



# INDIANA UNIVERSITY SOUTHEAST

SCHOOL OF EDUCATION

## Graduate Studies Handbook

The Graduate Program of the School of Education at IU Southeast offers degree and licensure programs as well as license renewal opportunities. These programs meet the requirements set forth by both the Indiana Department of Education and the Kentucky Educational Professional Standards Board. This handbook is divided into five sections:

Introduction to the School of Education	page 2
School of Education: Graduate Degrees	page 3
School of Education: Additional Licenses, Professional Development Programs or Certificates and License Renewal	page 12
School of Education: Frequently Asked Questions	page 14
School of Education: Forms	page 21

IU Southeast School of Education <http://www.ius.edu/education/> Hillside Hall 0020b  
Lisa Hoffman, Ph.D., Director of Graduate Studies  
[lh@ius.edu](mailto:lh@ius.edu) Hillside Hall 0020B, office phone (812) 941 2137  
Graduate Advising and Licensing Office, Hillside Hall 0108  
School of Education office phone (812) 941 2385, Fax: (812) 941-2667, Email: [soeinfo@ius.edu](mailto:soeinfo@ius.edu)

Effective May 1, 2012  
Updated October 4, 2012; January 26, 2013; July 26, 2013; September 12, 2013; March 6, 2014; April 24, 2014; March 16, 2016

## **Introduction to the School of Education**

The mission of the Indiana University Southeast School of Education is to prepare and nurture high quality, caring professionals who are leaders in the continuous improvement of schools within a diverse society.

### **Conceptual Framework and SOE Themes**

The SOE programs share a vision for its efforts in preparing educators to work in P-12 schools. The conceptual framework establishes the direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Our conceptual framework consists of four themes. These themes are: (1) High Quality, (2) Caring Professional, (3) Improvement of Schools, and (4) Diverse Society.

#### **Preamble**

The mission of the Indiana University Southeast School of Education is to prepare and nurture high quality, caring professionals who are leaders in the continuous improvement of schools within a diverse society. In recognition of the demographic shifts underway in our world, our region and our communities, the School of Education is committed to reflecting and incorporating diversity to adapt to our changing learning environment. Therefore, to prepare education professionals to meet diverse student needs we use the word “all” in our candidate outcomes. The outcomes listed below reflect the mission of the School of Education.

The outcomes, diversity proficiencies, and dispositions are aligned to each course and in the field experiences that are embedded in the core courses.

#### **SOE Candidate Outcomes**

Candidates completing School of Education programs of study will demonstrate:

1. Knowledge of content and the use of best practices in delivering effective instruction to all students;
2. Dispositions necessary to help all students learn; and
3. Knowledge, skills, and dispositions needed to participate in school transformation.

#### **SOE Diversity Proficiencies**

1. Learn about and respect diverse learners and their families
2. Understand social disparities that affect students and apply social justice within the classroom and the school
3. Create an inclusive learning community where differences are respected
4. Adjust lessons, educational materials, resources, guidance, and other materials to accommodate needs of all students
5. Examine and reflect on personal practice to reduce bias and stereotypes within their work.

#### **SOE Dispositions**

Faculty and candidates will:

1. Respect the accepted legal and ethical norms and values of education.
2. Effectively interact and collaborate with others and foster similar behaviors among students.
3. Commit to diversity through equitable treatment and respect for all individuals.
4. Exhibit personal management behaviors valued by the professional education community.
5. Exhibit enthusiasm and respect for education as a practice and a profession.
6. Commit to continuous self-evaluation and personal improvement.
7. Commit to the belief that all children can learn.

## **School of Education: Master of Science in Education Degrees**

The IU Southeast School of Education offers the following graduate degrees which do not lead to an additional teaching license:

- [Master of Science in Education Degree in Elementary Education](#)
- [Master of Science in Education Degree in Secondary Education](#)

<p>Available Concentrations for Master of Science in <b>Elementary</b> Education (leads to additional teaching license)</p>	<p>Available Concentrations for Master of Science in <b>Secondary</b> Education (leads to additional teaching license)</p>
<ul style="list-style-type: none"> <li>• <a href="#">English as a New Language/English as a Second Language (ENL/ESL)</a></li> <li>• <a href="#">Gifted and Talented</a></li> <li>• <a href="#">Reading</a></li> <li>• <a href="#">Technology</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">English as a New Language/English as a Second Language (ENL/ESL)</a></li> <li>• <a href="#">Gifted and Talented</a></li> <li>• <a href="#">Reading</a></li> <li>• <a href="#">Technology</a></li> </ul>
<p>Available Concentration for Master of Science in <b>Secondary</b> Education (leads to dual-credit teacher qualification)</p>	
<ul style="list-style-type: none"> <li>• Biology</li> <li>• Composition Studies</li> <li>• English</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Language &amp; Literature</li> <li>• Literature</li> <li>• Mathematics</li> <li>• Psychology</li> </ul>

A [Master of Science in Education Degree in School Counseling](#) is also offered. Contact Dr. Mary Bradley for information about the Counseling program.

**Kentucky candidates should be aware of the Kentucky Educational Professional Standards Board requirements for licensure from an out-of-state institution found in the regulation found through this link:**

<http://www.kyepsb.net/certification/certstandardroutes.asp>

The program follows the propositions outlined in the [National Board of Professional Teaching Standards](#) (NBPTS) and includes performance-based assessment for the five NBPTS categories (Education Division Approval 12/98):

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experiences.
- Teachers are members of learning communities.

The Master of Science in Education degree is intended for the practicing educator who holds a teaching license. The Master of Science in Education program does not lead to initial licensing. Candidates who do not hold a license to teach do not qualify for the Master of Science in Education Program. Candidates may complete coursework to add licensing areas to an existing license or take coursework to renew a license under “non-degree:” status.

Interested individuals who do not hold a current license to teach should check the IU Southeast School of Education Transition to Teaching (T2T), Advance to Teaching (A2T), and/or [Counseling](#) websites for eligibility requirements for these programs. Transition to Teaching, Advance to Teaching and Counseling candidates **may not** switch to the Master of Science in Education program without first meeting its admission requirements. It is the applicant’s responsibility to apply for the Master of Science in Education program after being admitted in the “non-degree status” and submit a copy of the renewed license along with the appropriate application materials to be readmitted as a “degree-seeking” candidate.

All program candidates are responsible for understanding and following [the Code of Student Rights, Responsibilities, and Conduct](#) and the School of Education Dispositions (adopted spring 2000). These policies address rights and responsibilities including academic misconduct such as plagiarism, as well as individual rights regarding grievances.

