seven years old at the time a student passes the oral qualifying examination (for doctoral students) or at the time of graduation (for Ed.S. or M.S.Ed. students). However, if program faculty feel that a student can clearly demonstrate current knowledge of course material taken more than seven years previously, the faculty may allow course revalidation.

Revalidation is a process whereby a student demonstrates current knowledge of older course material.

Several methods of revalidating old courses are available:

- Passing an examination specifically covering the material taught in the course (such as a course final examination).
- Passing a more advanced course in the same subject area, taken more recently (within the seven years).
- Passing a comprehensive examination (e.g., a doctoral qualifying examination) in which the student demonstrates substantial knowledge of the content of the course. (Only two courses may be revalidated by this method).
- Teaching a comparable course.
- Publishing scholarly research that demonstrates substantial knowledge of the course content and understanding of fundamental principles taught in the course.

- Presenting evidence of extensive professional experience that requires the application of material taught in the course.

E-docs for course revalidation are available in One.IU. Courses must be justified individually even if a common method is used. A Curriculum Vitae is required when revalidating coursework through professional experience, publications, and teaching.

The revalidation evidence for each must be assessed by an Indiana University faculty member who teaches the course being revalidated. The revalidating faculty member must be personally convinced, based upon present evidence, that the student has current mastery of basic course concepts and principles.

If the course instructor is not available, a faculty member in the same program specialization area may be substituted. Permission to use a part-time faculty member or a faculty member at another university for course revalidation must be secured from the Associate Dean of Graduate Studies.

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

Transfer credit must be transferred before it can be revalidated.

There are limits on allowable coursework revalidation:

- Students may revalidate no more than 50% of their coursework for an IU SoE graduate program
- Students may not revalidate coursework that is more than 14 years old.
- In accordance with UGS policy/practice, no more than 2 courses may be revalidated via the qualifying exam.
- Additionally, no more than 3 courses may be revalidated with any single method.

A faculty member may petition the Associate Dean of Graduate Studies for an exception to the above limits on behalf of a student if they believe the student can demonstrate current knowledge and the exception is in the best interest of the student and School. If a student withdraws from an advanced degree program with the intention of earning a less advanced degree, coursework used toward the less advanced degree will not require additional revalidation beyond that which would have been required for the more advanced degree.

Even when a revalidation request falls within established policy, faculty should require students to take current coursework if that is clearly the best way to ensure students have current knowledge in the field. Coursework age, content timeliness, and student performance should be considered in decisions of whether to support revalidation of old coursework.

Nomination to Candidacy

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

Examination of all major scholarly works produced by the student during their program is also the responsibility of the advisory committee under the guidance of the committee chair. These works include the research manuscript that resulted from the early inquiry experience study, papers presented at conferences or published, and scholarly works produced in courses taught throughout the program. These may include literature reviews, position papers, curriculum development projects, program evaluation studies, measurement instrument construction studies, needs assessments, library research studies, and data-based research.

When the advisory committee is satisfied with the student's performance in the written and oral qualifying examinations and with the student's overall progress in the doctoral program, the student can be nominated to candidacy.

All non-dissertation coursework must be completed and graded at this time.

Students must submit a Nomination to Candidacy form, which may be found on the School of Education's Graduate Student Portal.

Candidacy

Admission to candidacy is approved by the Graduate Studies Office after the student has an approved e-POS, completed all required non-dissertation coursework, and submitted a Nomination to Candidacy form.

Maintaining Active Status

After passing qualifying examinations, doctoral students must register for at least 1 credit hour each semester (not including summer session) in order to maintain active student status. This is ordinarily done by enrolling in 1 or more credit hours of dissertation credit (799). After 90 credit hours of program coursework have been taken and students have been admitted to candidacy (i.e., all but the dissertation hours have been completed and qualifying examinations have been passed), students may enroll in G901 Advanced Research in order to maintain active status. G901 is a 6 credit hour course and is an inexpensive way for students to maintain continual enrollment. However, enrollment in G901 is limited to 6 semesters. Permission from the Graduate Studies Office is required to enroll in G901. The G901 request form can be found on the Graduate Student Portal.

Off campus sections of 799 may be available for doctoral students who reside more than 25 miles from the Bloomington campus. Permission should be requested through the department.

