

# Curriculum Studies Doctoral Program 2009-2010

# Curriculum Studies Doctoral Program

## 2009/ 2010

### Contents:

	Page Number
Curriculum Studies Faculty.....	1
Program Guidelines for Graduate Students.....	2
Minor Qualifying Exam.....	5
Forming a Dissertation Committee.....	5
Informational Websites.....	7
Doctoral Program Checklist.....	9
Program Areas and Major Codes.....	11
Program of Studies for Ed.D. Degree Form.....	12
Program of Studies for Ed.D. & Ph.D. Degree Form.....	16
Policies Governing Graduate Programs.....	20
Early Inquiry Requirement Guidelines (J605).....	25
Qualifying Exam Procedures.....	28
Nomination to Candidacy for the Ph.D. Degree Form.....	30
Nomination of Research Committee for the Ph.D. Form.....	31
Dissertation Proposal Approval Form.....	32
Theses and Dissertations Preparation Guidelines.....	33
Seminar Offerings.....	46
Approved Inquiry Courses.....	47

For more information see: David Flinders  
Curriculum Studies Program Coordinator  
E-mail: [dflinder@indiana.edu](mailto:dflinder@indiana.edu)  
(812) 856-8189  
Education 3131

Also consult: School of Education Graduate Program Bulletin, 2005-2007

**Curriculum Studies Faculty  
2008/2009**

Barton, Keith  
Education 3234  
Phone: 856-8058  
E-Mail: kcbarton

Hossler, Carol-Anne  
Education 3250  
Phone: 856-8158  
E-mail: chossler

Boyle-Baise, Lynne  
Education 3210  
Phone: 856-8191  
E-Mail: boylebai

Kunzman, Rob  
Education 3224  
Phone: 856-8122  
E-mail: rkunzman

Buzzelli, Cary  
Education 3204  
Phone: 856-8184  
E-Mail: cbuzzell

Mason, Terry  
Education 3228  
Phone: 856-8190  
E-Mail: tmason

Chafel, Judith  
Education 3214  
Phone: 856-8136  
E-Mail: chafel

McMullen, Mary  
Education 4278  
Phone: 856-8196  
E-mail: mmcmulle

Flinders, David  
Education 3131  
Phone: 856-8189  
E-Mail: dflinder

Stachowski, Laura  
Education 1044  
Phone: 856-8579  
E-Mail: stachows

Goodman, Jesse  
Education 3208  
Phone: 856-8143  
E-Mail: goodmanj

Yazzie-Mintz, Tarajeon  
Education 3222  
Phone: 856-8134  
E-Mail: tyazziem

Art Education Curriculum Studies Faculty

Manifold, Marjorie  
Education 3226  
Phone: 856-8579  
E-Mail: mmanifol

Vallance, Beau  
Education 3216  
Phone: 856-8114  
E-Mail: evallanc

Lackey, Laura  
Education 3216  
Phone: 856-8151  
E-Mail: llackey

## **Curriculum Studies Program Guidelines for Graduate Students**

The Curriculum Studies Program (CSP) at Indiana University is based upon an inquiry-driven approach to education. Students are encouraged to explore diverse theoretical positions regarding approaches to curriculum practices, research, and theory development. In this sense, getting a doctorate in this program should be thought of as an ongoing process of discovery, a process that is mentored by a faculty advisor who shares in the development of each student's intellectual growth through ongoing discussions. No two students' programs are alike: each student's program, with the advice of a faculty Program Advisor, evolves as the student develops her/his scholarly interests.

This set of guidelines is meant to provide new CSP students with a way of thinking about the process of obtaining a doctorate. It is not a checklist of things students must do; therefore, use the information as suggestions for thinking about how you can get the most out of the program.

### **Selecting a Faculty Advisor/Mentor**

The CSP Coordinator (Jesse Goodman or Barbara Korth) will serve as your Temporary Faculty Advisor (TFA) prior to your first semester. Before you register for your first semester classes, you should meet with the CSP Coordinator. At this meeting the CSP Coordinator will help you select courses for your initial semester, and s/he will assign a CSP faculty member to serve as your TF A until you select a permanent faculty Program Advisor (see below).

The selection of a faculty member who mentors the process of obtaining a doctorate and who advises students about practical aspects such as course selection is an important part of the process of doctoral studies. The faculty Program Advisor (PA) provides students with continuity throughout the process of beginning the doctoral program, taking courses, completing exams, and writing the dissertation.

Through ongoing conversations about students' emerging interests, the TFA or PA helps students select courses and contributes to making research experiences meaningful. S/he will also advise students on ways to fulfill the departmental early inquiry and qualifying exam requirements. Program Advisors will also assist students in obtaining teaching, research, or administrative assistantships. In many cases, the PA will become the director (see below) of the student's dissertation; however, this continuity is not required.

The best way for CSP students to select a PA is to take classes from particular faculty members, participate in departmental activities (e.g., tea time, collaborate colloquiums, monthly gatherings), talk to fellow graduate students about their experiences, and read articles and conference papers written by faculty. Students are encouraged to take J602 (Introduction to Curriculum Studies) during their first fall semester in the program which will introduce them to the CSP faculty. In addition, students should feel free to make appointments with several faculty members to explore the possibility of working with them. Students should select a person with whom they share common scholarly interests and with whom they have established rapport. Selecting a PA as one's mentor does not preclude a student from seeking advice from additional faculty members who may provide diverse perspectives on the student's goals.

It is important to emphasize that students may select a new PA at any time during the process of completing the program of study. However, students are strongly encouraged to work with a PA for at least one academic year prior to completing the departmental qualifying exam requirements.

### **Designing a Program of Study**

In order to get a doctorate at Indiana University, there are credit distribution requirements mandated by the University Graduate School and by the School of Education. These requirements are listed on the Program of Study form available from the Graduate Studies Office (Education 4214) and in the Curriculum and Instruction Doctoral Program Guide that all students receive. Further; students should consult the University Graduate School Bulletin. On the Program of Study form each student maintains a record of courses taken and requirements met. A Doctoral Program Checklist is also available from Room 4214 and in this booklet. This document lists administrative forms that need to be filled out and signed and the deadlines for processing these forms.