### **Application to the Master of Science in Education Degree Program**

- Applicants must participate in either an individual or group advising session.
- This is done by filling out the [Advising Form](#) and emailing it as an attached document to Lisa Hoffman [lh@ius.edu](mailto:lh@ius.edu).
- She will confirm receipt of the said form, and for advising purposes, may ask additional information or request a phone conversation with you. If necessary, a meeting will be scheduled.
- You can also attend a group advising session, dates are posted and updated on the IU Southeast School of Education website.
- Applicants should complete the [online application](#).

Applicants must submit the following items after completing the online application:

1. A \$40 application fee
2. A copy of current teaching license or statement of eligibility (emergency license is not acceptable)
3. Official transcripts of all undergraduate and graduate coursework completed at any institution other than an Indiana University campus. No transcripts are needed for coursework taken at Indiana University campuses. (2.5 GPA for all undergraduate coursework, 3.0 GPA for all graduate coursework completed prior to admission.)
4. A personal statement (admission essay) that addresses applicant's strengths and areas for growth related to each of the seven School of Education Professional Dispositions (see pp. 19-21).
5. All materials should be delivered or sent in one mailing to: School of Education, Student Records, HH108, IU Southeast, 4201 Grant Line Road, New Albany, IN 47150-6405. The application process must be completed before registering for coursework.

Completed applications are reviewed on the following dates: October 1, March 1, June 1, and August 1. Applications may be reviewed at other times. Written notification of admission is usually completed within several weeks of these deadlines. **RETAIN COPIES OF ALL DOCUMENTS SUBMITTED.**

### **Requirements for completion of the Master of Science in Education Degree Program**

The **Master of Science in Education degree program** is a 36-hour, performance-based assessment program. Performance of candidate work is reviewed at admission, upon completion of 18 and 30 hours of graduate work, and at the completion of all requirements for the degree. The program includes assessment of professional dispositions and the completion of a "Teacher as Researcher" inquiry project. Candidates complete field-based assignments working with diverse students. If a candidate's place of school employment is not diverse, candidates must complete at least one field experience with diverse learners to address the area(s) of diversity not present in the candidate's school of employment.

Specific course requirements for each Master of Science in Education degree are found on check sheets. These are available on our [website](#), at advising sessions and from the Graduate Advising Office. All programs require the following four courses:

- EDUC H520 Education and Social Issues (3 cr)
- EDUC P507 Testing in the Classroom (3 cr)
- EDUC J500 Instruction in the Context of Curriculum (3 cr)
- EDUC E590, S590, or X590 Research in Education (3 cr)

H520, P510 and J500 **must** be taken within the first 18 credit hours. A grade of B (3.0) or higher is required in all of these courses. (Note: A grade of "B-" is a 2.7 and will not meet the requirement).

### **Candidates must have completed SDPII prior to being admitted to E590, S590 or X590.**

Candidates must have permission in order to take the Research in Education course. Information related to the permission will be found in the schedule. ***The Research in Education course must be taken between the 21st and 30<sup>th</sup> hour. This course will assist in the preparation of the Teacher as Researcher paper (TAR) to be submitted for SDP III (see p. 7).***

## **Assessment System**

The guidelines below are applicable for candidates admitted on or after August 2002. The performance-based assessments called “Decision Points” are opportunities to review candidate progress towards meeting the program standards at four Decision Points during the program. Assessment Advisors or the Director of Graduate Studies can address questions related to the assessments and the Decision Points. Petition for any exceptions to the Decision Point decisions must be approved and on file with the Graduate Studies Office. Failure to do so could result in delays or discontinuation of program completion.

Assessment advisors are full time faculty assigned to the Graduate Studies Program. They are assigned to candidates each semester based upon the first letter of candidates’ last names. The assignments are posted on the School of Education’s office door or available from the School of Education receptionist at 941-2168.

### ***Summative Decision Point I (SDP I)***

SDPI is the admission process and acceptance as a program candidate. Candidates complete an online application; identify areas of strength and for growth; hold a bachelor’s degree from an accredited institution; hold a valid teacher license; have a minimum GPA of 2.5 on a 4.0 scale in all undergraduate course work and have at least a 3.0 GPA on a 4.0 scale in all graduate course work; and attend an advising session.

### ***Summative Decision Point II (SDP II)***

SDP II is reviewed at the successful completion of three of the four core courses, no later than 18 hours into the program. In each course, H520, P507, and J500 candidates must:

1. Meet the standards as measured through core courses SDP II key projects, and
2. Maintain a 3.0 grade in each course.

Candidates must file a Petition for Exception if the SDP II review will be delayed.

### ***Guidelines for Summative Decision Point II Writing***

- Three core courses (H520, P507 & J500) include a key project that is aligned to one or more of the professional dispositions and one or more of the National Board of Professional Teaching Standards (NBPTS).
- A SDP II key project is included on the syllabus requirements for each core course.
- The SDP II course key project is evaluated by the core course instructor using a standard rubric established for each course.
- The core course instructors submits all scored SDP II key projects to the SOE Graduate Studies Director for review and documentation of candidates’ progress in the program.
- Any candidate not obtaining the acceptable score will have to resubmit a writing piece to the respective instructor within timelines for completion. Failure to meet this requirement will result in the candidate’s referral to the Graduate Studies Evaluation Team which consists of two Graduate Studies faculty members for a remediation plan that may entail additional writing, additional coursework, and/or other assignments along with timelines for completion. The policy governing this is found after the Assessment Matrix.
- The candidate will be notified of the action taken by the Evaluation Team and informed of due process procedures.

**Summative Decision Point III (SDP III) Teacher as Researcher: Impact on Student Learning**

SDP III is the capstone “Teacher as Researcher” project conducted as a clinical practice to ensure that candidates have the knowledge, skills, and dispositions to impact student learning. This occurs most often in the building where the educator is employed. The Teacher as Researcher project includes a problem statement, review of research literature, research design, data analysis, reflection of the study and action plan, references, and elements related to the professional dispositions. The study will be presented in a seminar or at the IU Southeast Research Conference. If a candidate is pursuing a concentration (such as reading, gifted and talented, computer education, ENL, special education, or content area) the SDP III should describe a study pertinent to the concentration. The SDP III form should be used as a guideline and rubric for the writing. The rubric is used for the blind-review process of evaluation. The SDP III guidelines form may be obtained from the Research in Education instructor. SDP III should be completed no later than 30 hours into the program. Check for specific submission deadlines for SDP III, available on the website and in the information sheet on Summative Decision Point Advising, which is regularly updated. Depending on the results of the blind review of the research paper, candidates may resubmit their work up to two times.

