Indiana University has offered high school courses at a distance since 1925 and an accredited, vibrant diploma program since 1999.

Today, Indiana University High School serves a diverse student body comprising 2,000 learners who live throughout Indiana, the nation, and the world.

It offers a full high school curriculum to students of all ages, thereby making it possible for homeschoolers, students at public and private schools, adults, military personnel and their dependents, students with disabilities, athletes and performers, dropouts, gifted students, homebound students, students bullied in public schools—and many, many more—to receive an outstanding high school education.

We take a hard-earned pride in the courses we offer; the diploma options we’ve created; the instructors, advisors, and staff we employ; the flexibility and convenience our programs afford; the personalized feedback and services we provide; the students we serve; the opportunities and outcomes those students enjoy; and our commitment both to ourselves and to our accreditation agency, the North Central Association, to continuously improve all of the foregoing.

There is much work to be done, however, particularly in the state of Indiana, where more than 524,000 working adults (ages 18 to 64) do not hold a high school diploma or its equivalent. The social and economic impact of this simple statistic is enormous; and as Indiana University High School looks to the future, reaching out to Hoosier adults is a fundamental goal.

This booklet features some of the people and programs that support our invitation to "discover quality distance education." We hope that you will enjoy it, and that you will feel free to contact me personally with your comments and questions.

Bruce Colston, Director
Indiana University High School
bcolston@indiana.edu
Indiana University High School courses are taught by instructors who are licensed and certified, ensuring mastery of content and educational methodologies. The instructors provide individualized, written comments on students’ assignments and exams, encouraging not only comprehension, but also critical thinking and analysis. In addition, instructors are available by phone during scheduled office hours, as well as by email.

"The art of teaching is the art of assisting discovery." – Mark Van Doren
Pat Wilson is a 25-year veteran of Indiana University’s high school distance education program. She is a full-time teacher at Bloomington High School North, and also teaches at the IU School of Education.

In 2007, the National Council for the Social Studies named Wilson its Secondary Social Studies Teacher of the Year.

She currently teaches courses in United States government and history for IUHS.

In both word and action, Pat Wilson evinces enthusiasm for education and civic participation.

In addition to teaching, Wilson co-founded and sponsors the Bloomington High School North chapter of Habitat for Humanity, which began in 1996.

“Our first year with Habitat, we raised about $500 and helped build a ramp,” said Wilson. “Within two years, we were co-sponsoring a house and providing all the food and labor for it.”

Wilson says her job is to ask the right questions and provide the right information to engage her students in civil discourse. She sees herself as a facilitator of discussion and action, and views her classroom (whether physical or virtual as a roundtable).

“I want to empower students so that they see their place at the roundtable,” she explained. “I have strengths, and they have strengths. My job is to empower them and support their growth, and to learn from them as much as they learn from me. We all win.”

Adapting her methods to distance education requires Wilson to garner her creative energies.

“Teaching for Indiana University High School provides a great challenge,” she said. “I’ve had to develop different ways to operate with students, ways to communicate with people. It has improved my ability to teach and my face-to-face communications, as well.”

Though she can’t facilitate local projects for her distance students, Wilson does try to inspire them to involve themselves.

“My goal is to get them out in their communities, talking to people, asking questions, and getting involved,” said Wilson.
What do you like about teaching distance courses?
DAVID: I’m particularly pleased to be involved in an aspect of our field that will most certainly be a big part of the evolving efforts to bring education to more students in more places at more times.
Being able to provide students with the opportunity to fit their learning into their own schedules is very rewarding.

What advice would you give to students who are taking courses from IUHS?
DAVID: Read the course materials thoroughly! When we write these courses, we try hard to answer all the questions that years of experience have taught us are most important to students and their parents.

How do you overcome the lack of face-to-face interactions with your students?
SHARON: I try to personalize all my interactions, both in my writing of the courses and in my feedback to students.
Keeping detailed records of their progress and referring to their previous work in my communications help students understand that I pay attention to each individual.
I use encouraging words and highlight the positive aspects of students’ submissions to keep them motivated, even when I must point out shortcomings.

What is the best part about teaching?
SHARON: Interacting with young people who are working toward a goal and helping them meet that goal in the most painless way possible is very rewarding.
The pleasure I feel when a student succeeds is immeasurable.

Teaching distance courses intensifies those feelings, because I am helping students who may not be able to accomplish their goals in a traditional way. Distance education opens doors for them that would otherwise be closed.
IUHS courses are developed by licensed, certified teachers, evaluated by independent reviewers, and based on the approved curriculum for Indiana schools. They require an equivalent amount of work and carry the same credit as courses offered in traditional high school classrooms.

The courses use textbooks developed by recognized authors and selected to meet learning objectives. Certified teachers personally grade all assignments, while proctored, closed-book exams ensure mastery of course material.