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

Dissertation Proposal

After candidacy students are 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 advisory and 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 advisory and research committee must be held to discuss and approve the dissertation proposal. A dissertation proposal approval form is available on the Graduate Student Portal. When committee approval has been secured, the form must be submitted to the department who will file it with the Graduate Studies Office. This form must be submitted to the Graduate Studies Office before a defense announcement will be approved.

Use of Human Participants

If the proposed research includes the use of human participants or accessing archival data that includes identifiable information of human beings, the School of Education requires verification of review from the Institutional Review Board. A copy of the Institutional Review Board approval must be submitted with the Dissertation Proposal Approval Form after the dissertation proposal meeting.

If the proposed research does not involve the use of human participants or accessing archival data that includes identifiable information of human beings, the School of Education requires verification from the dissertation advisor that Institutional Review Board review is not required (by checking the appropriate box on the Dissertation Proposal Approval Form). Note that human research proposals applicable under the exempt category of IRB review still require IRB approval.

Completing Your Doctoral Program

Dissertation Manuscript

The Ed.D. Dissertation Guide can be found on the Graduate Student Portal. This guide contains detailed instructions for the preparation and submission of the dissertation manuscript.

Dissertation Defense

A Dissertation Defense is scheduled at the completion of the dissertation research, after the dissertation manuscript is complete, allowing the student to defend the dissertation research. Committee members must receive a copy of the dissertation manuscript two weeks prior to the final Defense.

A Defense Announcement must be submitted to the Graduate Recorder in the Graduate Studies Office one month prior to the examination. Formatting instructions are located in the Ed.D. Dissertation Guide.

Following acceptance by the advisory and research committee, the dissertation is submitted to the Graduate Studies Office. Students are expected to submit the final version of the dissertation within six months of the defense date to maintain sufficient academic progress.

Degree Conferral

Ed.D degrees are awarded monthly. An online Application for Graduation must be submitted to the Graduate Studies Office at least one month prior to the degree conferral date. In order for a name to be listed in the Commencement program, students must apply much earlier. The Graduate Studies Office will send out an e-mail and post these specific dates each semester. Generally, applications must be submitted by the timeframes listed below, however exact dates are subject to change year to year.

Late September for December Commencement

Late February for May Commencement

Failure to apply for graduation by the deadline may result in your degree being denied for that graduation period. The online application to graduate can be found in the Graduate Student Portal.

Commencement

There are two Commencement ceremonies per year: May and December. May commencement is intended for students graduating January through August, and December commencement for students graduating September through December. Procedures for participating in Commencement may be obtained online at http://www.commencement.iu.edu. Information will be mailed by the IU Alumni Association to those who applied on time to graduate.

Additional policies apply. Please refer to the "Policies Governing All Graduate Programs " section of this bulletin for more information.

Ph.D. Policies
Getting Started in Your Doctoral Program

During the first semester each doctoral student will be advised by the program head or Department Chair, or will be assigned a temporary faculty advisor. Before the end of the third semester in the program, each student must submit an electronic Plan of Studies (e-POS).

Advisory Committee

The advisory committee consists of at least three faculty members. Two must be from the major area of study and one from the minor area. The committee chair, who becomes the student's primary advisor, must be a regular faculty member in the major area of specialization. For interdisciplinary minors, the minor representative must be from outside the major. At least two of the faculty members on each doctoral advisory committee must be members of the Graduate Faculty; one may be an adjunct, emeriti, or part-time faculty member.

Electronic Plan of Studies (e-POS)

The e-POS is a coursework plan to fulfil program requirements. These requirements fall into several component categories. The student and the advisory committee chair are responsible for planning and creating the e-POS. The e-POS must then be approved by the Department Chair and the Associate Dean for Graduate Studies. If any courses listed on the e-POS were not taken at Indiana University, a Request for Transfer of Graduate Credit must be submitted concurrently for approval. An electronic Plan of Studies (e-POS) should be submitted

within three semesters of matriculation. Failure to do so can result in a hold on enrollment.

Annual Review

Faculty will formally review their doctoral students' progress annually, with results reported to the Graduate Studies Office. As part of this review, students will write a self-assessment of their progress, and faculty will provide brief, written feedback. Failure of students to submit their self-assessment will result in a hold being put on their registration.

90 Hour Program

Credit hours earned in a master's degree may be included in the doctoral program as long as they are relevant to the student's doctoral areas of focus. The 90 hours consists of 75 hours of pre-dissertation work, 3 hours of dissertation proposal preparation (795), and 12 dissertation hours (799).