**Summative Decision Point IV (SDP IV)**

SDP IV is the final review to ensure that all program standards and assessments have been satisfactorily met. The Application for Degree should be filed with the Records Office no later than six months prior to graduation. The SDP IV paperwork should be submitted by the deadline which is during the last semester of graduate coursework leading to the degree. Check for specific submission deadlines for SDP IV, available on the website and in the information sheet on Summative Decision Point Advising, which is regularly updated. SDP IV verifies that the candidate has

1. Finished all required coursework
2. Submitted the Dispositions forms
3. Submitted a reflection on personal growth related to the School of Education’s Conceptual Framework
4. Filed an “Application for Degree” 6 months before expected graduation date

**Assessment Matrix**

Summative Assessment Point	Assessment Forms/ Criteria	Communication to Candidate
I. Admission to the Master of Science in Education degree program	<ul style="list-style-type: none"> <li>• Hold a bachelor’s degree from an accredited institution.</li> <li>• Hold a teacher license.</li> <li>• Have a minimum GPA of 2.5 on a 4.0 scale in all undergraduate course work and have at least a 3.0 GPA on a 4.0 scale in all graduate course work.</li> <li>• Personal statement with areas of strength and growth related to dispositions; dispositional concerns assessed</li> <li>• Attended Advising Session</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of admission or denial.</li> </ul>

<b>Summative Assessment Point</b>	<b>Assessment Forms/ Criteria</b>	<b>Communication to Candidate</b>
<b>II. Completion of Core Courses.</b>	<ul style="list-style-type: none"> <li>• Completion of three Core Courses (H520, P507, J500) no more than 18 hours into program.</li> <li>• Complete SDP II writing at acceptable level in H520, P507 and J500 to measure acceptable dispositional growth.</li> <li>• Grade of 3.0 or higher in each course.</li> </ul>	<ul style="list-style-type: none"> <li>• If needed, notification of deficiency and remediation requirements.</li> <li>• Eligible to be admitted to the Research in Education course upon request and completion of 21 hours</li> </ul>
<b>III. Completion of Teacher as Researcher Project/Paper</b>	<ul style="list-style-type: none"> <li>• Take Research in Education no later than 30 hours into program.</li> <li>• Complete Research in Education course with one academic year.</li> <li>• Completion of SDP III research project at acceptable level. This includes the assessment of each disposition.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice of satisfactory completion or deficiency in project and remediation requirement.</li> </ul>
<b>IV. Exit Graduation.</b>	<ul style="list-style-type: none"> <li>• Apply for graduation 6 months prior to graduation date.</li> <li>• Complete a minimum of 36 credit hours of approved credit as per check sheet</li> <li>• Successful Completion of SDP II and SDP III, and meeting all program standards.</li> <li>• A cumulative GPA of 3.0 maintained in all course work (including graduate courses) taken after completion of the bachelor's degree and applied toward a Master of Science in Education degree.</li> <li>• All course work to be applied toward the degree completed within six calendar years from the date of the completion of the first course used toward the degree.</li> <li>• Compliance to additional requirements as listed in the IU Southeast Bulletin.</li> <li>• Completion of reflective writing (SDP IV) and self-assessment of dispositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Confirm all graduation requirements with candidate.</li> </ul>

Data from each Decision Point is collected and analyzed by the Graduate Studies Team in order to determine the effectiveness of the program and its impact on candidate learning.

**Indiana University Southeast  
School of Education  
Elementary and Secondary Education MSED Program  
Remediation/Probationary Policy**

Occasionally candidates admitted to the Master's in Elementary and Secondary Education program fail to meet the minimum program standards. These standards may be in either the areas of academic or professional performance requirements. In an effort to notify and assist candidates who fail to meet minimum standards, the Indiana University Southeast School of Education elementary and secondary MSED program team may place such candidates on probationary status.

The reasons for which candidates will be placed on probationary status may include but are not limited to the following:

- Failure to satisfy requirements of any summative decision point:  
SDP I – candidate successfully appeals to program team to be admitted without GPA requirement or license requirement.
- SDP II – candidate receives a score lower than the minimal scores for each core course.
- SDP III – candidate receives less than 'complete' rating after complying with clarification writing request.
- Failure to conduct oneself in an appropriate professional manner as highlighted in the IUS School of Education Dispositions.
- Failure to meet reasonable standards of ethical behavior that may be required by their area of concentration and its related professional organizations' ethical standards.
- Failure to meet the expectations of professional, ethical or behavioral standards resulting in formal conviction in a local, state or federal court or judicial system.

### **Probationary Procedures**

Any faculty member assigned to teach in the Master's in Elementary and Secondary Education Program may bring a concern to the Program Director or Program Team regarding the progress of a candidate prior to the Director meeting with the candidate. The Program Team will review the case with appropriate documentation.

Once the concern is identified and discussed by Elementary and Secondary MSED program team, the Director and a designated faculty member will meet with the candidate for the purpose of documenting the concern with the candidate. The Graduate Studies Team (GST) will discuss the case at the next monthly meeting (at least  $\frac{3}{4}$  of team must be present to review) regarding the development of a Remediation Plan (RP). The team will also decide the candidate's status at that time (i.e. continue conditionally, continue on probation, defer continuation until a later

date, or deny continuation). The candidate will be informed of the meeting and provided an opportunity to make a 10-minute presentation to GST regarding the situation in question.

Should the team approve a remediation plan (RP), it will include:

- A specific description of the deficiencies as described by the GST review.
- A set of objectives, a method of measurement, and activities for the candidate to correct the deficiencies.
- A specific timeline for achieving the objectives, and activities, and
- A description of support and assistance to be provided by the School of Education to help the candidate be successful.

Note: A candidate may not be placed on probation more than once during the candidate's enrollment in the IUS School of Education program. If there is cause for more than one probationary period, the candidate will be suspended from the program for a minimum of one (1) year and/or other actions as decided by the GST.

The candidate will be given an opportunity to meet with the Director to review and sign the plan. The Remediation Plan (RP) will be filed in candidate's record until completed. The candidate will work with the Director of the Elementary and Secondary MSED program or designee and another faculty member to complete the remediation process. If there is a concern about the actions and/or form of assistance the candidate receives, the candidate may appear before the program team to discuss the additional concern(s).

The program team will review the candidate's progress in order to take the candidate off probationary status. No record of the probationary period will be reflected in the candidate's permanent record if the Remediation Plan (RP) is successfully completed. However, if the problem is not corrected within the timeline contained in the Remediation Plan (RP), the program team will take one of the following actions (at least  $\frac{3}{4}$  of team must be present):

- GST may terminate the candidate from the Master's program after a comprehensive review.
- GST may require that the candidate repeat sections of the plan with a revised timeline.