Doctoral students have a great deal of freedom to take a variety of courses both in the School of Education and at Indiana University as a whole. The program of study students design should reflect career goals and evolving intellectual interests, as well as demonstrate the development of academic depth and breadth. CSP students are encouraged to study both widely in the field of education and related fields (e.g.: sociology, anthropology, history, philosophy, psychology) and deeply in an area within the field of curriculum studies in which they want to do scholarly research.

### **Selecting Courses**

Each semester, CSP students should meet with either their TFA or PA prior to registration, to discuss which courses to take during the coming semester. Students can prepare for this meeting by making a list of courses found in the schedule of classes that they may want to take. This list will serve as a catalyst for a discussion about students' emerging research interests and new areas of study that students would like to explore. Students should always bring their Program of Study form to these meetings, filled out both with courses currently being taken and those completed. The responsibility of the TFA or PA is to make sure that the courses and independent readings students take help to achieve intellectual depth and breadth. Remember, when selecting courses, CSP students are not confined to taking all their classes in the School of Education. Further, students might want to get advice from other graduate students and faculty about specific courses they are considering taking.

With the exception of the departmental course requirements of J605 (or an alternative research experience) and J705, CSP students can take any graduate courses that will enhance their intellectual development and are approved by their PA. However, in addition to J602 and J705, CSP students are encouraged to take at least two (2) of the following three (3) seminars: J630, J664, and/or J670, and a minimum of 18- 21 credit hours with current CSP faculty members. (CSP minors are required to take J602 and either J630 or J664.) When completed, your Program of Study must meet with the approval of the student's Program Committee (made up of the student's PA, another faculty member from CSP, and a Minor Advisor), as well as fulfill Curriculum and Instruction's departmental requirements and the School of Education's credit distribution requirements.

### **Selecting a Minor**

Many CSP students come to Indiana University with a Master's degree in a particular area which is used to satisfy the School of Education's minor requirements. CSP students should discuss their ideas for selecting a minor with their TFA or PA. A minor area may be within or outside of the School of Education. For example, CSP students have had minors in Language, Math, Art, Special Education, or Science Education; Counseling Psychology; School Administration; Educational Policy Studies; and Inquiry (Research) Methodology. Students have had minors in departments such as English, Folklore, Cultural Studies, Women's Studies, Religious Studies, Anthropology, and Physics, as well as in other professional schools (e.g., SPEA, School of Business). Once the minor area has been selected, CSP students should seek out and find a faculty member from this area to serve as the Minor Advisor and representative for his/her Program Committee (see below). Minor Advisors are selected in much the same way one selects a PA. Once chosen, this faculty member will assist the student in completing the minor course requirements.

### **Forming a Program Committee**

Students need to have three faculty members, who agree to serve on their Program Committee, two from the CSP, and one from the minor area. See the University Graduate School Bulletin for details regarding the appointment of faculty. The PA will serve as the chair of this committee. Students should meet with their PA to decide on other members for the Program Committee. Typically, students form their Program Committee prior to the completion of their third semester of course work. Students should form their Program Committee at least one full semester prior to completing their Qualifying Exam (see below).

The Program Committee is formed specifically to oversee the completion of the program of study up to the point where a student is admitted to doctoral candidacy. If the student wishes to form a new committee for the Dissertation Committee, she/he should feel free to do so.

### **Getting the Program of Study Approved**

The program of study must be approved by a Program Committee meeting at least one semester prior to fulfilling the qualifying exam requirements. Approval will depend on having filled the University and School of Education credit distribution requirements, the residency requirement, as well as having completed sufficient courses that reflect depth and breadth of learning. At this meeting, the credit hours and courses students have completed and are currently enrolled in will be reviewed both to check that requirements have been/are being met and to decide what courses and independent readings are still needed in order for the student to complete her/his program of study. A typed Program of Study form is submitted at the Program Committee meeting for final approval. The program is then given to the chairperson of the Curriculum and Instruction Department and the director of Graduate Studies in the School of Education for approval.

### **Minor Qualifying Exams**

1) A *Four (4) Hour, Closed Book Exam*- The student should contact his/her CSP Minor Advisor who will develop the questions for this exam, determine the day and time of it, and arrange for a private, secure, and monitored location.

2) A *Take Home Exam* - The CSP Minor Advisor will develop the questions after consulting with his/her student. Once the exam is generated, the student will have one week in which to write his/her answers. The qualifying exam will be graded by the student's Minor Advisor. In many cases, the Minor Advisor will also have another CSP faculty member independently read and grade the student's exam.

### **Forming a Dissertation Committee**

The Dissertation Committee is responsible for guiding the research activities and approving the dissertation proposal, the written dissertation, and the oral defense. The committee should consist of faculty members whose research interests intersect with the student's and whose advice on research and writing will contribute to making the dissertation scholarly. The committee is made up of a director, a chair, and additional committee members. A minimum of two members must be from the Curriculum Studies Program faculty. Ph.D. committees must have a minimum of four (4) faculty members and Ed.D. committees must have a minimum of three (3) faculty members.

The director is the primary advisor during the student's completion of her /his dissertation. The director's interests in both the student and the content of the research are most crucial, as the student will work closely with the director on drafts of dissertation proposals and chapters. The student's PA is often the person who directs the dissertation; however, this is not required. The director of a student's dissertation may be in any department at Indiana University. The dissertation director should be consulted prior to selecting the other members of the Dissertation Committee.

The chair of the Dissertation Committee is responsible for helping students get through the administrative aspects of the dissertation process. The chair must be a member of the Curriculum Studies Program. For many students, the chair of the Dissertation Committee often serves as the dissertation director.

Committee members act as dissertation advisors in the sense that they provide resources from their knowledge and research that will enhance and strengthen the dissertation. A representative from the student's minor area must be on the committee unless the student provides a sound rationale in writing (using a form provided by the School of Education, Room 4214, to the chairperson of the Dissertation Committee and director of Graduate Studies in the School of Education for selecting a substitute to be on his/her Dissertation Committee. Further, students often ask faculty who have expertise in the research methodology that is being used in the dissertation to serve on the committee.

