**Sample List of External Referees**

**IUB School of Education**

*Two separate lists of potential external referees are required. One list of six referees is compiled by the candidate. This is labeled "Candidate's List of External Referees." A second list of six referees is compiled under the supervision of the department chair. This latter list is labeled "Department's List of External Referees." Both the candidate list and the department list should have six (6) names, for a total of twelve (12) names. It is important that email addresses are provided for each referee.*

John Smith is Professor in the College of Education at Arizona State University. His work focuses on journalistic and arts-based approaches to research on fundamental curriculum issues. He has published in The Educational Researcher, Theory into Practice, Educational Leadership, Phi Delta Kappan, Curriculum Inquiry, and Journal of Curriculum Studies. He is well known as a curriculum theorist, and is one of the nation's leaders within the particular branch of qualitative research that I practice.

(Areas of relevant expertise: Curriculum and qualitative research)

Current Address:
Arizona State University
Division of Curriculum and Instruction
College of Education
Tempe, AZ 85287
smith@asu.edu

Roberta Jones is Professor at Teachers College, Columbia University. She is widely recognized as a leading scholar in several areas, including research on curriculum implementation and the history of school supervision. Her work appears in publications such as The Journal of Curriculum Theorizing, Journal of Curriculum and Supervision, as well as the 1992 ASCD yearbook on instructional supervision. She is also a contributing author to the Handbook of Research on Curriculum.

(Areas of relevant expertise: Curriculum research and instructional supervision)

Current Address:
Campus Box 31
Teachers College
Columbia University
New York, NY 10027
rjones@columbia.edu

George Thomas is Professor in the Department of Curriculum at the Ontario Institute for Studies in Education, University of Toronto. His work is widely known in curriculum studies, educational policy, and research on teacher decision making. He is the co-author of Teachers as Curriculum Planners: Narratives of Experience, and a contributing author to the Handbook of Research on Curriculum. Thomas has also published in a variety of journals, including Educational Researcher, and is the current editor of Curriculum Inquiry.

(Areas of relevant expertise: Curriculum and qualitative research)

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