IUHS offers more than 100 high school courses, including advanced placement courses in English, math, science, and social studies. Students wanting the challenge and experience of a college course can select from more than 60 Indiana University undergraduate courses.

"Pure mathematics is, in its way, the poetry of logical ideas." —Albert Einstein
Right from the beginning of Math 11A, students realize that the teacher who developed the course, Rebecca Alano, is enthusiastic about algebra, and very eager to make it exciting and understandable to students.

“I knew from age 10 that I wanted to be a teacher,” she said, “and when I took algebra in high school, I discovered the subject I wanted to teach.”

Alano believes that algebra not only provides a foundation for geometry, trigonometry, and calculus, but also helps students become better problem solvers.

“There are often multiple correct ways of looking at and solving problems. It’s similar to working a jigsaw puzzle: The pieces ultimately fit together to form a bigger complete picture, but there’s more than one way to arrive at the final picture. This is the approach I took in writing the course.”

What’s more, Alano selected a “very readable” textbook that shows students how the skills they acquire while studying algebra apply to science, technology, sports, careers, consumer information, and a multitude of everyday situations.

Alano also shares numerous stories about her own experience in high school to ease any math anxiety students may have. Recounting that she used to mercilessly chew pencils to relieve stress, she urges students to “get away from the problem for a few hours or even a day” so that they can return to it with a fresh perspective.

Alano’s efforts have paid off handsomely with students. One student boasted, “I learned brilliant ways of solving algebra problems!” Another stated, “Book examples are excellent resources to complete problems.” And finally, “I was able to gain a significant understanding of algebra.”

Mathematics 11A, Algebra Level I: First Semester, introduces students to the language of algebra, and teaches them how to perform operations with real numbers, solve equations and inequalities in one variable, and work with ratios, proportions, and percentages.

The course received a Meritorious Course Award from the University Continuing Education Association in 2004.

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Mathematics 11A, Algebra Level I: First Semester, introduces students to the language of algebra, and teaches them how to perform operations with real numbers, solve equations and inequalities in one variable, and work with ratios, proportions, and percentages.
Indiana University High School offers Advanced Placement courses in English, mathematics, science, and social studies. Developed and taught by highly qualified Indiana teachers to meet Indiana curriculum standards, IUHS’s AP courses are significantly less expensive than AP courses offered by providers outside of Indiana. What’s more, students can take them on the schedule that best suits their needs.

Students needing to prepare for the College Board’s annual Advanced Placement examination can register for Indiana University High School’s online Advanced Placement courses in language and composition, U.S. history, chemistry, and calculus. Students who score the requisite grades on the national examination earn credit that universities across the country will accept.

“Although students planning to take the College Board exams are not required to take an AP course beforehand, preparation can help students score more highly and therefore save tuition dollars,” said IUHS director Bruce Colston.

Students agree. “My AP calculus courses,” said one, “helped me advance in my math education and prepared me for the AP test for possible college credit.”

“Some students,” Colston continued, “don’t even plan to take the AP exams. They simply want the extra academic challenge.” One student commented, “Now I can find the volume of a doughnut if I ever really wanted to!”

IUHS AP courses are available in both a semester-term format and an extended-term format. The semester-term courses are recommended for students planning to take the national AP exams in May and for other students who would benefit from the structure of an accelerated-term course.

The extended-term courses are recommended for students planning to take the national AP exams in May and for other students who would benefit from the structure of an accelerated-term course.

“Although students planning to take the College Board exams are not required to take an AP course beforehand, preparation can help students score more highly and therefore save tuition dollars,” said IUHS director Bruce Colston.

Budget constraints prevent many local schools from offering AP courses,” noted Colston. “Fortunately, IUHS provides a high-quality, affordable option.”
Indiana University High School offers a high level of support services to make the distance experience as seamless and simple as possible for its students. Students can call 24 hours a day, seven days a week, and talk to a “live” person. They can reach their instructors during scheduled office hours, and, if they are in the diploma program, speak with an academic advisor or career counselor. Online students experiencing technical difficulties can get help by email, while students with disabilities can discuss their unique needs with the IUHS disabilities coordinator.

Indiana University High School also provides services to meet the needs of service members and their families. At IUHS, “support” spells “success.”

“Here is the basic rule for winning success. Let’s mark it in the mind and remember it. The rule is: Success depends on the support of other people. The only hurdle between you and what you want to be in is the support of other people.”

—David Joseph Schwartz
Providing top-notch services to IUHS students, regardless of their location, falls under the purview of Jackie Cushman, two other managers, and a 10-person staff. “We field an average of 200 calls a day,” said Cushman, “and anywhere from 30 to 75 emails that we strive to answer within 24 business hours.”

The office also processes all IUHS registrations, payments, refunds, withdrawals, transfers, extensions, exam applications and logistics, and materials requests. Yet, despite the exacting demands, callers can expect to get a “live” person if they call between 9 a.m. and 9 p.m. During regular business hours, managers are always available if students need them.

