

Indiana University
School of Education

Department of Curriculum & Instruction



Doctoral Program

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Revised August, 2008

Preface

This guide to doctoral studies in the Department of Curriculum and Instruction is designed to provide an overview of information about departmental offerings and requirements. Those of you who are considering doing graduate work at Indiana University's School of Education will find this booklet helpful in explaining the opportunities we provide. Those who enter the department will find this a useful reference for planning your personal course of study.

The Department of Curriculum and Instruction offers a doctoral program in Curriculum and Instruction with areas of specialization in: **art education, curriculum studies (includes: early childhood, elementary, secondary, social studies and multicultural education), mathematics education, science and environmental education, and special education.** These programs provide students with a broad understanding of curriculum and instruction and still permit them to specialize in a specific field. This guide describes the 90 credit Ph.D. program in Curriculum and Instruction. (This program may include up to 30 transfer credits.) A supplement, which describes the 60 credit post masters Ed.D. program is available on request.

In today's job market, the flexibility of the doctoral programs serves our graduates well, for it enables them to move in either of two equally desirable directions. They may apply for positions in general curriculum studies and leadership, teacher education (K-12), general elementary or secondary education, or in art, math, science, social studies or special education, depending on their area of specialization.

In our programs all participants receive a strong grounding in research and inquiry. Here they may specialize in quantitative methods, qualitative or naturalistic methods, or historical, philosophical and theoretical methods of inquiry. They may also choose to develop breadth in research methodology by taking courses in several areas.

Finally, students may choose one or more minor fields to complement their choice of a major. These choices include areas within education, the liberal arts, the social and psychological sciences, and other units in the University.

If you have questions after reading this guide, please feel free to contact me or the faculty coordinator in any of the areas of specialization listed on page one. Additional information is also available on our home page: <http://education.indiana.edu/~edci/>. We look forward to meeting you and helping you to achieve your professional goals.

Cary Buzzelli, Chair
Curriculum and Instruction

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Doctoral Program Structure and Organization

There are requirements that are characteristic of all doctoral programs in the School of Education, requirements that are characteristic of all doctoral programs in the Department of Curriculum and Instruction, and requirements that are characteristic of the specialization itself. Each student is urged to study carefully the requirements and procedures described for the Ed.D. and Ph.D. degrees in the *School of Education Graduate Program Bulletin* and *Graduate School Bulletin*. In addition, each student should become familiar with the requirements and procedures which relate specifically to the Department of Curriculum and Instruction, and his/her area of specialization.

General Inquiries

Cary Buzzelli, Chair, Department of Curriculum and Instruction, Wright Education 3204, (812) 856-8184, E-mail: cbuzzell@indiana.edu.

Inquiries about Specialization Areas

Art Education: Elizabeth (Beau) Vallance, Wright Education 3216, (812) 856-8114, E-mail: evallanc@indiana.edu.

Curriculum Studies: (includes Early Childhood, Elementary, Secondary & Multicultural Education) David Flinders, Wright Education 3131, (812) 856-8189, E-mail: dflinder@indiana.edu.

Mathematics Education: Diana Lambdin, Wright Education 3058, (812) 856-8149, E-mail: lambdin@indiana.edu.

Science & Environmental Education: Robert Sherwood, Wright Education 2072, (812) 856-8140, E-mail: rdsherwo@indiana.edu.

Special Education: Gretchen Butera, Wright Education 3211, (812) 856-8153, E-mail: gbutera@indiana.edu.

Teacher Education (minor only): Tom Brush, Wright Education 1060, (812) 856-8458, E-mail: tbrush@indiana.edu.