Note: If a candidate is notified of probationary status and fails to meet with the Director and the designated faculty member to discuss the action plan within one semester, the Program Team may recommend termination of the candidate from the program.

A doctrine of fairness will prevail throughout the probationary process. Candidates may implement an appeal to the Program Team at any time during the above process. Any candidate who feels the probationary period is not warranted can appeal the decision of program team. Appeals will be reviewed and acted upon in the following sequence: Director of Graduate Studies, Program Team, the Dean of the School of Education, the Vice Chancellor of Academic Affairs, and the Chancellor. If matters are unresolved at these levels they may be addressed to the IUS Appeals Board. This policy does not apply to recommendations for summary dismissal, which are referred to in the Indiana University Southeast Candidate Handbook and Code of Conduct.

Reviewed by GST March 2005, October 2005, April 2010, February 2016  
Reviewed by IU Legal Counsel Fall 2005

## **Policies and procedures to be followed to complete the Master of Science in Education degree:**

1. Changes in program requirements may be approved following issue of the IU Southeast Bulletin or this handbook. Program candidates are responsible for staying abreast of modifications or changes in program requirements. Meeting with the Graduate Advisor once per semester is strongly recommended.
2. Once admitted, if there is a gap of one year or more in your coursework, candidates will be subject to any new program guidelines established after a candidate's program originally began. **A two year gap will require a new application for re-admission into any graduate program, and a mandatory meeting with respective program advisor. The candidate must then comply with new requirements.**
3. You must complete a minimum of 36 credit hours of approved credit as per the appropriate check sheet.
4. All coursework toward the degree must be completed within 6 calendar years from the date of completion of the first course that is to be used toward the degree. For example, Fall 2018 would be the deadline for successfully completing coursework when the first course was taken in Fall 2012. Courses older than 6 years will "expire" and must be retaken or petitioned for an exception through Revalidation.
5. Under certain conditions, a secondary education major may apply approved undergraduate coursework (300-400 level) to the graduate program if that course is deemed appropriate for meeting the professional objectives. It must be petitioned as an elective and have the approval of the Director of Graduate Studies prior to enrolling in the courses. Graduate candidates may be expected to meet additional requirements when taking 300 or 400 level courses. Kentucky candidates cannot count these courses toward the Rank I.
6. Workshop credit may be applied as electives under certain requirements. Check with a graduate program advisor regarding approval of coursework.
7. All coursework transferred from other **accredited** graduate institutions must be approved prior to enrollment in the course by the Director of Graduate Studies or designee. Failure to receive prior approval may result in the course not being accepted. Coursework that is not judged appropriate to the degree, coursework graded below a B (3.0 on a 4.0 scale), or coursework that falls outside the 6-year completion rule will not be accepted. If transferring a course graded Pass/Fail, candidates must submit documentation from the instructor that provides the equivalence of a letter grade. Up to 6 credit hours of acceptable coursework from an accredited graduate institution may be allowed toward the degree. Up to 15 credit hours of coursework taken through any of the eight campuses of IU may be allowed, provided the courses being transferred are appropriate for the degree and meet the previous guidelines.
8. No course work taken by correspondence study or by testing will be accepted toward the degree.
9. The recommended course load for graduate candidates is no more than 6 credit hours per semester.
10. Effective Fall 2005, no more than 9 hours of graduate coursework taken prior to admission to the Master of Science in Education degree program at IU Southeast will be counted towards the degree.
11. Grades and grading policy
  - A cumulative GPA of 3.0 must be maintained in all coursework and applied toward a Master of Science in Education degree, including any coursework transferred from another institution.
  - You must have a B or higher in all coursework as indicated on the check sheets or retake the course. A course may be retaken one time (policy pending).

- Instructors have the option of awarding final grades of plus and minus as well as straight letter grades. Plus and minus grades have numerical weights, which will be used to compute a student's cumulative grade average. Note that B- is equivalent to 2.7 and falls below the 3.0 requirement. Check the Schedule of Classes weights.

#### 12. Clinical Experiences and Clinical Practice

Each core course has at least one clinical experience and/or clinical practice. Most candidates complete these assignments in the schools in which they are employed. If a candidate's school is not diverse, the candidate will be expected to complete at least one clinical experience in a setting that addresses the areas of diversity not found in the school where employed. These core courses have the required assignments to be assessed for Decision Points 2 and 3. The content and clinical experiences found in the first three core courses (P507, H520, and J500) prepare candidates for entrance to the final clinical practice in E590/S590/X590 and the capstone project Teacher as Researcher. Support for your clinical practice is provided by your course instructor.

#### 13. Application for graduation

Complete and submit an Application for Degree form (available from the Student Records Office in HH0108) and request documentation for Summative Decision Point IV from the Director of Graduate Studies. The Application for Degree should be submitted no later than six months prior to graduation. The Records Office will verify your eligibility to graduate and notify you if discrepancies exist.

#### 14. Commencement ceremony dates and completion of degree requirements

IU Southeast holds one commencement ceremony each May for December prior year graduates, May graduates, and those candidates anticipating August graduation. If you wish to participate in the May ceremony, you must declare your intent to participate by February 1 to meet the deadline for inclusion in the commencement program brochure.

15. Complaints. Candidates should refer to the campus website concerning complaints. The link is <https://www.ius.edu/studentaffairs/codeprocedures.php>

## **School of Education: Additional Licenses, Professional Development Programs or Certificates and License Renewal**

Candidates may apply to the School of Education Graduate Program for license renewal and/or to add a **professional development program or certificate, additional teaching license** or a **Building Level Administrator license**. These licenses are:

- Reading
- Technology
- Gifted/Talented
- ENL
- Building Level Administrator (Educational Leadership)
- Special Education
- Content Areas

The licensure programs have clinical experiences and/or clinical practice. You must be employed in a school or have access to a school in order to complete the experiences. Candidates are responsible for securing a site and following district policies including, but not limited to, criminal records checks and working with students. Details concerning these experiences are found in the addendum to the Graduate Handbook for each licensure area. They are available from the coordinator or on the website.

Candidates interested in any of these programs are required to attend the appropriate program advising session. The schedule of advising sessions can be found at <https://www.ius.edu/graduate-education/>. Additional information on all programs can also be found at that website.

Candidates may also take additional coursework recognized by their corporations for a **Plus 30** (Indiana) or coursework recognized for a **Rank I** (Kentucky). A Rank I must be based upon a planned program. Candidates must complete the licensure requirements in order to be recommended for a Rank I. Rank I candidates must meet with an advisor to plan the program and identify any additional coursework as needed.