“The whole team contributes its expertise to the range of inquiries we receive,” said Cushman. The “team” includes Eileen Balliet, who is both the coordinator for disability support services and the first point of contact for IUHS students in the military.

Learner services staff members receive extensive training before they take their first phone call or email so that they can knowledgeably respond to the unique requests of IUHS’s diverse student body. Current plans call for regularly scheduled training sessions that will enhance staff members’ ability to assess students’ current situation and interests and recommend courses and programs accordingly.

“We want to make sure students get the support they need, because they are paying tuition and devoting a considerable amount of effort to bettering themselves,” said Cushman.

“We respect our students and understand where they are coming from. Our goal is to provide the best experience possible to those in search of education.”

When the Fennel family decided to take a five-month trip in 2006, its members vowed that they would find a way for 16-year-old Bridey to continue her course work while sailing the high seas off South America and the Caribbean islands.

After many dead ends, they learned about Indiana University High School, which provided the services that allowed Bridey to upload assignments to the Internet and take proctored exams during stops at various ports of call. By trip’s end, Bridey was well on her way to earning As in all three of her IUHS courses, including French, which she diligently practiced whenever the family made landfall in a French-speaking country. “Studying while sailing,” she said, “gave me the chance to explore the world outside my comfort zone.”
Ida Medlyn earned her doctorate in education after studying at the University of Michigan, Michigan State University, Northern Michigan University, the University of Rochester, and Indiana University. Her education didn’t stop with her degrees, however. “My philosophy is that we have to keep learning,” she said. “I’ve been in school every year since I was five years old.”

Medlyn admits that advising students at a distance can be challenging. “You have to focus differently,” she said. “Since you can’t see facial expressions, you have to tune your ear to their tones and inflections, to their hesitations.” She sees her role as “making sure students understand what they are getting into. I really do enjoy talking to the students and covering all their options.”

Medlyn prizes her students. She spends a lot of time getting to know them, and proudly forwards their stories to other staff members. “Many of the kids we work with are professionals involved with dance, music, and athletics. They are highly disciplined, with excellent time management skills.”

Those students who occasionally slip behind on their assignments can expect a personal postcard from Medlyn, who understands that a personal touch can make a world of difference to students who will probably never have the opportunity to meet her face to face.

“With academic advising, a lot of things pop up,” she noted. “Students aren’t sure about the different diploma options Indiana University High School offers. They struggle with managing their time. They aren’t sure which courses to take next. It’s vital that we help our students complete their course work.”

Ida Medlyn, one of Indiana University High School’s four academic advisors, is “experience” defined. A key player in Indiana University’s high school distance education program since the mid-1970s, she has also served as a counselor and teacher in the Monroe County (Indiana) Community School Corporation, a public welfare caseworker, a psychiatric social worker, and a family service caseworker.

A nationally certified counselor, Medlyn was once named Indiana Counselor of the Year. She also received a Distinguished Alumni Award from the IU School of Education.

It’s also vital, Medlyn believes, to instill students with a love and enthusiasm for learning. She exhorts students to “learn for the sake of personal growth. When you stop learning, you stop growing. Keep wondering!”
A QUALITY OUTCOME IS

IUHS students come from diverse backgrounds and select Indiana University High School for a variety of reasons.

Many graduates of the program go on to college, and have been accepted at such prestigious schools as American University in Washington, D.C., Cornell University, Harvard University, Indiana University, the Julliard School, and the University of Notre Dame.

“A person should set his goals as early as he can and devote all his energy and talent to getting there. With enough effort, he may achieve it. Or he may find something that is even more rewarding. But in the end, no matter what the outcome, he will know he has been alive.”

—Walt Disney
Indiana University High School’s graduating seniors have shown a strong edge over their peers in recent ACT and SAT tests, surpassing the national averages in all categories.

“WeUISH prides itself on providing students with a high-quality education that will enable them to continue to achieve after high school,” said Bruce Colston, director of IUHS.

“We are incredibly proud of our students and their accomplishments both during and following their time with us.”
The old saying tells us that “practice makes perfect,” and—as her accomplishments demonstrate—in violinist Anastasia Falasca’s case, the saying holds true.

Of course, practice takes time, and lots of it. When Anastasia was younger, her parents home-schooled her so that she could more easily coordinate her academics and music.

Once she reached the high school level, however, Anastasia’s parents began looking for a program whose instructors could provide greater expertise in subjects like math, and whose structure permitted the same kind of scheduling flexibility that Anastasia had always enjoyed.

“Because I was home-schooled,” she said, “we always went to conventions and looked into online courses. We had friends who had tried online learning, and my mom wanted me to be able to complete my diploma more quickly than I would at a traditional high school.”