The application process for admission to advanced graduate study is entirely online. Applicants can access the online application and other necessary information on the following website:

<http://www.gradapp.indiana.edu>

Program Overview

The Doctoral Program in **Curriculum and Instruction (C & I)** consists of a minimum of 90 credit hours of graduate study distributed as follows:

• Curriculum and Instruction Major	36 credit hours minimum
<i>Group I:</i> Area of Specialization	*24 credit hours
<i>Group II:</i> Departmental Seminar Requirements	6 credit hours
<i>Group III:</i> Linkage Courses	6 credit hours
• Minor	12 credit hours minimum
• Inquiry Core	
Special Education	15 credit hours
All other areas	9 credit hours
• Electives	9-18 credit hours
• Dissertation	** 15 credit hours minimum
90 credit hours minimum	

*Doctoral students in **Special Education** must complete 3 internship requirements and ten professional tasks prior to graduation.

**Includes 3 hours of dissertation proposal preparation.

Group I: Area of Specialization (24 credit hours)

The area of specialization must have a clearly identifiable focus in some aspect of curriculum and instruction such as in the teaching of a content area, curriculum studies (which includes elementary education, early childhood and secondary education), or special education. Courses in Group I should be graduate level seminars (or equivalent), and may include courses offered outside of the departmental program area. All course work included in Group I must be approved by the student's Doctoral Advisory Committee.

Group II: Departmental Seminar Requirements (6 credit hours)

Courses that meet this requirement are advanced seminars (600-700 level) offered in the department of Curriculum and Instruction. These seminars do not have to be within the student's area of specialization except for K780, which is required of all students majoring in Special Education (a total of 6 credit hours of K780 are required).

Group III: Linkage Courses (6 credit hours)

J605 Independent Research Experience in C&I (3 credits) Pre-dissertation research experience can be met by working with a faculty member, participating in a faculty member's research, or in conjunction with taking a course that has a strong research component built into it (e.g., J638, J650, and Q690). All pre-dissertation research projects must be approved by the program committee.

J705 Seminar: Inquiry in Curriculum and Instruction (3 credits)

K590 (For Special Education) Independent Study in Special Education (3 credits)
This course is taken as independent research prior to admission to candidacy and consists of directed research under the supervision of a member of the program faculty.

Minor

(Minimum 12 credit hours)

The minor is developed in consultation with the Doctoral Program Advisory Committee and may be either inside or outside the School of Education. The minor area must demonstrate wholeness within itself, must relate to the candidate's major field of specialization, and should make a contribution to the professional development of the candidate. Only one minor area is required but two are possible by using elective hours for the second minor. Combination minors must be approved by the Associate Dean of Graduate Studies for the School of Education (Ed.D.) or the Dean of the Graduate School (Ph.D.) before course work is begun. Minors may focus on any academic area outside of the major. The minor in Teacher Education, described below, is one option you may wish to consider.

Teacher Education Minor

(Minimum 13 credit hours)

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

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

Inquiry Core

(Minimum 9 credit hours)

All students are required to complete one introductory course: Y520, or an approved substitute. In addition students must take a minimum of six hours (twelve for Special Education) selected from any category in Group 2 to provide a foundation for their dissertation inquiry.

1. Introductory course (3 credit hours)
 - a. Y520 Strategies for Educational Inquiry
 - b. approved substitute

2. Foundations in inquiry (6-12 credit hours)
 - a. **Statistical Techniques:**
 - Y501 Statistical Method Applied to Education
 - *Y502 Intermediate Statistics Applied to Education
 - Y603 Statistical Design in Educational Research
 - Y604 Multivariate Analysis in Educational Research

 - b. **Qualitative Inquiry Approaches:**
 - E404 Field Methods of Ethnography (Anthropology)
 - E606 Research Methods in Cultural Anthropology (Anthropology)
 - S659 Qualitative Methods in Sociology (Sociology)
 - Y611 Qualitative Inquiry in Education (Education)

 - c. **Measurement, Evaluation, and Design:**
 - P527 Educational Measurement
 - P617 Psychometric Theory
 - J660 Evaluation of School Programs
 - Y535 Evaluation Models and Techniques
 - Y635 Methodology of Educational Evaluation
 - Y735 Practicum in Educational Evaluation

 - d. **Historical, Philosophical and Theoretical Inquiry:**
 - H510 Methodology of Educational Inquiry
 - H601 Historical Inquiry in Education
 - H610 Methodology of Educational Theory Construction

* Y502 is required for majors in special education

Electives

(Minimum 9 credit hours)

This electives requirement serves to add breadth to programs and to ensure exposure to educational foundations. Students, working closely with their advisors, will identify a minimum of 9 credit hours **outside their major and minor** that will meet this requirement. Additional hours of electives can be used, if desired, to expand the student's major or minor program areas. Graduate courses from the School of Education, College of Arts and Sciences, and other schools of the university should be considered in choosing electives. Broad fields of study are listed below to assist students in selecting course work for this requirement.