All members of Ph.D. research committees must be members of the University Graduate School faculty. The committee chair and the dissertation director must be full members of the University Graduate School faculty. If an associate or affiliate member of the University Graduate School faculty has special expertise in the area of the student's research, the research

committee chair and the associate dean for the graduate studies may petition the University Graduate School to allow the associate or affiliate faculty member to direct the student's dissertation.



# **Informational Website Designed for Students and Faculty of Curriculum & Instruction**

**Location:**

**<http://education.indiana.edu/~spced/bobbieswebpage.html>**

- ◆ **Answers frequently asked questions that C&I graduate students and employees have, such as: pay checks, phone system, computers, etc.**
- ◆ **Designed to provide information and access to resources for associate instructors, adjunct faculty and graduate students in Curriculum and Instruction.**
- ◆ **Bobbie will now be available “24 hours a day” via the web.**

# Office of Graduate Studies Information on the World Wide Web

Office of Graduate Studies Home Page:

<http://www.indiana.edu/~educate/>

Office of Graduate Studies Online Application for degree programs:

<http://www.indiana.edu/~educate/admiss.html>

Forms for Doctoral Students:

<http://www.indiana.edu/~educate/currst.html>

A Guide to the Preparation of Theses and Dissertations:

<http://www.indiana.edu/~grdschl/thesisGuide.php>

Human Subjects Form:

<http://www.indiana.edu/~educate/humsubj.html>

University Graduate School:

<http://www.indiana.edu/~grdschl/>

School of Education:

<http://education.indiana.edu/>

School of Education Graduate Bulletin

[http://www.indiana.edu/~bulletin/iu/educ\\_grad/2005-2007/](http://www.indiana.edu/~bulletin/iu/educ_grad/2005-2007/)

Indiana University Awards, Grants, and other Funding Opportunities:

<http://www.indiana.edu/~grdschl/internalfunding.php>

**Indiana University, School of Education**  
**DOCTORAL PROGRAM CHECKLIST**

- \_\_1. Admission to Program
- \_\_2. Advising
- Specific information about program requirements may be obtained from the following sources:
- a. Education Graduate Bulletin and University Graduate School Bulletin
  - b. Departmental handbook or program requirements work sheet
  - c. Department chair, program head; assigned advisor (see page 3 of Bulletin)
  - d. Program of Studies Outline Form from the Education Graduate Studies Office
- \_\_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. Appointment of Advisory Committee and Program of Studies (FORM)
- This form is available in the Graduate Studies Office. It must be reviewed and signed by the advisory committee and the department chair, and submitted to the Graduate Studies Office for approval, within one year of matriculation.
- \_\_5. Maintain Active Student Status (during program of studies)
- Students who do not enroll in classes for a period of two years must apply for readmission to the program. They must meet current admission criteria, and, if readmitted, must fulfill current program requirements.
- \_\_6. 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 representative is an Education faculty member. The examinations are given in October, February, and August. (For minors outside of Education an examination may not be required.) An application to take the examinations, available in the Graduate Studies Office, must be submitted one month prior to the examination date.
- \_\_7. Oral Qualifying Examination and Nomination to Candidacy (FORM)
- The oral examination is held after all required written examinations are successfully completed. 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 ex~mIn~tion is a critical date. Courses taken seven or more years prior to this date must be revalidated, and the seven years allowed for dissertation work are counted forward from this date.
- \_\_8. Admission to Candidacy
- Students may take the qualifying examinations and be nominated to candidacy when most course work has been completed, but will not be admitted to candidacy until all course work (except 795 and 799) is completed.
- \_\_9. Maintain Active Student Status (during candidacy)
- Students must enroll in at least one hour each fall and spring semester following the passing of qualifying examinations. Ph.D. students whose degree is awarded in the summer must also be registered in that term.
- \_\_10. Nomination of Research Committee (FORM)
- Four members are required for the dissertation research committee. Two members, including the chair, must be from the major. One member must be from outside the major, usually from the minor. The chair is normally the director. For Ph.D. committees all members must be Graduate School faculty members; two must be full members. For Ed.D. committees three members, including the chair, must be regular Education faculty members (not part-time). Faculty from other universities may sometimes serve, on an exceptional basis. A two-page dissertation prospectus must accompany the Nomination of Research Committee form.
- \_\_11. 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 Education Graduate Studies Office.

- \_\_12. Human Subjects Approval (FORM)  
For research using human subjects, a use of human subjects form, available in the Education Graduate Studies . Office, must be submitted to Bryan Hall, Room 1.
- \_\_13. 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 Education Graduate Studies Office.
- \_\_14. Application for Graduation  
In the semester prior to graduation, Ed.D. students must complete an Application for Graduate Degree Form, available in the Education Recorder's office. For Ph.D. students, submission of the announcement of dissertation defense constitutes the application for graduation.
- \_\_15. Announcement of Dissertation Defense  
This document must be submitted one month prior to the date of the defense. Both Ph.D and Ed.D students must submit one copy to the Education Graduate Studies Office. In addition, Ph.D. students must submit one copy to the University Graduate School.
- \_\_16. Dissertation Defense (FORM)  
An oral defense meeting, open to the public, is required.
- \_\_17. Submit Dissertation  
Ph.D. dissertations must be submitted to the University Graduate School; Ed.D. dissertations to the Education Recorder's Office. One bound copy and one unbound copy are required.

#### **Dissertation Time limit**

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- A. The oral qualifying examination must be passed a minimum of 8 months before the oral dissertation defense.
  - B. The research committee must be appointed a minimum of 6 months before the oral dissertation defense.
  - C. The complete dissertation must be submitted within 7 years of the date of passing the oral qualifying examination.
- 

For a more detailed listing of doctoral program requirements see the Education Graduate Bulletin.

Address questions to the Education Graduate Studies Office, 4070 Education Building (812) 856-8504.