Electronic Plan of Studies (e-POS) Components

Major

A major consisting of a minimum of 36 credit hours of coursework in the selected field of specialization is required. Courses from related areas of study may be included in the major component if their relevance to the major can be demonstrated and committee approval can be secured.

In addition to the inquiry core coursework, 6 credit hours of inquiry coursework are required in the major. One of these inquiry courses must be an early inquiry experience, during which a student carries out a research project, including the collection and analysis of data to answer a research question, and the writing of a research manuscript. This research is to be prior to the dissertation and not a direct part of the dissertation research. The early inquiry experience may be implemented through an independent study course (e.g., a 590 course), through a master's thesis (e.g. 599 course), or through a departmental research seminar. Each student must carry out an independent research project. The research manuscript that results from this study must be read and approved by the student's advisory committee.

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

Inquiry Core

Inquiry Core courses are to lay a rudimentary methodological foundation for applied inquiry courses in the major, and for dissertation research. This component requires a minimum of 9 credit hours, however many doctoral programs in the school require 12 or 15 credit hours of Inquiry Core coursework. The Inquiry Core includes a survey course in research methodologies (e.g. Y520) and beginning courses in statistics, measurement,

program evaluation, or in ethnographic, qualitative, quantitative, and historical research methods. A list of approved Inquiry Core courses is available at the School of Education Graduate Student Portal website. Substitutions or transfer courses for this section must be approved by a member of the Inquiry Methodology faculty as well as your Advisory Committee Chair.

Minor

The minor requires a minimum of 12 credit hours of coursework taken in an area of studies outside of the major. The minor must complement the major and have integrity in its own right. The committee member representing the minor field must approve the selection of courses in the minor area. Students may minor in any area of study inside or outside of the School of Education that is listed in the University Graduate School Bulletin. An interdisciplinary or individualized minor is also possible.

Electives

The electives category is designed to allow students freedom in course selection. This is also the place to put foundations courses. Each program area has specified courses in foundations, substantive core perspective, or other areas outside the major and minor, which are required for breadth. Courses that may fall into this category are those needed to meet the doctoral program requirement for 27 credit hours outside of the major program area. This ordinarily includes the 12 credit hours of minor coursework, and the 9 or more credit hours of inquiry core courses.

Dissertation

The dissertation requires 3 credit hours of 795 and 12 credit hours of 799. The focus of the dissertation is on data collection and analysis for the purpose of answering practical questions in the field. Descriptive research, program evaluation, needs assessment, case study, campus audit, and survey research are examples of the kinds of research studies expected.

Workshops

Workshop courses are intended primarily as a mechanism for the professional development of teachers and other education professionals. The topics covered and the skills learned in workshop courses are generally of a very applied nature, with the intent of giving participants hands-on experience with models and techniques directly useful in school settings. Workshop courses are typically scheduled to meet on a very concentrated schedule and may or may not generate credit hours.

No workshop credit hours can be applied toward a Ph.D. program.

Residency

The purpose of a residency requirement in graduate programs is for students to become closely involved in the academic life of their program and of the university; to become fully immersed in their graduate study for a substantial period of time; and to develop a relationship of scholarly and professional collegiality with faculty and fellow students. To this end, it is advantageous for students in graduate programs, especially those in doctoral programs, to be full-time, residential students for a significant period. During their residency period,

students are expected not only to take courses, but to participate in other aspects of the intellectual life of their discipline and of the university community. Many doctoral students have research assistantships in which they work closely with faculty members and peers on research and development projects. Some have teaching assistantships. There are also numerous opportunities to attend presentations, colloquia, conferences, and brown-bag lunches in which they are invited to participate in discussions about both theoretical and practical issues in their discipline. Participation in national and regional professional meetings, including the presentation of scholarly papers, is encouraged during this time.

For Ph.D. students, two consecutive semesters in a single academic year (exclusive of summer session) must be spent in residence on the campus where the degree is awarded. This residency period must be subsequent to admission to the program. 8 credit hours of program coursework must be completed in each of these semesters. Students holding appointments as associate instructors, graduate assistants, or research assistants must ordinarily be registered for 6 credit hours during each full semester. Dissertation credit hours (795, 799, and G901) may not be used to fulfill residency requirements.