Educational Psychology	Law
Comparative, History, Philosophy, and Sociology of Education	Linguistics
Educational Administration	Philosophy
Anthropology	Psychology
Folklore	Sociology
Geography	SPEA
Higher Education	Business
Health, Physical Education, and Recreation	Journalism

Dissertation

(Minimum 15 credit hours)

All Curriculum and Instruction majors are required to register 3 for credits for dissertation proposal preparation (J795 or K795, Special Education) and 12 credit hours for dissertation implementation (J799 or K799 for Special Education.)

An announcement of the final defense examination must be submitted by all candidates one month prior to the examination. All doctoral students must deliver a copy of the announcement to the Education Graduate Studies Office. Ph.D. students must also deliver a copy of the announcement to the University Graduate School. See "Guide to the Preparation of Theses and Dissertations" for specifications for the final defense announcement.

Residency

During residency students are expected to participate in regular and special events of the department and their specialization areas. In addition, all students should have an opportunity to be involved in continuing research and development with faculty in the Department.

School Administrator Certificates

Requirements for the Elementary School Administrator Provisional Certificate, the Secondary School Administrator Provisional Certificate, General Supervisor and Curriculum Specialist, or other certificates may be met by selecting appropriate courses required for the certification, but a student may have to take more than the minimum hours to do so. Inclusion of such courses in the doctoral program is subject to the approval of the student's doctoral advisory committee. Interested students should contact the chair of the Department of Educational Leadership and Policy Studies, at (812) 856-8360.

Policy on Admissions

Doctoral applications are reviewed by a committee of faculty in the student's program area, the Chair of the Department of Curriculum & Instruction and the Admissions Committee of the School of Education. The admissions committee and the department chair consider the following. Some program areas have additional requirements or higher standards.

1. Graduate Record Examination (GRE) score: In the new format, a combined score of 1100 in the verbal and quantitative sections as well as a score of 4 or better in the analytical writing section. In the old format, a combined verbal, quantitative and analytic score of approximately 1500 for the three areas.
2. Graduate grade point average approximately 3.5 or above.
3. Appropriate undergraduate and graduate prerequisite course work.
4. A minimum of two years teaching experience.
5. Career goals that are in keeping with the program and area of specialization selected.
6. A sample of professional writing of the candidate shall be submitted for review by members of the program faculty. Additional writing may be requested at the interview.
7. An interview with two or more faculty members from the area in which the candidate wishes to major. In addition to soliciting personal and background information, the interview may also include questions that would require evidence of ability to engage in problem solving, demonstrate ability to reason, or other related skills. Occasionally interviews may be conducted by phone.
8. Personal recommendations from university instructors and from previous employers.
9. Students whose native language is not English need a TOFEL score of 213 or higher.

Scholarships, Fellowships, Assistantships and Financial Aid

Scholarships, fellowships, assistantships, loans and work-study arrangements are available to most domestic students who need financial support. Financial assistance is usually not possible for international students. Generally, applications cannot be made for financial support until after a student has been admitted. If financial aid is an important consideration, applicants are encouraged to apply early in the Fall for matriculation the following year. Many students miss opportunities for financial aid because they apply too late in the year. Information on financial assistance may be obtained from the Office Graduate Studies, Wright Education 4070, (812) 856-8504; or the Office of Scholarships and Financial Aids, Franklin Hall, 208, (812) 855-0321.

