IU Bloomington School of Education
Doctoral Programs Key Touchstone Policies

Doctoral study in the School of Education shall:

- Be inquiry based, and "there shall be an inquiry skills & techniques component in all School of Education doctoral programs", (Policy Council Document 78.10 re-issued July 24 1987, page 1, para 2; page 10, para 1, item 1)

- Have "some pattern of common requirements ... in order to ensure quality in the program", assuming that "Schools of education are not by definition merely a confederation of independent departments." (page 8, para 2 &. 1)

- Be linkages "planned so as to create a bridge between the inquiry skills and techniques component and the substantive problems of concern to the major field component. It is the responsibility of the major field faculty to insure that the inquiry skills and techniques component is both meaningful and relevant to the present and emerging needs of the major." (page 10, para 2, item 4)

- "Relate the skills & techniques of educational inquiry to at least some selected fields of substantive perspectives, and preferably to an expanding range of such fields of interpretive concepts and methodologies." This is necessary "if it is to produce an inquiry-oriented professional." (page 12, para 2)

- Sequence courses and experiences in the major "in a manner which will involve students in successively more complex and integrated inquiry experiences", This "shall include a variety of close working relationships with professors", which will result in "collegueship in inquiry", (page 14, item 5; page 5, item 5)

- "Involve opportunity", in the qualifying examination, "for the student to engage in an act of inquiry which synthesizes the inquiry thrust of the major program." (page 14, para 1, item 2)

- Recognize that "the dissertation represents the culmination point of the doctoral program. It involves a substantive act of personal inquiry, which is an integral rather than an independent part of the student's total program". (page 16, para 2)