Students in Residential Programs Taking Online Courses

Students in residential programs may take online courses, but on campus courses must account for at least half of their coursework. Online courses do not count towards the residency requirement. Information on tuition and fees can be found on the Bursar website.

Transfer Courses

Some graduate coursework completed at other universities may be transferred into degree programs at Indiana University. All coursework transferred must be from an accredited college or university. No transfer credit will be given for a course with a grade lower than a B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's e-POS. They must be approved by a program advisor and by the Associate Dean for Graduate Studies. An official final transcript reflecting the courses to be transferred is required. A course description or syllabus may also be required in order to judge the appropriateness of coursework.

Ph.D. students must complete 60 credit hours of coursework at Indiana University (this includes dissertation credits) while enrolled in that doctoral program. Ph.D. students may transfer no more than 30 credit hours into an IU doctoral program. The form required for students to transfer courses is available on the Graduate Student Portal on the School of Education's website.

Double Major

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

and some required courses outside of the major proper may be double-counted (i.e., research courses— including inquiry linkage courses and foundations courses). Please note that the credit hours will not be double-counted. Students must be admitted to each program in which they are intending to major. Double majoring students must include two representatives from each major on both their advisory and research committees, and they must take qualifying examinations in both major areas. Only one dissertation is required. Special forms are available on the University Graduate School website for the appointment of double major advisory and research committees.

Guidelines for Maintaining Doctoral Progress

Qualifying Examinations

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

been admitted unconditionally to the doctoral program;

an appointed doctoral advisory committee and a doctoral electronic Plan of Studies (e-POS) that has been approved by the Graduate Studies Office;

completed all or nearly all doctoral coursework, with no more than 6 credit hours graded as incomplete; and

completed the early inquiry requirement for that doctoral major program.

Prior to beginning a doctoral dissertation, students in the School of Education must pass a qualifying examination in the major area, or areas (for a double major) of study. This examination process is intended to determine if a student is qualified to begin work on a doctoral dissertation.

A minor area qualifying examination may also be required for minors outside the School of Education.

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

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

A proctored examination: The major area examination is administered in the School of Education in two four-hour sessions on consecutive days. The minor area examination is administered in a four-hour session on a third day. The major and minor examinations may be taken in the same semester or in different semesters.

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

Portfolio: Students work with their doctoral advisory committee to determine the contents of the portfolio and a timeline for its completion. Students taking this form of examination should see their advisors regarding specific requirements for preparation of their portfolios.

Students are not required to register for the semester they are taking qualifying exams. However, continual enrollment is required every fall and spring the semester after passing the qualifying exam until graduation. Summer enrollment is only required if the student is graduating in the summer.

After all portions of the written component of the qualifying examinations are taken, an oral examination must be held. The primary purpose of this examination is for the advisory committee to review the answers to the written qualifying examination questions, to request elaboration or clarification to questions that were poorly or incompletely answered, and to quiz the student in-depth over any or all of the examination material.

Double-Major Examinations

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

Retaking the Exam

Students who fail some or all portions of the qualifying examinations may be allowed to retake these portions. This decision is made by the student's advisory committee and the Department Chair, and is based on the student's overall program performance and the extent of the deficits on the qualifying examinations. Only one retake of the qualifying examinations is allowed.

Seven-Year Rule

The date of passing the oral qualifying examination is a critical date. All coursework must be completed within seven years (prior and post) of the examination date. If coursework has been completed more than seven years prior to the examination date, course revalidation is required.

The dissertation must also be completed within seven years of passing the final component of the qualifying examination. After this time, doctoral candidacy is terminated for students who have not completed the dissertation. Such students may apply for readmission, but will be subject to the current admission criteria. If readmitted, students must retake the current qualifying examinations and fulfill other conditions imposed by the department in order to establish currency (such as taking or auditing selected courses). If the qualifying examinations are passed and the other conditions are met, these students are readmitted to candidacy. They have three years from the passing of second qualifying exam date to complete and submit a dissertation.

Revalidation

To ensure that graduates have current knowledge in their field, coursework must be less than seven years old at the time a student passes the oral qualifying examination (for doctoral students) or at the time of graduation (for Ed.S. or M.S.Ed. students). However, if program faculty feel that a student can clearly demonstrate current knowledge of course material taken more than seven years previously, the faculty may allow course revalidation.