Policy on Advisory Committees

Within the first year after admission to a doctoral program, the student in consultation with the chair of the department and the coordinator of the program area shall nominate an advisor and a doctoral advisory committee, subject to the willingness of each member of the committee to serve and approval by the Director of Graduate Studies. The committee is composed of at least two members from the major field and one member from each minor area. Thus, all advisory committees must have a minimum of three members. This committee will guide the student in establishing his/her program (Program Outline for Ed.D. or Ph.D.) and supervise and certify all qualifying examination procedures until the student is admitted to candidacy.

Policy on Doctoral Qualifying Examinations

Purpose of Examination

Doctoral qualifying examinations in the Department of Curriculum and Instruction serve two programmatic functions: They help the department evaluate its degree candidates and they aid in the assessment of the course work necessary to produce a highly competent graduate. Specifically the purposes are:

1. To require the student to demonstrate his/her ability to analyze and synthesize various learning experiences gained through course work and individual study. This task is expected to result in:
 - a. stimulation and motivation for increased learning, and
 - b. a forum for the student to demonstrate his/her ability on a professional level.
2. To provide an opportunity for assessment of student's proficiency leading to:
 - a. admission to candidacy (and beginning of dissertation), or
 - b. prescription of a program designed to remedy weaknesses, or
 - c. elimination from the program.

Qualifying Procedures

The qualifying process enables the student to demonstrate competence in all the areas of his/her specialization. It consists of both written and oral components which vary depending on the student's area of specialization. All must complete the Qualifying Examination Proposal form which is available in the Department of Curriculum and Instruction Office, Room 3140.

Curriculum and Instruction Majors

Alternative avenues for qualification, exclusive of work taken for credit, are available for selected major areas and a specific procedure is selected in consultation with the doctoral advisory committee. Some of these alternatives are:

1. Written comprehensive examinations followed by an oral examination. Questions are usually tailored to those taking the exam for that time period and choices of questions may be given.
2. The preparation and presentation of a major paper or papers in which the candidate writes cogently about a significant topic in his/her major area, and an oral examination.

3. A combination of examinations, papers, projects, and oral presentations deemed appropriate by the doctoral advisory committee and an oral examination.

Whatever process is selected for the qualification procedure, it must provide opportunity for the individual to demonstrate competency in the following

- a. A working knowledge of the field, including its research, its prominent individuals and their contributions, and its issues and trends.
 - b. An ability to synthesize knowledge and demonstrate skills associated with the field.
 - c. An ability to write stylistically and intellectually at a level of sophistication commensurate with the dissertation.
 - d. An ability to function effectively in face-to-face dialogue.
 - e. An ability to create a viable solution to problems in the field.
4. A **Doctoral Portfolio** that contains the products (research reports, journal reviews, lectures, etc.) which a student has developed by fulfilling required program tasks. (This is required for special education majors.)
 5. For special education, each student presents his/her portfolio to the faculty at an annual review.

Minor Area(s)

Qualification in the minor area(s) completed outside of the School of Education will be specified by the representative of the minor area in accordance with the requirements of the program area or department of the minor area. Written examinations are required for minors in the School of Education.

Policy on Doctoral Research Committee

After admission to candidacy the candidate, in consultation with the Chair of the Department and the Coordinator of the Program Area, nominates a doctoral research committee. The research committee has the responsibility of guiding the candidate through the thesis proposal, dissertation, final examination, and recommending the candidate for the degree. The research committee must have at least four members, one of whom serves as director of the dissertation. More specific requirements for composition of research committees and qualifications of research committee members are found in School of Education and Graduate School bulletins

Office of Graduate Studies

The Office of Graduate Studies in the School of Education has prepared a general set of Guidelines and samples for use in the doctoral program entitled "Doctoral Program in the School of Education." A Guide to the preparation of Theses and Dissertations" prepared by the Research and university Graduate School is also available. Both documents are available to entering doctoral students and may be obtained from the Associate Dean of Graduate Studies, 4070 Wright Education, Indiana University, Bloomington, IN 47405.