**Kentucky candidates should be aware of the Kentucky Educational Professional Standards Board requirements found in the regulation found through this link:**

<http://www.kyepsb.net/certification/certstandardroutes.asp>

The general program admissions requirements are:

- Attendance at the appropriate program advising session
- Completion of an online application
- Payment of a \$40.00 application fee
- Copy of current teaching license or statement of eligibility
- Copy of official transcripts
- GPA requirements as set by each program for both undergraduate and previous graduate work
- A personal statement that addresses your strengths and areas for growth related to each of the School of Education dispositions. They are found under “Educators Engaged in Growth” in the beginning of the handbook at the end of the handbook.

Some licensing programs also require letters of recommendation and/or an additional personal essay. This information is discussed at the required advising session.

**License renewal** is based upon the candidate’s current license and course availability. Candidates are admitted for six hours as “non-program” status.

**Advising:** The Graduate Program Advisor is the Graduate Director Dr. Lisa Hoffman. The licensing advisor is housed in HH0108. The Graduate Director assists candidates with MS Degree program planning and the licensing advisor addresses issues on licensing in both Indiana and Kentucky. Candidates are encouraged to meet with the appropriate advisor(s) at least once a year to ensure that they are on track to complete their programs. Advising sessions that must be attended prior to admission to a degree or license program are posted on the SOE’s website <https://www.ius.edu/graduate-education/>. Each licensing program has a contact for advising on curriculum and assessments issues. Their names and contact are also found on the graduate website.

**Campus Resources:** The IU Southeast website <http://www.ius.edu/> contains links to assist candidates in acquiring information about news, events, maps of the campus facilities and the campus calendar. Information on student services may be found at <http://www.ius.edu/studentaffairs/>. Each building on campus and at the Graduate Center at Water Tower Square have computer stations and printers available for candidate use.

## **School of Education: Frequently Asked Questions** **Concerning Program Policies**

### **Is the American Psychology Association (APA) writing style required in Graduate School of Education courses?**

Yes, APA has been adopted as the required style for written papers. Candidates are encouraged to purchase the most recent guide to writing in APA style. There are a number of websites that claim to provide assistance in using the APA style. Use caution, as many of these are incorrect. Following them may lead to having to revise papers.

**How is residency status determined?** For tuition and fee purposes, candidates are considered residents of Indiana if they have lived in the state for a continual period of at least one year immediately prior to the first semester they attend IU Southeast. In addition, an agreement grants “reciprocity” to residents of Bullitt, Jefferson, Oldham, Meade, Shelby and Trimble counties in Kentucky (under the same guidelines as Indiana residency requirements). For updates on the status of the reciprocity agreement, please refer to the [Registrar's website](#).

**How is eligibility for Financial Assistance determined?** In order to be eligible for most forms of aid, an applicant must be accepted for regular admission to IU Southeast as a degree-seeking candidate and be enrolled in classes at least half-time for a minimum of 4 credits. Full-time status is eight hours. Candidates adding a license to their teaching licenses MAY qualify for financial assistance with only courses needed for the additional license. Check with the IU Southeast Financial Aid office. IU Southeast offers a number of merit- and need-based awards to deserving candidates. A full list of scholarships is available from the Office of Admissions, the Office of Student Financial Assistance, or the IU Southeast financial aid website <http://www.ius.edu/financialaid/>. **Anyone seeking financial assistance should check with that office before beginning coursework.**

**What are the IU Southeast regulations regarding criminal backgrounds?** Pursuant to campus and school policy, no student convicted of a sex offense against children shall be eligible for School of Education coursework or programs. Details of the policy can be found in the school office. In addition, students enrolled in courses with field experience components who are not employed by the participating district/corporation may be required to submit a criminal background check prior to their work in that district/corporation.

**How is registration for coursework after admission to the program accomplished?** Check the [Schedule of Classes](#) for applicable registration dates. Course offerings, registration, financial information, and student records can be accessed through [One.IU](#). At designated times, staff assistance with the online registration is also available on the first floor of University Center. Registration requires the use of your IU network ID and password (visit the Account Management System at <https://itaccounts.iu.edu/skit> or contact the IU Southeast Help Desk at 941-2447 for assistance). For courses requiring permission (noted as “PERM” in the *Schedule*), requests must be processed before registering.

**Indiana State Law requires Indiana University to inform students of the risks of Meningococcal disease, commonly known as meningitis, and the benefits of getting a vaccination.** Candidates must read the attached information at [www.ius.edu/registrar](http://www.ius.edu/registrar) and submit that they have done so and understand this information before registering for classes.

**Indiana State Law requires Indiana University to verify candidate citizenship.** A new Indiana state law could change tuition rates for Indiana University Southeast students. Indiana House Bill 1402 and Senate Bill 590 went into effect July 1, 2011. This legislation, passed by the Indiana General Assembly, states that students who are not lawfully residing in the United States are:

- Ineligible for in-state tuition rates effective July 1, 2011.
- Ineligible for scholarships or aid paid for with institutional funds.

To comply with the new law, Indiana University will complete a student status verification on all enrolled students. The verification process is available on [One.IU](#) as follows:

Your Action is required to verify your status in the United States.

Indiana state law requires that Indiana University collect a citizenship verification.

Failure to comply will result in being charged non-resident tuition and loss of various financial awards (including assistantships) beginning with the Fall 2011 semester. Future services will also be prevented so please ACT NOW to comply with this new law.

You are required to submit an electronic verification of lawful status in the United States through [One.IU](#) before semester classes begin.

If you have questions, please contact the Office of the Registrar at the Indiana University campus you will be attending. Contact information for the Office of the Registrar can be found here: <http://kb.iu.edu/data/ailv.html>

International students with any concerns about their visa/immigration status may contact the Office of International Services at the campus you are attending. Contact information for the Office of International Services can be found here: <http://kb.iu.edu/data/bbae.html>

The following links are provided to the actual Indiana State Law:

<http://www.in.gov/legislative/bills/2011/PDF/HE/HE1402.1.pdf>

<http://www.in.gov/legislative/bills/2011/PDF/SE/SE0590.1.pdf>

### **What is the Waitlist?**

Some courses have a waitlist. If a course section is full and you want to be put on the waitlist, you do that through [One.IU](#). If you waitlist a class and an opening occurs, you will automatically be added to the class as long as there are no time conflicts or holds on your record.

### **What about grades and grading policy?**

- An overall GPA of 3.0 must be maintained for all coursework and applied toward any degree or license including any coursework transferred from another institution.
- In all programs, you must have a B or higher in certain coursework, as per the check sheet, or retake the course. A course may be retaken one time.
- Instructors have the option of awarding final grades of plus and minus as well as straight letter grades. Plus and minus grades have numerical weights, which will be used to compute a student's cumulative grade average. Note that B- is equivalent to 2.7 and falls below the 3.0 requirement. Check the Schedule of Classes weights.