Anastasia completed 30 IUHS courses before graduating in April 2009. Her favorite courses were in English and music theory; her favorite instructor was Daniel Bopp. “I think I had him every single year for English,” said Anastasia. “He just seemed like he’s really interested in teaching, and I liked the way he graded and the comments he left on my papers.”

Anastasia appreciated the challenge of studying independently. “I think it’s really important to be able to work on your own, and to know that you’re not going to be led through the whole thing.”

All in all, Anastasia believes, IUHS helped prepare her for Indiana University. “IUHS got me familiar with the school, and got me thinking about college. Go IUHS!”

Anastasia Falasca, 17, has been mastering the violin since she was six. Her hard work paid off in 2009, when—as a senior at Indiana University High School—she competed for, and won, a scholarship from youngARTS, a program of the National Foundation for Advancement in the Arts.

Today, Anastasia is a student in the prestigious Jacobs School of Music at Indiana University.
When people ask Zach Meunier for his impressions of Indiana University High School, he cites the discipline he acquired and the flexibility IUHS afforded.

“People tend to get out of their education what they put in to it,” Zach said. “I had to do my IUHS readings and assignments without a teacher looking over my shoulder. If I did not complete the lessons, I couldn’t move on.”

The discipline required to succeed as a distance student is serving Zach well in college. “Because of IUHS—where there was no teacher demanding my work, and a lot of personal freedom—the transition to being responsible for getting my work done at American University has been seamless.”

The flexibility Zach enjoyed at IUHS allowed him to chair his church youth group, volunteer at the Monroe County (Indiana) Public Library, and work more than 225 hours for Congressman Baron Hill’s campaign. “My schedule allowed me to intern in Congressman Hill’s district office in 2007 and work on his re-election campaign in 2008,” explained Zach. “Because of the flexibility of IUHS, I was able to take two months away from school and work in Minnesota and Ohio for Senator Hillary Clinton’s presidential campaign. It was an incredible experience that I will never forget; and it would not have happened if I was not a student at IUHS.”

During his first two years at American University, Zach continued to intern in Congressman Hill’s office. The position gave him the rare opportunity to sit in the gallery during President Barack Obama’s first State of the Union address, and to go bowling with other congressional aides at the White House.

When his position with Hayhurst ends, Zach will return to American University. He hopes to pursue a career in politics. It also led to Zach’s current appointment as field director for Tom Hayhurst, the opponent to Representative Mark Souder in the 2010 race for Indiana’s third-district congressional seat.

OUTCOME

Zach Meunier, 20, came to Indiana University High School while his father was finishing his doctoral training in the Indiana University Kelley School of Business. He enjoyed the flexibility and opportunities his IUHS education afforded him to pursue his passion for politics. Today, Zach is a junior at American University in Washington, D.C., and a strategist for the democratic candidate in Indiana’s third-district congressional race.

A QUALITY
A QUALITY FACULTY AND STAFF

The faculty and staff profiled in this booklet represent only a few of the talented people who make Indiana University High School what it is. Below is a complete list. All faculty are licensed in the state of Indiana and are certified in their subject areas. Advisors are licensed in Indiana. Staff members bring years of experience to their positions.

Faculty

Helen Bastin, M.S.
Angela Barzinas, B.A.
Janis Barzins, M.B., M.A., M.B.A.
Dan Bopp, M.S., J.D.
Ann Marie Ciria, B.S.
Rebecca Elkins, B.S.
Thomas Frey, M.S.
Nancy Grabner, B.S.
Richard Harter, M.S.
Gloria Hager, M.S.
Helen Hollingsworth, M.S.
Kristen Johnson, B.S.
Mildred Lewis, M.S.

Dennis Massengill, M.S.
Cheryl Maxwell, B.A.
Susan McGlisson, M. Ed.
Ida Medlyn, Ed.D.
Brenda Nolan, M.S.
Edeyvna Nolan, M.S.
Amy Nemi, B.A.
Joan Novak, M.S.
Sharon O’Bryan, Ed.D.
Mary Carol Paul, M.Ed.
Jennifer Perry, B.A.
Steven Philbeck, M.A.

Julie Presley, M.Ed.
Keith Roney, M.S.
Edward Row, M.A.
David Schuth, B.S.
George Smith, M.S.
Stephen Sobiech, B.A.
Lola Sparks, M.S.
Teresa Teaster, B.S.
David Walsh, M.S.
Sharon Walsh, M.S.
Patricia Wilson, M.A.
Anthony Young, B.A.

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Director

Mike Walsh, Ed.S.
Associate Director

Roxanne Sager
Recorder

Krista Richardson, A,A,D.S.
Administrative Support

Susan Colston, M.S.
Ida Medlyn, Ed.D.
Steve Ritter, M.S.
Fran Shields, M.S.
Liz Wampler, Ed.D.

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