Doctoral Program Checklist

___ 1. **Admission to Program.**

___ 2. **Advising.**

Specific information about program requirements may be obtained from the following sources:

- a. School of Education Graduate Bulletin and University Graduate School Bulletin
- b. Departmental handbook or program requirements worksheet
- c. Assigned advisor, Program head, or Department chair (see page 3 of Bulletin)
- d. Program of Studies outline form available at the Office of Graduate Studies or online at <http://www.indiana.edu/~educate/pos.html>

___ 3. **Select Program Advisory Committee.** (3 members required)

The advisory committee chair and one other faculty member must be from the major. One member must be from the minor. For Ph.D. students, the chair must be a Graduate School faculty member.

___ 4. **Complete Appointment of Advisory Committee and Program of Studies (FORM)**

This form is available in the School of Education Office of Graduate Studies and also online at <http://www.indiana.edu/~educate/pos.html>. It must be reviewed and signed by the advisory committee and the department chair, and submitted to the SoE Office of Graduate Studies for approval within *one year of matriculation*.

___ 5. **Transfer or Revalidate Credits (FORM)**

**Not all doctoral students will need to transfer or revalidate courses.*

- **Transfer Credits:** Some graduate coursework completed at other universities may be transferred into degree and licensure programs. All coursework transferred must be from an accredited college or university and no transfer credit will be given for courses with a grade lower than a B. Transferred courses must be relevant to the student's program of studies and must be approved by a program advisor and the associate dean for graduate studies. A course description or syllabus may be required to transfer a course.

- **Course Revalidation:** Graduate-level coursework over seven years old must be revalidated (counting back from the date of passing the oral qualifying examination).

___ 6. **Maintain Active Student Status**

- **During Program of Studies:** Students who do not enroll in classes for a period of two years must apply for re-admission to the program. They must meet current admission criteria, and if re-admitted, must fulfill current program requirements.
- **During Candidacy:** During the dissertation portion of the program (after the student has passed the oral qualifying examination), students must enroll in at least 1 credit hour per semester of 799 or G901 in order to maintain active student status. Students *DO NOT* need to register for this dissertation credit during the summers *UNLESS* the student plans to graduate or defend the dissertation in the summer. Students who fail to register each semester must back-enroll for all semesters missed in order to graduate. There is a charge of \$250 per semester (plus tuition) for back-enrollment.
- **Note:** If a student lives more than 25 miles from the Indiana University campus, mandatory fees can be waived.

___ **7. Complete Residency Requirement**

For Ph.D. and Ed.D. students, two consecutive semesters in a single academic year (exclusive of summer session) must be spent in residence on the Bloomington or Indianapolis campus. Ed.D. students who are working full time may fulfill residency requirements with three consecutive 6 credit hour terms (Summer Session I and Summer Session II are not counted as separate terms). Dissertation credit hours (799 or G901) MAY NOT be used to fulfill residency requirements.

___ **8. Early Inquiry Experience (FORM)**

Students are required to complete an early inquiry-experience before being admitted to candidacy. Early inquiry experiences may include the following: literature reviews, position papers, curriculum development projects, program evaluation studies, measurement institution construction studies, needs assessments, library research studies, and data-based research. Individual departments are responsible for determining what types of research count for the early inquiry project. ***An early inquiry form must be completed before a student can be admitted to candidacy.***

___ **9. Written Qualifying Examinations**

These are taken at the end of course work. An examination in the major is required. A minor examination is required if the minor field of study is in the School of Education. The examinations are given October, February, and August. For minors outside of Education, an examination may or may not be required. An application to take the examinations, available in the SoE Office of Graduate Studies, must be submitted one month prior to the examination date.

___ **10. Oral Qualifying Examination**

The oral qualifying examination is held after all required written examinations are successfully completed.