### **What is a grade of Incomplete (I)?**

Only under certain conditions are faculty permitted to give a grade of incomplete at the conclusion of a course. When these conditions are met, instructors will indicate a specific time in which the completion of course requirements is expected. The time limit enforced by the university for the removal of an Incomplete grade is one calendar year from the time the grade was recorded. Incomplete grades not removed within one calendar year are changed to "F." See Incomplete Grade Removal Policy in *Schedule of Classes* for further details. Graduate candidates are not permitted to "FX" Coursework.

### **What is a Deferred grade (grade of R)?**

A deferred grade maybe be given as a non standard grade for the Research Courses E590, S590 and X590 which may not be completed in one term. The time limit enforced by the Graduate Studies Team (GST) for the removal of a Deferred grade is one calendar year from the time the grade was recorded. A Deferred grade not removed within one calendar year will be changed to "F."

### **Is there a grade change policy?**

The IU Southeast "Grade Policies and Procedures" may be found at <http://www.ius.edu/registrar/register-for-classes/grades/grade-policies-procedures.html>

### **Is it possible to check if records have been updated?**

IU students may access their records at [One.IU](#); access requires an IU network ID and password (contact the IUS Help Desk at 941-2447 for assistance). Questions about record updating should be directed to the Record's Office at 941-2388.

### **Is there an attendance policy?**

There is an IU Southeast attendance policy.

"Class attendance is required. Illness is usually the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether missed assignments may be made up. A student who is absent from the final examination and who has a passing grade up to that time may be given a grade of I (incomplete) at the discretion of the instructor. The student must contact the instructor within two weeks of the examination date to schedule a make-up examination. Failure to do so may result in a failing grade being awarded in the course." More details are found at <https://www.ius.edu/registrar/grades/grade-policies-procedures.php>.

### **What if special accommodations are necessary?**

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act universities must accommodate students with disabilities. Faculty are an integral part to the accommodations process.

Students who have a disability that requires accommodations in the classroom should contact the Office of Disability Services by phone (941-2243) or email ([mtspring@ius.edu](mailto:mtspring@ius.edu)) early in the semester so that their learning needs may be appropriately met. The student will need to provide documentation of the disability and if further documentation is needed, recommendations can be provided from the Office of Disability Services. Additional information about the Office of Disability Services may be obtained at: <https://www.ius.edu/disability-services/>.

**What if a class is cancelled due to bad weather?** Any decision to cancel or delay classes is made as early as possible and IU Southeast immediately begins the process of notifying all through the Website, the local TV stations and WHAS radio. We do not coordinate our decisions

with those of area school corporations. You have the option of signing up for a phone notification via an automatic campus message. The campus phone system for weather matters is 812-941-2567 or 812-941-2662. However, if we have a class that meets in a school corporation building and that school is closed, the class will not meet, even if the IU Southeast campus is open. When classes on campus are cancelled, all off-campus classes are also cancelled. A decision to cancel evening classes includes any class that starts before 6PM but is still in session at 6PM, as well as any class that starts at 6PM or thereafter.

**What email address is used for communication?** Effective July 1, 2004, electronic mail (email) became an official means of communication with IU Southeast students. This campus policy is in accordance with the Indiana University Policy on Use of Email as Official Correspondence with Students adopted on December 10, 2003. Students will benefit by receiving timely, accurate, and up-to-date communication about matters including, but not limited to:

- financial aid and scholarships
- registration
- billing notification
- university policy statements
- university services and events
- course information and degree progress
- degree completion and/or graduation
- administrative actions
- academic calendar

To set up your email account, visit the website, <http://itaccounts.iu.edu/> and follow the instructions on the screen. If you encounter any problems please visit the IT Helpdesk in Crestview 038, stop by the staffed Student Technology Centers in Crestview 112 or Knobview 211, or call the Helpdesk at 941-2447.

**A student's failure to receive or read official university communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication.**

The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student's choice at <http://itaccounts.iu.edu/>. Students who choose to have their IU Southeast email forwarded to another email address do so at their own risk. **The University is not responsible for any difficulties that may occur in the proper or timely transmission of, or access to, email forwarded to an unofficial email address, and any such problems will not absolve a student of his or her responsibility to know and comply with the content of official email communications sent to the student's official IU email address.** The full text of the IU Policy on Use of Email as Official Correspondence with Students can be viewed at <http://registrar.iupui.edu/iu-email.html>.

**Can courses from other universities be substituted to fulfill degree or license requirements?**

This depends upon several factors including the degree or license requirements, the course or courses being requested for consideration, course recency, the availability of the course syllabus to review, and whether the university is accredited. The form to use to request a waiver is found in the appendix. Requesting a substitution does not ensure that it will be approved. One should be very specific and include all relevant information.

**Can policies be waived?**

The form to use to request a waiver of a policy is found in the last section of this handbook. Requesting a waiver does not ensure that it will be approved. One should be very specific and include all relevant information.

**Is there a maximum number of hours one can take in a semester?** Indiana University identifies eight hours as full-time enrollment for graduate students. The SOE recommends that teachers employed full-time take no more than six hours during their school year. If one desires to take more than six hours, the form found in the last section of this handbook must be submitted. The form serves two purposes. The first is for the candidate to acknowledge the challenges the course load may pose. The second is to activate [One.IU](#) to permit the candidate to register for more than six hours.

**Can coursework taken more than six years ago be used for the degree or license?** Candidates wishing to use coursework that will be more than six years old at the time of graduation or at the time that license requirements are completed must revalidate the coursework. The revalidation policy is found in the last section of this handbook. Requesting revalidation does not ensure that it will be approved. One should be very specific and include all relevant information.

**What happens if a candidate does not enroll for courses after one or more years?** Once admitted, if there is a gap of one year or more in coursework, candidates will be subject to any new program guidelines established after the program originally began. **A two year gap will require a new application for re-admission into any graduate program, and a mandatory meeting with respective program advisor. The candidate must then comply with new requirements.**

**Do courses address standards? Are they assessed?**

Yes. All graduate course syllabi and assessments must be aligned to program standards. They are also aligned to the School of Education's Conceptual Framework, outcomes, dispositions, and diversity proficiencies as found on page 2 of this handbook. All graduate programs have key assessments used to make decisions about candidate progress. These assessments are built into Decision Points called the "assessment system" (see pp. 6-8).