# Program Areas & Major Codes

## Office of Graduate Studies

<b>Program Areas</b>	<b>License/ Certification</b>	<b>M.S.</b>	<b>Ed.S.</b>	<b>Ed.D.</b>	<b>Ph.D.</b>
Instructional System Technology		345	345	345	345
Language Education	744	744	744	744	744
Elementary Education	306	306	306		
Secondary Education (general mathematics, music, science, & environmental education tracks)	352	352	352		
Special Education	326	326	326	326	326
Art Education	333	333		887	887
Social Studies Education	353	353			
Curriculum Studies				887	887
Mathematics Education				887	887
Science Education				887	887
Counseling & Counselor Education	307	307	307		
Counseling Psychology					814
School Psychology	323		323		323
Education Psychology		338			338
Student Affairs Administration		335			
Higher Education		340		340	340
International & Comparative Education		344			
School Administration	350	350	350	350	
History, Philosophy, & Policy Studies		366			E85

School of Education, Indiana University  
**APPOINTMENT OF ADVISORY COMMITTEE  
 AND PROGRAM OF STUDIES FOR 60hr, POST-MASTERS Ed.D. DEGREE**

Name \_\_\_\_\_ ID Number \_\_\_\_\_  
 Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Doctoral Major \_\_\_\_\_ Minor \_\_\_\_\_  
 Master's Degree: Year \_\_\_\_\_ Major \_\_\_\_\_ University \_\_\_\_\_

Program Component	Hours Required	Hours in Component
Major	27	_____
Inquiry Core	9	_____
Minor	9	_____
Electives	0 - 6	_____
Dissertation	9	_____
<b>TOTAL</b>	<b>60</b>	

A minimum of 42 hours of post-master's course work (including dissertation) must be taken at IUB or IUPUI.

Courses completed 7 or more years prior to the date of passing the oral qualifying examination must be revalidated.

**ADVISORY COMMITTEE**

Three members are required. The chair and one other member must be from the major; one member must be from the minor. For interdisciplinary minors, the minor representative must be from outside of the major program area.

Name Typed or Printed                      Signature                      Title/Rank                      Date

Chair \_\_\_\_\_

Member \_\_\_\_\_

Member \_\_\_\_\_

Signature    Date

Program Head (optional) \_\_\_\_\_

Department Chair \_\_\_\_\_

Associate Dean for Graduate Studies \_\_\_\_\_



## INQUIRY CORE\*\*

**MINIMUM 9 HOURS.** Course work must include a survey of inquiry methods (usually Y520). Other courses in the inquiry core may be from the areas of statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, or historical research methods. Inquiry core courses ought, generally, to precede inquiry courses taken in the major. Inquiry courses taken in the major or minor may not be "doubled-counted" in the inquiry core.

Course No.*	Course Title	School	Sem./Yr.	Sem. Hrs.	Grade

## MINOR\*\*

**MINIMUM 9 HOURS.** The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. Major area courses may not be used in the minor.

An interdisciplinary minor is also possible. If courses in the minor are from more than one program area, a written description of the minor's underlying theme must be provided (on a separate page) along with a rationale for each course's contribution to that theme.

Course No.*	Course Title	School	Sem./Yr.	Sem. Hrs.	Grade

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\* When listing courses to be transferred from other universities, please list the actual course number and title. (An I.U. equivalent course number may be listed in the margin to facilitate program planning.)

\*\* Master's degree course work may not be used in this program. The master's degree is a prerequisite for admission to this program.

## ELECTIVES

Enough elective hours to bring the total to 60. Elective courses must be relevant to the student's program of studies. Courses required in foundations or substantive core perspective may be included in this category.

Course No.	Course Title	School	Sem./Yr.	Sem. Hrs.	Grade

## DISSERTATION

**9 HOURS.** Six hours of 799 Doctoral Dissertation are required. In addition three hours of dissertation proposal preparation must be taken. This may be a 795 course, an independent study course, or a departmental seminar specifically for this purpose. The prospective director of the dissertation should play an active role in the supervision of dissertation proposal writing.

Course No.	Course Title	School	Sem./Yr.	Sem. Hrs.	Grade

## RESIDENCE

A total of 42 credit hours (including dissertation credits) must be taken at IUB or IUPUI. The program must include either two consecutive nine-hour terms or three consecutive six-hour terms (excluding 799 hours). Please indicate the semesters that fulfill this requirement in the box below.

Year	Semester	Hours

Revised: September 29, 2009

**APPOINTMENT OF ADVISORY COMMITTEE  
AND PROGRAM OF STUDIES FOR Ed.D. AND Ph.D. DEGREE**

Name \_\_\_\_\_ ID Number \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Degree \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_

Program Component	Hours Required	Hours in Component
Major	36	_____
Inquiry Core	9	_____
Minor	12	_____
Electives/Second Minor	6 - 18	_____
Dissertation	15	_____
<b>TOTAL</b>	<b>90</b>	
<p>A total of 27 hours must be from outside the major. This may include courses in the inquiry core and minor.</p> <p>Courses completed 7 or more years prior to the date of passing the oral qualifying examination must be revalidated.</p>		

**ADVISORY COMMITTEE**

Three members are required. The chair and one other member must be from the major; one member must be from the minor. For interdisciplinary minors, the minor representative must be from outside of the major program area. For Ph.D. students, the chair and one other member must be Graduate School faculty members.

	<u>Name Typed or Printed</u>	<u>Signature</u>	<u>Title/Rank</u>	<u>Date</u>
Chair	_____	_____	_____	_____
Member	_____	_____	_____	_____
Minor Member	_____	_____	_____	_____

	<u>Signature</u>	<u>Date</u>
Program Head (optional)	_____	_____
Department Chair	_____	_____
Associate Dean for Graduate Studies	_____	_____



## INQUIRY CORE

**MINIMUM VARIES BY PROGRAM.** The following programs require **9** hours: Curriculum & Instruction, Higher Education, Instructional Systems Technology, Educational Leadership, and History, Philosophy and Policy Studies in Education. The following programs require **12** hours: Language Education, and School Psychology. The following programs require **15** hours: Educational Psychology, Counseling Psychology, Special Education.

At least one three-credit course must include a survey in inquiry methods (usually Y520). Other courses in the inquiry core may be from the areas of statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, or historical research methods. Inquiry core courses ought, generally, to precede inquiry courses taken in the major. Inquiry courses taken in the major or minor may not be "doubled-counted" in the inquiry core.