Revalidation is a process whereby a student demonstrates current knowledge of older course material.

Several methods of revalidating old courses are available:

- Passing an examination specifically covering the material taught in the course (such as a course final examination).
- Passing a more advanced course in the same subject area, taken more recently (within the seven years).
- Passing a comprehensive examination (e.g., a doctoral qualifying examination) in which the student demonstrates substantial knowledge of the content of the course. (Only two courses may be revalidated by this method).
- Teaching a comparable course.
- Publishing scholarly research that demonstrates substantial knowledge of the course content and understanding of fundamental principles taught in the course.
- Presenting evidence of extensive professional experience that requires the application of material taught in the course.

E-docs for course revalidation are available in One.IU. Courses must be justified individually even if a common method is used. A Curriculum Vitae is required when revalidating coursework through professional experience, publications, and teaching.
The revalidation evidence for each must be assessed by an Indiana University faculty member who teaches the course being revalidated. The revalidating faculty member must be personally convinced, based upon present evidence, that the student has current mastery of basic course concepts and principles.

If the course instructor is not available, a faculty member in the same program specialization area may be substituted. Permission to use a part-time faculty member or a faculty member at another university for course revalidation must be secured from the Associate Dean of Graduate Studies.

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

Transfer credit must be transferred before it can be revalidated.

There are limits on allowable coursework revalidation:
- Students may revalidate no more than 50% of their coursework for an IU SoE graduate program
- Students may not revalidate coursework that is more than 14 years old.
- In accordance with UGS policy/practice, no more than 2 courses may be revalidated via the qualifying exam.
- Additionally, no more than 3 courses may be revalidated with any single method.

A faculty member may petition the Associate Dean of Graduate Studies for an exception to the above limits on behalf of a student if they believe the student can demonstrate current knowledge and the exception is in the best interest of the student and School. If a student withdraws from an advanced degree program with the intention of earning a less advanced degree, coursework used toward the less advanced degree will not require additional revalidation beyond that which would have been required for the more advanced degree.

Even when a revalidation request falls within established policy, faculty should require students to take current coursework if that is clearly the best way to ensure students have current knowledge in the field. Coursework age, content timeliness, and student performance should be considered in decisions of whether to support revalidation of old coursework.

Nomination to Candidacy

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

Examination of all major scholarly works produced by the student during their program is also the responsibility of the advisory committee under the guidance of the committee chair. These works include the research manuscript that resulted from the early inquiry experience study, papers presented at conferences or published, and scholarly works produced in courses taught throughout the program. These may include literature reviews, position papers, curriculum development projects, program evaluation studies, measurement instrument construction studies, needs assessments, library research studies, and data-based research.

When the advisory committee is satisfied with the student's performance in the written and oral qualifying examinations and with the student's overall progress in the doctoral program, the student can be nominated to candidacy.

All non-dissertation coursework must be completed and graded at this time.

Students must submit a Nomination to Candidacy E-doc via One.IU.

Candidacy

Admission to candidacy is approved by the University Graduate School after the student has an approved e-POS, completed all required non-dissertation coursework, and submitted a Nomination to Candidacy e-doc.

Maintaining Active Status

After passing qualifying examinations, doctoral students must register for at least 1 credit hour each semester (not including summer session) in order to maintain active student status. This is ordinarily done by enrolling in 1 or more credit hours of dissertation credit (799). After 90 credit hours of program coursework have been taken and students have been admitted to candidacy (i.e., all but the dissertation hours have been completed and qualifying examinations have been passed), students may enroll in G901 Advanced Research in order to maintain active status. G901 is a 6 credit hour course and is an inexpensive way for students with graduate assistantships to maintain a full load. However, enrollment in G901 is limited to 6 semesters. Permission from the Graduate Studies Office is required to enroll in G901. The G901

request form can be found on the Graduate Student Portal.

Off campus sections of 799 may be available for doctoral students who reside more than 25 miles from the Bloomington campus. Registration should be requested through the department.

Students who fail to register each semester after passing qualifying examinations must back-enroll for all semesters missed, in order to graduate. There is a significant fee per semester, in addition to tuition and fees, for back-enrollment. For current fee please check with the Bursar.

Forming a Research Committee

After admission to candidacy, the student must assemble a research committee. The doctoral research committee has the responsibility to guide the student through the dissertation process and to conduct the final oral defense.