**How to apply for graduation?**

Complete and submit an Application for Degree form (available from the Student Records Office in HH0108) and request documentation for Summative Decision Point IV from the Director of Graduate Studies. The Application for Degree should be submitted no later than six months prior to graduation. The Records Office will verify your eligibility to graduate and notify you if discrepancies exist.

## **School of Education Dispositions**

The items below are the standards for dispositions expected of candidates and faculty in the School of Education. Each standard is accompanied by a short list of behavioral indicators that the committee feels are associated with the standard. These lists are not exhaustive. They are included only to enlarge upon the intent and scope of each standard.

These standards are the framework of dispositions expected within the unit. Each program is to develop a system tailored to its curriculum and needs that will (a) ensure that the standards are disseminated and explained to all candidates in the program; (b) ensure that standards are infused throughout the program; (c) hold candidates accountable for expected dispositions through ongoing assessment and scheduled reviews by faculty; (d) provide for action should a candidate's behavior be inconsistent with these dispositions, including provisions for remediation, suspension, or termination from the program; (e) ensure that due process is accorded in any such actions; and (f) provide the program and unit with meaningful data regarding candidate compliance with these standards. The nature of these data will be determined by the individual programs in consultation with the Unit Assessment Quality Team.

### **Candidates and faculty in an IU Southeast Program in the School of Education...**

**1. respect the accepted legal and ethical norms and values of education.**

*Examples of associated behaviors include, but are not limited to:*

1. Maintaining confidentiality of student records, parent communications, and private professional communications
2. Using language free of profanity and derogatory statements toward any individual or groups
3. Complying with legal requirements of the education profession
4. Adhering to professional standards of integrity and decision-making truthfulness and honesty
5. Displaying ethical conduct for core values and concerns of the school, students and community

**2. effectively interact and collaborate with others and foster similar behaviors among candidates.**

*Examples of associated behaviors include, but are not limited to:*

1. Actively participating in and contributing to group assignments, projects or activities
2. Designing and using collaborative activities and assessments

**3.. are committed to diversity through equitable treatment and respect for all individuals.**

*Examples of associated behaviors include, but are not limited to:*

1. Responding to the varying needs and dispositions of others
2. Accepting and adapting to differences in learning styles and individual capabilities
3. Respecting learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
4. Valuing diverse languages and dialects and seeking to integrate them into his/her instructional practice to engage students in learning.
5. Communicating verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4. **exhibit personal management behaviors valued by the professional education community.**

*Examples of associated behaviors include, but are not limited to:*

1. Being present and punctual for professional activities and assigned duties
2. Demonstrating preparedness for professional engagements
3. Completing assigned work on time
4. Showing leadership, self-respect and a willingness to take responsibility
5. Respecting the intellectual property of others
7. Maintaining the confidentiality of private records and meetings

5. **exhibit enthusiasm and respect for education as a practice and a profession.**

*Examples of associated behaviors include, but are not limited to:*

1. Demonstrate positive behaviors, attitudes and a commitment to quality education
2. Seeking opportunities to build positive relationships with others in the profession
3. Participating in the meetings and activities of local, state and national professional associations and organizations
4. Developing and pursuing personal goals for professional development
5. Exhibiting high quality in the preparation and implementation of educational activities
6. Seeing him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
7. Seeking appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

6. **are committed to continuous self-evaluation and personal improvement.**

*Examples of associated behaviors include, but are not limited to:*

1. Committing to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
2. Demonstrating positive changes in educational practices or personal behaviors over time
3. Responding analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns
4. Actively soliciting feedback for purposes of making quality improvements in practice

7. **are committed to the belief that all children can learn.**

*Examples of associated behaviors include, but are not limited to:*

1. Designing, adapting and delivering instruction to address each student's diverse learning strengths and needs and creating opportunities for students to demonstrate their learning in different ways.
2. Providing equitable and meaningful learning opportunities for all students
3. Collecting and analyzing data on student learning and making adjustments to increase learning of all students
4. Holding all students to high standards by demonstrating persistence in helping all students reach his/her full potential



Submit to:  
Director of Graduate Studies – Dr. Lisa Hoffman [lh@ius.edu](mailto:lh@ius.edu)  
School of Education, IUS, 4201 Grant Line Road, HH0020B  
New Albany, IN 47150

Office Use Only

Copy Mailed to Student \_\_\_\_\_  
Original to student file \_\_\_\_\_

## IUS SCHOOL OF EDUCATION GRADUATE STUDIES

### Academic Petitions for Exceptions Course Substitutions

Date \_\_\_\_\_

Name \_\_\_\_\_ Univ. ID # \_\_\_\_\_

Address \_\_\_\_\_  
*Street Address City State Zip*

Telephone/s \_\_\_\_\_ IU Email \_\_\_\_\_

Master of Science in Education Program(s) \_\_\_\_\_ Concentration \_\_\_\_\_

Non-degree Program \_\_\_\_\_

**Course Substitutions:** Attach course description (syllabus or catalog description) and any additional information you wish to provide. Prior approval should be obtained for future coursework that will be taken at other institutions. Petitions for coursework already taken must be accompanied by an official transcript. Up to 6 credit hours of acceptable coursework (with a grade of B (3.0) or higher) from an accredited graduate institution may be allowed toward a degree (up to 15 hours from IU campuses) if appropriate for degree program. No more than 9 hours of workshop credit can be used on your Master's program. All coursework must be completed within the 6-year rule.

Course Number/Title \_\_\_\_\_ Grade (if completed) \_\_\_\_\_

Credit Hours \_\_\_\_\_ Institution \_\_\_\_\_ Semester/year \_\_\_\_\_

Substitution petitioned for (check one)

\_\_\_\_\_ Core Course (equivalent IUS course \_\_\_\_\_)

\_\_\_\_\_ Education Pedagogy (equivalent IUS course \_\_\_\_\_)

\_\_\_\_\_ Area of Concentration (equivalent IUS course \_\_\_\_\_)

\_\_\_\_\_ Elective Course

\_\_\_\_\_ (Other) Program Requirement Explain: \_\_\_\_\_

\*\*\*\*\*  
**To be completed by Graduate Director (or designee):** The following action has been taken regarding your petition. Please refer to the Petition for Exceptions Guidelines if you would like to take further action.

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_

5/22/2012

## **APPEAL PROCESS OF GRADUATE STUDIES IN EDUCATION**

### **Petition for Exceptions Guidelines**

The following procedures cover the Master's in Education, with a concentration in Elementary and Secondary Education, and Counseling, as well as all graduate Certificate/Licensing programs. Complete the Petition for Exceptions form and provide any additional information relevant to the petition. The petition cannot be reviewed until all requested information has been provided. Please discuss issues related to particular courses with the appropriate instructor.