Course No.	Course Title	School	Sem./Yr.	Sem. Hrs.	Grade

## MINOR

**MINIMUM 12 HOURS.** The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area.

An interdepartmental minor is also possible. Approval of this minor requires that the student submit: (a) a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme, (b) a written explanation of the choice of the minor advisor. Major area courses may not be used in the minor.

Course No.	Course Title	School	Sem./Yr.	Sem. Hrs.	Grade

## ELECTIVES OR SECOND MINOR

**MINIMUM 6 HOURS.** The minimum of 6 elective credit hours is intended to ensure that students have flexibility in their programs, and to restrict academic programs from stipulating all of the minimum 90 credit hours of the doctoral program. It is expected that most students will have more than six elective credit hours. Elective courses must be relevant to the student's program of studies.

Course No.	Course Title	School	Sem./Yr.	Sem. Hrs.	Grade

## DISSERTATION

**15 HOURS.** Twelve hours of 799 Doctoral Dissertation is required. In addition 3 hours of dissertation proposal preparation (795) must be taken. The prospective director of the dissertation should play an active role in the supervision of dissertation proposal writing.

Course No.	Course Title	School	Sem./Yr.	Sem. Hrs.	Grade

## RESIDENCE

A total of 60 credit hours (including dissertation credits) must be taken at Bloomington or Indianapolis. Ph.D. students must have two consecutive semesters in which 9 hours of program course work (excluding 799) are completed each semester. Ed.D. students must have either two consecutive 9-hour semesters or three consecutive 6-hour terms. Please indicate the semesters that fulfill this requirement in the box below.

Year	Semester	Hours

# Policies Governing Graduate Programs

## **Maintaining Active Student Status**

Students who have matriculated in a graduate degree or licensure program but fail to enroll in program course work for a period of two years are automatically terminated from the program. Students whose admission status is terminated because of a two-year lapse in enrollment may apply for readmission. They must meet current criteria for admission, and, if readmitted, are subject to current program requirements. Doctoral students, during the dissertation portion of their program (after passing the oral qualifying examination), must enroll in at least 1 credit hour each semester (but not summer) in order to maintain active student status. 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.

## **Minimum Grade Point Average**

Indiana University course grading is on the following four-point scale:

A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B - = 2.7	D- = 0.7
C+ = 2.3	F = 0.0

Grade points are computed by multiplying the number of credit hours for a course times the course grade value. Grade point average (GPA) is computed by dividing the total number of hours completed into the total number of grade points earned. Students in master's degree and licensure programs are expected to maintain a GPA of 3.30 or higher in graduate course work.

Specialist and doctoral degree students are expected to maintain a GPA of 3.50 or higher. Master's and licensure students whose graduate GPA falls below 3.00 are subject to probation and dismissal. Specialist and doctoral students whose GPA falls below 3.30 are subject to probation and dismissal. Graduate licensure students taking undergraduate courses must maintain a GPA of 2.75 in such course work. Students may not graduate with GPAs in their program course work below the minimum specified levels. Students dismissed for academic reasons may not be recommended for teaching or other education licenses. Students so dismissed may apply for readmission. They will be readmitted only if there is substantial reason to expect that their academic performance will improve.

## **Accumulation of Incomplete Courses**

Graduate students with an inordinate number of incomplete courses will not be allowed to register in additional courses. As a general rule, graduate students with nine or more credit hours of I or R grades (excluding dissertation credits) will be disallowed further enrollment.

## **Grading Policies**

The following grading policy has been adopted for graduate courses in the School of Education:

A	Outstanding achievement. Unusually complete command of the course content; exceptionally high level of scholarship.
A-	Excellent achievement. Very thorough command of course content; very high level of scholarship.
B+	Very good achievement. Thorough command of course material.
B	Good achievement. Solid, acceptable performance.
B-	Fair achievement. Acceptable performance
C+	Not wholly satisfactory achievement. Marginal performance on some aspects of the course requirements
C	Marginal achievement. Minimally acceptable performance on course assignments
C-	Unsatisfactory achievement. Inadequate knowledge of course content. (Courses with a grade of C- or lower may not be counted in graduate programs.)

### **Pass/Fail Grading (P/F)**

Pass/Fail grading allows students who earn any grade from an A to a D in a course to have a grade of P recorded on their transcript. The P grade is not averaged in the GPA. Courses taken under the Pass/Fail grading option may not be included in graduate degree programs.

### **Satisfactory/Fail Grading (S/F)**

Courses graded Satisfactory/Fail (S/F) are not the same as courses graded Pass/Fail (P/F). S/F grading is applied to all students in a class. Only a few graduate courses, including some workshop courses and thesis courses, are eligible for S/F grading. A grade of F is included in the GPA, but a grade of S does not affect GPA.

### **Incomplete Course Work (I)**

A grade of Incomplete may be assigned when, at the end of the term, a student has not completed all course work. This grade may be given only when the completed work is of passing quality. If the course work has been completed, but is of poor quality, a grade of I may not be given. Incomplete is not to be used as a mechanism for deferring a low grade. Unfinished course work must be completed within one calendar year from the date the grade of I is assigned. The course must ordinarily be completed with the original course instructor. The instructor then files a Removal of Incomplete form and assigns a letter grade. Incomplete grades that are not removed within one year are changed to a grade of F. This change occurs automatically unless the director of graduate studies receives and approves a petition for extension from the course instructor. Students may not reenroll in a course in which they have a grade of I.

### **Deferred Grade (R)**

An R, indicating that the grade has been deferred, may be assigned in thesis and dissertation courses, internship courses, and a few other selected courses where work is expected to take longer than one year to complete. The Education Records Office maintains a list of courses approved for R grading. Unlike a grade of I, a grade of R does not automatically change to an F.