Research committees must have at least four members who are listed on the Graduate Faculty List maintained by the University Graduate School. Two must be associate or full professors in the student's major area of study. The dissertation chair must be an endorsed member of the University Graduate School faculty. The fourth member should be the minor member, however the minor member can be waived if approved by the minor department and the Associate Dean for Graduate Studies. If the minor representative is waived another member outside of the student's major must still be added. They cannot be from the major field of study. One member may be from the faculty of a campus of Indiana University outside the core campus. At least two of the committee members must be tenure-line faculty members. The committee chair must be an endorsed member of the Graduate Faculty.

It is possible to include a committee member who is not an Indiana University faculty member, such as a faculty member at another university, on a doctoral committee. The full committee must still be composed from Indiana University faculty. The outside Indiana University member is in addition to the full committee and is not counted as one of the four required members. To receive approval for such an addition, two conditions must be met:

- the outside Indiana University member must have special expertise not available among University Graduate School faculty, either in the substantive area of the study or in the research methodology, and
- the outside Indiana University member must supply evidence of published research.

The procedure for selecting a research committee chair and research committee members varies considerably from student to student. Ideally, the research question that becomes the focus of the dissertation study stems naturally from research experiences, coursework, or graduate assistantship assignments that the student has had during their program. Often the advisory committee chair is the student's mentor and becomes the research committee chair. In such a case, the student and chair typically have had discussions about tentative dissertation topics prior to admission to candidacy and prior to the selection of other research committee members.

It is not required that the advisory committee chair be asked to chair the research committee, nor that the

advisory committee chair agree to chair the research committee, if asked. Ultimately, the choice of a research chair involves a combination of personal compatibility and compatibility of the research interests of the student and the chair. The student and the committee chair typically confer regarding the selection of other research committee members.

An emeritus faculty member may remain on program committees and research committees formed prior to retirement and continue to serve as member, chair, co-chair, or director. An emeritus faculty member may not be appointed as chair of either a advisory committee or a research committee. However, an emeritus faculty member who continues to be actively engaged in research and in their professional field may serve as a member of a program committee, or serve as director, co-chair, or member of a research committee, with the recommendation of the chair of the committee and approval of the department chair. Appeals to this policy based upon extraordinary circumstances should be directed to the Associate Dean for Graduate Studies.

Prospectus/Summary

A one- to two-page dissertation prospectus/summary must be submitted with the Nomination of Research Committee e-doc found in One.IU. This prospectus/summary should include a clear statement of the questions to be addressed in the study, an outline of the design of the study, the research methods to be used, and a discussion of the contribution of the study to theory and/or to practice. The prospectus/summary should play an important role in the selection of a research committee. This document allows prospective members to decide whether to participate in the study, based on the area of focus and the integrity of the prospectus.

Dissertation Proposal

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

A meeting of the research committee must be held to discuss and approve the dissertation proposal. A dissertation proposal approval form is available on the Graduate Student Portal. When committee approval has been secured, the form must be submitted to the department who will file it with the Graduate Studies Office. This form must be submitted to the Graduate Studies Office before a defense announcement will be approved. If the proposed research has changed since submission of the Nomination of Research Committee e-doc, then a new two-page summary must be attached to the Dissertation Proposal Form.

Use of Human Participants

If the proposed research includes the use of human participants or accessing archival data that includes identifiable information of human beings, the School of Education requires verification of review from the Institutional Review Board. A copy of the Institutional Review Board approval must be submitted with either (a) the Nomination of Research Committee e-doc prior to the dissertation proposal meeting or (b) the Dissertation Proposal Approval Form after the dissertation proposal meeting.

If the proposed research does not involve the use of human participants or accessing archival data that includes identifiable information of human beings, the School of Education requires verification from the dissertation advisor that Institutional Review Board review is not required (by checking the appropriate box on the Dissertation Proposal Approval Form). Note that human research proposals applicable under the exempt category of IRB review still require IRB approval.

Completing Your Doctoral Program

Dissertation Manuscript

A Guide to the Preparation of Theses and Dissertations is available through the website for the University Graduate School. This website contains detailed instructions for the preparation and submission of the dissertation manuscript.