#### **Step One – Petition Reviewed by Program Director (or Designee)**

The petition will be reviewed by the Program Director. The Program Director will provide written notification of the decision to the student within 10 working days after all relevant information has been provided. A petition request that is not within the regulations governing the Graduate Studies as stated in the Indiana University Southeast Bulletin will be forwarded by the Program Coordinator to the Graduate Studies Team for review.

#### **Step Two – Petition Forwarded to Graduate Studies Team (GST)**

The Director (or designee) in Step 1 may also forward a petition to the GST. The candidate may submit a letter of appeal to the Graduate Studies Team within 10 days of notification. The Graduate Studies Team is composed of IUS School of Education graduate faculty members. Meetings are held monthly during the academic year and less frequently during summer sessions. The candidate will be notified regarding the next scheduled Graduate Studies Team meeting and given the opportunity to appear before the team for a 5 minute petition presentation. A majority vote ruling will be made by the Graduate Studies Team. The Graduate Studies Director will provide written notification of the decision to the student within 10 working days after all relevant information has been provided. The Dean of Education will receive a copy of the decision but take no action.

#### **Step Three – Candidate Petition Appeal to Dean of Education**

If the candidate disagrees with the decision of the Graduate Studies Team, the student may submit a letter of appeal to the Dean of Education within 10 working days of notification. The letter of appeal should be addressed to:

Dean of Education, Hillside Hall 0020, Indiana University Southeast, 4201 Grant Line Road,  
New Albany, IN 47150

The Dean of Education will provide written notification of the decision to the student within 10 working days after all relevant information has been provided.

#### **Step Four – Candidate Petition Appeal to Vice Chancellor of Academic Affairs**

If the candidate disagrees with the decision of the Dean of Education, the student may submit a letter of appeal to the Vice Chancellor of Academic Affairs within 10 working days of notification. The letter of appeal should be addressed to:

Vice Chancellor of Academic Affairs, UC152, Indiana University Southeast, 4201 Grant Line Road,  
New Albany, IN 47150

The Vice Chancellor of Academic Affairs will provide written notification of the decision to the student within 10 working days after all relevant information has been provided. The Dean of Education will receive a copy of the decision.

#### **Step Five – Candidate Petition Appeal to Chancellor**

If the candidate disagrees with the decision of the Vice Chancellor of Academic Affairs, the student may submit a letter of appeal to the Chancellor of Indiana University Southeast within 10 working days of notification. The letter of appeal should be addressed to:

Chancellor, UC 156A, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150. The Chancellor will provide written notification of the decision to the student within 10 working days after all relevant information has been provided. The Dean of Education will receive a copy of the decision.

Submit to the Director of Graduate Studies, Dr. Lisa Hoffman, [lh@ius.edu](mailto:lh@ius.edu)  
 School of Education, IU Southeast, Hillside Hall 0020b  
 4201 Grant Line Rd.  
 New Albany IN 47150-6505

**IUS School of Education Graduate Program  
 Request for Overload**

Date Submitted: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone/s: \_\_\_\_\_ Univ ID # \_\_\_\_\_

IU Email: \_\_\_\_\_

Master of Science in Education Program \_\_\_\_\_

Non-degree Graduate Licensing Program \_\_\_\_\_

I wish to take a total of \_\_\_\_\_ credit hours during the period of enrollment noted below. **I fully understand that all courses require commitment to academic excellence, thus demand additional hours of work and effort on my part as a graduate student. I will accept the responsibility for the quality of my coursework.**

Signature \_\_\_\_\_ Date \_\_\_\_\_

Enrollment period (check one):

Fall 20\_\_\_\_  Spring 20\_\_\_\_  Summer I 20\_\_\_\_  Summer II 20\_\_\_\_

My current grade point average is \_\_\_\_\_. I expect to graduate in the semester \_\_\_\_\_.

List courses you plan to take:

Course Number	Course Description/Title	Credit Hours	Dates/Times	Instructor

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**To be signed by the Graduate Director (or designee) and forwarded to the Records Specialist**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Indiana University identifies eight hours as full-time enrollment for graduate students. The SOE recommends that teachers employed full-time take no more than six hours during their school year.  
 If one desires to take more than six hours, this form must be completed and submitted to the Graduate Director. The form serves two purposes. The first is for the candidate to acknowledge the challenges the course load may pose. The second is to activate One.IU to permit the candidate to register for more than six hours.

SCHOOL OF EDUCATION GRADUATE STUDIES  
**COURSE REVALIDATION**

Coursework used in graduate degree programs must be current or it must be revalidated. Revalidation is a process whereby a candidate demonstrates up-to-date knowledge of course material that was not taken recently.

1. Coursework over six (6) years old must be revalidated. The six years is counted back from the completion of program coursework. Courses over twenty (20) years old may not be used for graduate programs.
2. The revalidation of coursework is made by an Indiana University faculty member responsible for teaching the type of course that is being revalidated. The revalidating faculty member will write a recommendation, which will be submitted for approval of the Graduate Studies Director.
  - The revalidating faculty member must be personally convinced, based upon presented evidence, that the candidate 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 of another university for course revalidation must be requested to the Graduate Studies Director.
3. To seek revalidation of a course, the candidate must submit a request by completing the Academic Petition Form (see p. 22) to the Graduate Studies Director. Additional supporting evidence pertaining to one or more of the following should also be submitted.
  - 3.1. The candidate currently teaches a comparable course.
  - 3.2. The candidate has published or presented scholarly research that demonstrates substantial knowledge of the course content and understanding of fundamental principles taught in the course.
  - 3.3. The candidate presents evidence of extensive professional experience that requires the application of material taught in the course.
  - 3.4. The candidate undertakes a review of current research in the course subject of concern and writes a paper that demonstrates serious effort to regain currency in that subject.
  - 3.5. The candidate has attended in the past six years substantial professional development events in the subject of the course and submits a one-page reflection on how the new knowledge relates to the course content to be revalidated.
4. In lieu of revalidation, a candidate may petition for courses older than six years to be counted; however, this is limited to extreme circumstances only, such as a serious illness.
5. The Graduate Studies Team has the right to limit the amount of old coursework to be included in graduate programs. In most cases, no more than three courses will be accepted. Accepting more than three courses must be petitioned. Candidate should provide rationale for petitioning said courses.
6. Revalidation must also comply with other program and bulletin guidelines.
7. This policy will apply to candidates accepted into the Elementary/Secondary Master's in Education program after 3/15/2006. Candidates accepted into the program prior to 3/15/2006 may elect to use the revalidation process, or continue to submit petitions for exception for expired coursework.

**NOTES:**