### **Withdrawal from Courses (W and WF)**

Withdrawal from enrollment in a course during the drop/add period (in the first week of each term) is not recorded on a student's transcript. Withdrawal after this time is recorded as a W on the student's transcript. During the first quarter of each term, students may withdraw without instructor consent. After this date instructor approval is required. If a student is failing at the time of withdrawal, or simply discontinues attending the class, a grade of WF (withdrawal with failure) is assigned. This is treated as an F in grade point averaging. Near the end of the term withdrawal is not allowed at all, except in cases where a student is withdrawing from all classes. See Schedule of Classes for pertinent dates.

### **Course Revalidation**

Course work used in graduate degree programs must have been taken recently, or it must be revalidated. Revalidation is a process whereby a student demonstrates current knowledge of course material that was not taken recently. For all graduate degree programs, course work over seven years old must be revalidated. For master's programs, the seven years is counted back from the completion of program course work. For specialist programs the seven years is counted back from the date of approval of the student's program of studies. For doctoral students, the seven years is counted back from the date of passing the oral qualifying examination. Courses over 20 years old may not be used in graduate programs.

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 must be personally convinced, based upon present evidence, that the student 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 at another university for course revalidation must be secured from the director of Associate Dean for Graduate Studies at Bloomington or the director student services at Indianapolis.

Faculty may use one of several methods for revalidating courses:

1. The student successfully completes an examination specifically covering the material taught in the course (such as a course final examination).
2. The student successfully completes a more advanced course in the same subject area, taken more recently (within seven years).
3. The student successfully completes a comprehensive examination (e.g., a doctoral qualifying examination) in which the student demonstrates substantial knowledge of the content of the course. (Ph.D. students may revalidate only two courses by this method.)
4. The student teaches a comparable course.
5. The student publishes scholarly research that demonstrates substantial knowledge of the course content and understanding of fundamental principles taught in the course.

6. The student presents evidence of extensive professional experience that requires the application of material taught in the course. (This method may not be used in Ph.D. programs.)

Forms for course revalidation are available in the Office of Graduate Studies at Bloomington and in the Office of Student Services at IUPUI or by downloading from the website: <http://www.indiana.edu/~educate/revalid.html>. Old courses must be revalidated individually.

Departments have the right to limit the amount of old course work to be included in graduate programs. For example, if a student earned an M.S. or Ed.S. Degree 15 years ago, the department may choose to accept only 15 or 24 credit hours of revalidated course work in a current doctoral program.

### **Transfer of Coursework**

Some graduate course work completed at other universities may be transferred into degree and licensure programs at Indiana University. All course work transferred must be from an accredited college or university. No transfer credit will be given for a course with a grade lower than B. Courses graded P (Pass) may not ordinarily be transferred into education graduate programs. Courses graded S (Satisfactory) may be transferred only if a letter is received from the course instructor stating that the student's performance in the course was at or above a grade of B.

All transferred courses must be relevant to the student's program of studies. They must be approved by a program advisor and by the Associate Dean for Graduate Studies. An official transcript is required for course work to be transferred. A course description or syllabus may be required in order to judge the appropriateness of course work to be transferred. A form required for students to transfer courses is available in the Office of Graduate Studies or available for download online at <http://www.indiana.edu/~educate/transfer.html>.

Master's degree students must complete a minimum of 27 credit hours of course work at Indiana University. Beyond this, graduate course work may be transferred from other universities. Of the 27 credit hours required at Indiana University, a minimum of 15 credit hours must be earned on the campus awarding the degree.

Specialist degree students must complete 35 credit hours of course work at the Bloomington or Indianapolis campuses of Indiana University. Beyond this, course work may be transferred from other universities or from other campuses of Indiana University.

Doctoral students (Ph.D. and Ed.D.) in the 90-credit hour program must complete 60 credit hours of course work at the Bloomington or Indianapolis campuses of Indiana University (this includes dissertation credits). Ph.D. students may transfer no more than 30 credit hours into an IU doctoral program. Ed.D. students in the 60 credit hour post-master's doctoral program must complete 42 credit hours (including dissertation credits) at the Bloomington or Indianapolis campus.

Licensure students are generally required to complete at least half their course work at the Bloomington or Indianapolis campuses of Indiana University.

### **Workshops, Correspondence, and Activity Courses**

Up to 9 hours of credit gained through workshop courses (including conference and institute courses) may be used in master's and specialist degree programs. Some workshop courses are identified by the word "workshop" in their title. Other workshop courses are taught under regular course numbers. The associate dean for graduate studies, following guidelines

provided by the School of Education faculty, has the responsibility to determine which course offerings are to be counted as workshop courses.

Correspondence courses and activity courses may not be used in graduate programs. (Activity courses are courses for learning and practicing a nonprofessional skill, such as a sports activity or playing a musical instrument.)

### **Courses Taken by Nondegree Students**

Nondegree students, either in the School of Continuing Studies or in the University Graduate School, are subject to the same rules that apply to special students in the School of Education. Courses taken as a nondegree student may or may not be allowed to count in graduate degree or licensure programs. This judgment will be made by a program advisor and by the Associate Dean for Graduate Studies (Bloomington) or by the director of student services (Indianapolis) after the student has been admitted to a graduate program. The maximum number of credit hours taken as a nondegree student that may normally be counted in a graduate degree or licensure program is 15.

### **Semester Courseload**

Full-time graduate students typically enroll in 9 to 15 credit hours per semester. Specialist and doctoral students should normally carry no more than 12 credit hours per semester. The maximum allowable course load for graduate students is 16 credit hours in any semester. At Bloomington, the maximum load in Summer Session I (six weeks) is 6 hours. The maximum load in Summer Session II (eight weeks) is 9 credit hours. At Indianapolis, each summer session is six weeks long, and the maximum allowable course load for each session is 7 credit hours. A maximum of 3 credit hours may be earned in each summer intensive session.

Graduate students holding appointments such as associate instructor, graduate assistant, and research assistant for 15 hours per week (.375 full time equivalency) or more must be registered for 6 credit hours during each semester (no registration is required during summer sessions). Fellowship holders must enroll in a minimum of 8 credit hours per semester. International students must enroll in at least 8 credit hours per semester in order to meet visa requirements. Students holding government guaranteed student loans must be enrolled in at least 8 credit hours per semester.