Dissertation Defense

A Dissertation Defense is scheduled at the completion of the dissertation research, after the dissertation manuscript is complete, allowing the student to defend the dissertation research. This examination may not be scheduled less than six months subsequent to the date of research committee approval. Committee members must receive a copy of the dissertation manuscript two weeks prior to the final Defense.

A Defense Announcement is available via One.IU. The Defense Announcement must be received by the University Graduate School at least 30 days prior to the defense. Since this document must be approved by both the Graduate Studies Office and committee chair before it reaches the University Graduate School an additional week should be allowed for processing time beyond the 30-day requirement.

Following acceptance by the research committee, the dissertation is submitted to the University Graduate School. Students are expected to submit the final version of the dissertation within six months of the defense date to maintain sufficient academic progress.

Degree Conferral

The Ph.D. degree is conferred by the University Graduate School. Submission of the dissertation defense announcement to the University Graduate School constitutes an application for conferral of the Ph.D. degree. For more information, contact the University Graduate School or visit their website.

Commencement

There are two Commencement ceremonies per year: May and December. May commencement is intended for students graduating January through August, and December commencement for students

graduating September through December. Procedures for participating in Commencement may be obtained online at http://www.commencement.iu.edu. Information will be mailed by the IU Alumni Association to those who applied on time to graduate.

Additional policies apply. Please refer to the "Policies Governing All Graduate Programs " section of this bulletin for more information.

Program Coordinators

Counseling and Educational Psychology

Chair	Y. Joel Wong
Counseling (Masters and Specialist)	Ellen Vaughan
Counseling Psychology (Doctoral)	Lynn Gillman
Educational Psychology (Masters specialization of Learning Sciences and Doctoral)	Mary Waldron
Human Development (Doctoral)	Charlotte Agger & Tennisha Riley
Inquiry Methodology (Masters specialization of Learning Sciences and Doctoral)	Leslie Rutkowski
Learning Science (Certificate, Masters, and Doctoral)	Joshua Danish
School Psychology (Specialist and Doctoral)	David Shriberg

Curriculum and Instruction

Chair	Ana Maria Brannan
Art Education (Masters)	Marjorie Manifold
Art Education (Doctoral)	Marjorie Manifold
Community of Teachers (CoT)	Daniel Castner
Curriculum Studies	Keith Barton
Early Childhood Education	Mary McMullen
Elementary Education (Masters)	Mary McMullen
Literacy, Culture, and Language Education	Sharon Daley
Mathematics Education (Masters and Doctoral)	Amy Hackenberg
Preparing Educators for Students with Autism (PESA)	Hannah Schertz
Science Education (Masters, Doctoral)	Meredith Park Rogers
Secondary Education	Keith Barton
Secondary Transition to Teaching	Alycia Elfreich
Social Studies Education (Masters and Doctoral)	Keith Barton

Special Education (Certificate and Masters)	Gretchen Butera
Special Education (Doctoral)	Derek Nord

Educational Leadership and Policy Studies

Chair	Chad Lochmiller
Educational Foundations	Bradley Levinson
Educational Leadership (Masters)	Michele Moore
Educational Leadership (Specialist)	Michele Moore
Educational Leadership (Doctoral)	Frank Perrone
Educational Law (Certificate)	Jennifer Rippner
Higher Education (Doctoral)	Thomas Nelson Laird
Higher Education and Student Affairs (Certificate and Masters)	Danielle DeSawal
History and Philosophy of Education (Masters)	Andrea Walton
History, Philosophy and Policy in Education (Doctoral-Specialization in Education Policy Studies)	Chris Lubienski
History, Philosophy and Policy in Education (Doctoral-Specialization in History of Education)	Andrea Walton
History, Philosophy and Policy in Education (Doctoral-Specialization in Philosophy of Education)	Quentin Wheeler-Bell
Institutional Research (Certificate)	Victor Borden
International and Comparative Education (Masters)	Patricia Kubow

Instructional Systems Technology

Chair	Krista Glazewski
Adult Education	Marjorie Treff
Instructional Systems Technology (Ed.D.)	Kyungbin Kwon
Instructional Systems Technology (Masters, Residential)	Elizabeth Boling
Instructional Systems Technology (Masters, Online)	Gamze Ozogul
Instructional Systems Technology (Ph.D.)	Krista Glazewski
Instructional Systems Technolog (Certificate)	Gamze Ozogul
Online Teaching and Learning Practices (Certificate)	Curt Bonk