___ **11. Nomination to Candidacy (FORM)**

A Nomination to Candidacy form is submitted when the oral examination is passed, and the student is judged to have met all criteria for candidacy. ***The date of passing the oral examination is a critical date. Courses taken 7 or more years prior to this date must be revalidated, and the seven years allowed for dissertation work are counted forward from this date.*** Admission to candidacy is awarded after the student has been nominated to candidacy and after all required course work has been completed (except 795, 799, and G901). All incompletes must be completed and old course work requiring revalidation must be revalidated before a person is admitted to candidacy.

___ **12a. Nomination of Research Committee (FORM)**

- **Ph.D. Students:** The Ph.D. Research Committee has 4 members: 2 from major area, 1 from minor, 1 who has expertise in your field. All members must be from the University Graduate School. The chair and director must be full members of the Graduate School faculty.
- **Ed.D. Students:** Ed.D. Research Committees must have 3 members: 2 from major area (one of which must be a tenure-line faculty member from the core campus), and 1 not from the major field of study. The Chair must be an associate or full professor from the major area. The director must be a full or associate member of the University Graduate School faculty.

___ **12b. Prospectus/Summary (DOCUMENT)**

A 1-2 page dissertation prospectus/summary must be submitted with the Nomination of Research Committee Form. This prospectus/summary should include a clear statement of the questions to be addressed in the study, an outline of the design of the study, the research methods to be used, and a discussion of the contribution of the study to theory and/or practice.

___ **13. Dissertation Proposal Approval (FORM)**

A complete dissertation proposal (usually equivalent to the first three dissertation chapters: purpose/rationale, literature review, method) must be submitted to the committee, and approved in a committee meeting. A copy of the complete proposal and the signed Dissertation Proposal Approval Form must be submitted to the SoE Office of Graduate Studies.

___ **14. Human Subjects Approval (FORM)**

For research using human subjects, all students at IUB should contact the Human Subjects Compliance Specialist in the School of Education at edrsch@indiana.edu or 812-856-8009, who will assist School of Education students in obtaining the appropriate application forms, submitting applications to the Human Subjects Committee, and making any revisions to the application as needed. Students at IUPUI should contact the Office of Research Risk Administration at 317-274-8289 in Indianapolis. Please contact the Human Subjects Compliance Specialist *before* beginning the process of applying for Human Subjects Approval. ***All research using human subjects MUST receive approval from the Campus Committee for the Protection of Human Subjects BEFORE the data collection begins.***

___ **15. Carry out Dissertation Study/Write Dissertation Manuscript**

For information about the format of the dissertation manuscript, see the Education Graduate Bulletin and *A Guide to the Preparation of Dissertations*, available in the Office of Graduate Studies, or online at <http://www.indiana.edu/~educate/stepbystep.html>

___ **16. Application for Graduation**

- **Ph.D. students:** The Ph.D. degree is conferred by the University Graduate School, Kirkwood Hall, Room 111. Submission of the completed dissertation and abstract to the University Graduate School as described under Submission of the Dissertation constitutes an application for conferral of the Ph.D. degree. The dissertation in its final form and the abstract must be submitted to the University Graduate School **at least 30 days** before the expected date of degree conferral. Students who intend to participate in the Commencement must fill out a graduation application form which is available at the University Graduate School and at the SoE Office of Graduate Studies.
- **Ed.D. students:** The Ed.D. degree is conferred by the School of Education. Students must apply online for graduation **at least 3 months** prior to the degree conferral date. The Application for Graduation form is online at <http://www.indiana.edu/~educate/graduation.html>

___ **17. Announcement of Dissertation Defense. (FORM)**

****This form must be submitted 30 days prior to the date of the defense.***

The announcement should be on one page and must contain the following:

1. the date,
2. the time,
3. and the place of the oral defense,

4. the title of the dissertation,
5. the name of the author,
6. the department or program area,
7. the summary of the study (100-300 words in length with the statement of the program, research procedures, findings, and conclusions),
8. an invitation for all faculty to attend,
9. and the signature of the research committee chair.