## Early Inquiry (J605) Requirement Guidelines

### Curriculum Studies Program

Curriculum Studies (as well as all doctoral) students in the School of Education are required to complete a 3 credit hour early inquiry project (J605) prior to passing their oral qualification exam. This project must be completed under the direction of a faculty member in Curriculum Studies. "Inquiry" encompasses a broad range of modes, including empirical (interpretive or quantitative); historical, and philosophical research Collaborative projects carried out by two or more persons are acceptable as long as the contributions of each person can be identified.

It is the primary responsibility of each student to initiate the early inquiry project. However, students should seek assistance from either their Temporary Faculty Advisor (TFA) or Program Advisor (PA) in locating potential projects. The faculty will communicate to students opportunities to join them in ongoing research that might serve to fulfill the early inquiry requirement. Students may also obtain information about potential projects from the Curriculum Studies Coordinator.

Supervision and evaluation of the project will be conducted by a Curriculum Studies faculty member selected by the student and approved by either the student's TFA or PA. The evaluation and approval of the inquiry project to meet this requirement is the sole responsibility of that supervisor. The evaluation of a student's early inquiry project cannot be later overturned by the student's PA, Program Committee, or the Curriculum Studies Program Coordinator.

Each early inquiry project must result in the writing of a scholarly paper. The goal is to produce a paper that might be presented at a regional or national conference and/or published in a scholarly journal. This is an ideal standard. There is no expectation that the reports be actually presented at a conference or published, but that they be good enough in terms of style and effort to be considered for these.

While the quality of the early inquiry work is expected to be high, expectations about the extent of the project must be set within the 3-credit hour requirement, ordinarily taking no longer than a semester to complete. Faculty advisors and students must work together to limit early -inquiry projects to a reasonable and manageable scope. It is not intended that this requirement extend the number of semesters necessary to complete coursework prior to the dissertation.

The inquiry project can be completed in a number of forms as follows. The examples are meant to illustrate, not constrain:

1. Transfer of a master's thesis completed previously.

Example: The student has completed a master's thesis at Michigan State, a case study of curriculum in home schooling. She consults with her advisor, and together they choose a faculty member with competence to read and assess the study. This person approves the thesis as meeting the inquiry requirement, and 3 credit hours from the Michigan State transcript is transferred to apply to the doctoral requirements.

2. As an independent study project under the direction of a faculty member (J605).

Example: The student gains access to a middle school on his own, and does an eight-week study of an interdisciplinary team's planning processes used to develop thematic instruction units.

3. As part of a research assistantship arranged with a faculty member, whose research the student would be using to carry out the project (J605).

Example: The student does data coding and analysis from a large-scale survey of schools regarding teacher empowerment. The student identifies her own focus for this work from within the broader study being conducted by the faculty researcher.

4. As part of another course in which the major assignment is an inquiry project, where the student would enroll for J605 in addition to the regular course and carry out a more comprehensive project than required for the other course alone.

Example: The student is enrolled in J660 (The Study of School Programs) where one requirement is to conduct a small-scale field study. She already has worked in a nearby elementary school where she established a close relationship with a third grade teacher. She decides to conduct a study of the service education program developed by this teacher. The student is then expected to conduct a significantly more comprehensive study than students who would only be enrolled in J660.

5. As part of another curriculum studies course or seminar, where the student would enroll in J605 and contract with the course/seminar instructor to do an inquiry project related to the topic of the course or seminar.

Example: A student enrolled in E506 (Curriculum in Early Childhood Education) contracts with the instructor to conduct an early inquiry project that is related to one of the topics examined in the course.

6. As part of a group inquiry project course, in which the group carries out a joint project under the direction of the instructor.

Example: A faculty member offers J638 (Curriculum/Instruction Practicum) in which a group of four students under her supervision spends a semester collecting data related to the school's Performance-Based Assessment for their state accreditation. Each student selects one PBA area, such as "school climate," and works on the data collection, analysis, write-up, and dissemination of results to the school community.

If you have any questions about this requirement, please do not hesitate to contact your TFA, PA, or the Coordinator of the Curriculum Studies Program.

## **Qualifying Exam Requirements Curriculum Studies Program**

The CSP doctoral qualifying dossier provides an opportunity for students advancing to candidacy to consolidate and synthesize knowledge they have gained from completing their course work. It is assumed that this course work exposed students to a wide range of ideas and matured their capacity to express their ideas in writing. The dossier, therefore, asks students to include quality examples of their own scholarly writing that represent their current thinking about the field. Second, the preparation of the dossier constitutes an opportunity for doctoral students to demonstrate that they have attained a level of knowledge and developed their talents to successfully conceptualize and conduct the kind of original inquiry expected in the dissertation. Both the form and content of the documents included in the dossier should be consistent with the kind of writing typically found in a quality dissertation. (It is recommended that students read one or more recent, high quality dossiers and dissertations to familiarize themselves with such writing.) **Above all, the qualifying exam process should not be viewed as merely a bureaucratic hurdle.** The preparation of the dossier serves as a kind of bridge between the course work phase of the program and the dissertation stage. Since the challenges of writing a dissertation in many ways exceed those of successfully completing courses, we expect the dossier to include work that goes beyond documents that have received high grades in courses. We expect that the works included in the dossier will serve as clear evidence that the student understands and can participate in the scholarly discourse with the field of Curriculum Studies. As committee members read the dossier, they will look for writing that is both artful and precise and thinking that is original and well connected to the major concepts and themes in the field. Readers will also seek evidence of an understanding of the meaning of inquiry: its diverse orientations and the methodologies needed for conducting quality research. Finally, the dossier should include examples of clearly articulated positions on important educational issues that are grounded in sound reasoning and credible evidence. **As candidates prepare the dossier, they should confer with their program advisor to determine the content of the dossier.** Since the number of pieces to be included is relatively small, it is imperative that the contents be selected with great care and that they represent the student's best work.

In order to meet the Qualifying Exam requirement in the Curriculum Studies Program, all CSP students will be expected to submit a dossier to their Program Committee that includes the following:

1) Statement of Professional Activities and Resume -

Students will submit a recent resume and a 3 - 10 page (all papers should be double spaced, 10-12 pts) review of their professional activities in the following areas: a) scholarship, b) teaching, and c) service. This statement should be a review of their work much like a tenure and/or promotion statement.