For more information, see the “Guide to the Preparation of Theses and Dissertations” at: www.indiana.edu/~educate/stepbystep.html

- **Ph.D. students:** A copy of the signed announcement must be submitted to both the SoE Office of Graduate Studies and the University Graduate School.
- **Ed.D. students:** A copy of the signed announcement must be submitted to the SoE Office of Graduate Studies.

___ 18. Dissertation Defense (FORM)

An oral defense meeting, open to the public, is required. ***The defense cannot be scheduled less than six months subsequent to the date of research committee approval.*** Committee members must receive a copy of the dissertation manuscript ***two weeks prior*** to the final oral defense. ***The committee will provide and complete this form at the time of the dissertation defense.***

___ 19. Submit Dissertation

- **Ph.D. students:** All Ph.D. dissertations must be submitted to the University Graduate School.
- **Ed.D. students:** All Ed.D. dissertations must be submitted to the SoE Office of Graduate Studies. One bound copy and one unbound copy are required.

Dissertation Time Limits

1. The oral qualifying examination must be passed a minimum of 8 months before the oral dissertation defense.
 2. Course work will be counted back 7 years from the oral qualifying examination. Any coursework 7 years prior to this date must be revalidated.
 3. The research committee must be appointed a minimum of 6 months before the oral dissertation defense.
 4. The complete dissertation must be submitted within 7 years of the date of passing the oral qualifying examination.
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For a more detailed listing of doctoral program requirements, see the Education Graduate Bulletin or the Office of Graduate Studies website at: <http://www.indiana.edu/~educate/currst.html>

Curriculum and Instruction Faculty (Bloomington Campus)

Valarie Akerson: Associate Professor, Ph.D. Oregon State University, 1997. *Science Education*. Wright Education 3072, Bloomington, IN 47405. ☎ 812.856-8140, vakerson@indiana.edu

Jeff Anderson: Associate Professor of Education, Ph.D., University of South Florida, 1998. *Special Education*. Wright Education 3232, Bloomington, IN 47405. ☎ 812.856-8155, jander2@indiana.edu.

Keith Barton: Professor of Education, Ph.D., University of Kentucky, 1994. *Social Studies Education*. Wright Education 3234, Bloomington, IN 47405. ☎ 812.856-8058, kcbarton@indiana.edu

Marilynne Boyle-Baise: Professor of Education, Ph.D., University of Wisconsin at Madison, 1982 *Curriculum Studies (Social Studies, Elementary Education, & Teacher Education)* Wright Education 3210, Bloomington, IN 47405. ☎ 812.856-8191, boylebai@indiana.edu.

Catherine Brown: Professor of Education, Ed.D., University of Georgia, 1985. *Mathematics Education*. Wright Building 3272, Bloomington, IN 47405. ☎ 812.856-8126, cathbrow@indiana.edu.

Gayle Buck: Associate Professor of Education, Ed.D., Kent State University, 1998. *Science Education*. Wright Building 3068, Bloomington, IN 47405. ☎ 812.856-8171, gabuck@indiana.edu.

Gretchen Butera: Associate Professor of Education, Ph.D., University of California at Santa Barbara, 1992. *Special Education*. Wright Education 3212, Bloomington, IN 47405. ☎ 812.856-8153, gbutera@indiana.edu.

Cary Buzzelli: Professor of Education, Ph.D., Georgia State University, 1985. *Curriculum Studies (Early Childhood Education)* Wright Education 3264, Bloomington, IN 47405. ☎ 812.856-8184, cbuzzell@indiana.edu.

Richard Caulfield: Visiting Lecturer, *Math Education*. Wright Education 3278, Bloomington, IN 47405. ☎ 812-856-8774, raulfie@indiana.edu.

Judith Chafel: Professor of Education, Ph.D., University of Illinois, 1979. *Curriculum Studies (Early Childhood Education)* Wright Education 3214, Bloomington, IN 47405. ☎ 812.856-8136, chafel@indiana.edu.

Carrie Chapman: Clinical Assistant Professor, Ph.D., Indiana University, 2002. Wright Education 3276, Bloomington, IN 47405. ☎ 812.856-6187, cechapma@indiana.edu.

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