## 2) Overview of Curriculum Studies Paper -

Students will submit a 10 - 20 page overview of the Curriculum Studies field in which they articulate the most significant schools of thought and/or the ideas of individual scholars that have influenced their current thinking juxtaposed against those ideas that they have rejected. The focus of this paper is to present a broad overview of the field and articulate the student's own place within it.

## 3) An Exemplary Paper –

Students will submit a 20 - 40 page paper as an example of their **best scholarship**. Typically, this paper will be a re-written paper from a previous seminar, a revised paper that has been presented at a conference, or a completely new work. In any case, **it must be significantly more comprehensive and more thoughtfully crafted than any paper completed as part of one=s course work**. In short, this paper should clearly reflect the student=s ability to write a dissertation, and be similar in quality to those that one might submit for publication in a scholarly journal. APA or Chicago Manual of Style editing should be used for this paper.

## 4) Reflective Assessment of Early Inquiry Experience -

Students will submit their Early Inquiry Experience (J605) paper and a reflective assessment (5 - 10 pages) of the methodology used for this project in light of their most recent thoughts regarding educational scholarship. What ideas and strategies that were used to collect and analyze your J605 data are, upon reflection, particularly important and/or no longer of value to you as an educational scholar? What ideas and/or strategies now seem particularly worthwhile to you but were not utilized when the J605 project was conducted?

## 5) Presentation -

Students will submit a memo from at least one faculty member who observed them present a paper at a local, state, regional, national, or international conference or another venue approved by a given student's Program Committee.

Research and the University Graduate School  
**NOMINATION TO CANDIDACY FOR THE Ph.D. DEGREE\***

Name of Student \_\_\_\_\_ I.D.# \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Department \_\_\_\_\_ Date of Enrollment/Univ. Graduate School \_\_\_\_\_

Date Qualifying Exam \_\_\_\_\_ (mo/dy/yr)     **DATE CANDIDACY EXPIRES** \_\_\_\_\_

Total Graduate Credits Earned (including transferred credits) \_\_\_\_\_

**REQUIREMENT COMPLETION DATES**

Major \_\_\_\_\_ Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Minor \_\_\_\_\_ Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Minor \_\_\_\_\_ Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Language Proficiency (If student is using research skill, please list courses)

\_\_\_\_\_ Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

\*\*\*\*\*

**This certifies that the above named student has passed the Qualifying Examination and is hereby nominated to candidacy for the Ph.D. degree.**

Advisory \_\_\_\_\_

Committee \_\_\_\_\_

Signatures \_\_\_\_\_

Outside Minor \_\_\_\_\_

(Outside Minor Examination Passed)

**OR**

(Outside Minor Examination Waived)

\*\*\*\*\*

Chair or Graduate Advisor/Major Department \_\_\_\_\_ Date \_\_\_\_\_

Information Verified/Ph.D. Recorder \_\_\_\_\_ Date \_\_\_\_\_

University Graduate School

Approved/Dean \_\_\_\_\_ Date \_\_\_\_\_

University Graduate School

\*Do not submit this form to the University Graduate School until the transfer of all credits from other institutions has been approved.

The membership of the research committee and the dissertation prospectus must be approved by the University Graduate School at least 6 months before the defense of the dissertation.

Research and the University Graduate School

## NOMINATION OF RESEARCH COMMITTEE FOR THE Ph.D.\*

Name of Student \_\_\_\_\_ I.D. No. \_\_\_\_ - \_\_\_\_ - \_\_\_\_

Department \_\_\_\_\_

Major \_\_\_\_\_ Minor(s) \_\_\_\_\_

Date of Qualifying Examination \_\_\_\_\_

Date of Enrollment in University Graduate School \_\_\_\_\_

Proposed Dissertation Title \_\_\_\_\_

\_\_\_\_\_

Dissertation Prospectus: Please attach a one- to two-page summary of the proposed research. If the research involves *human subjects, animals, biohazards, or radiation*, please also attach an approval from the appropriate committee.

**Note: Your signature below indicates that you have read the attached prospectus and agree to serve, if appointed, on a committee to supervise this research.**

NAME	SIGNATURE	DEPARTMENT	SOC.SEC.NO. (optional)
------	-----------	------------	---------------------------

Chairperson-- Full Member \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Minor Committee Member \_\_\_\_\_

**ALL COMMITTEE MEMBERS MUST BE MEMBERS OF THE UNIVERSITY GRADUATE SCHOOL FACULTY AND AT LEAST HALF MUST BE FULL MEMBERS.**

**I certify that I have examined the attached prospectus and that this committee is appropriate to supervise research in this area.**

Signature/Departmental Chairperson \_\_\_\_\_ Date \_\_\_\_\_

\*\*\*\*\*

Approval/Dean  
University Graduate School \_\_\_\_\_ Date \_\_\_\_\_

\*To be used only by students who have passed the qualifying examinations and who have previously been admitted to candidacy.  
School of Education, Indiana University

# DISSERTATION PROPOSAL APPROVAL

Name \_\_\_\_\_ ID# \_\_\_\_\_

Major \_\_\_\_\_ Degree: Ph.D. \_\_\_\_\_ Ed.D. \_\_\_\_\_

Proposed Dissertation Title \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Doctoral Research Committee

	<u>Name Typed</u>	<u>Signature</u>	<u>Date</u>
Committee Chair	_____	_____	_____
Dissertation Director	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Member	_____	_____	_____
Department Chair	_____	_____	_____

If the research involves the use of human subjects, this proposed study must be approved by the Campus Committee for the Protection of Human Subjects, prior to data collection.

The proposed study involves the use of human subjects: \_\_\_ Yes \_\_\_ No

If "Yes," a copy of the Human Subjects Use Approval is attached: \_\_\_ Yes \_\_\_ No

**Attach a one to two page summary of the proposed research and return to the Office of Graduate Studies, Education 4070, Bloomington, IN 47405-1006.**

## **Step by Step Guide to the Preparation of Theses and Dissertations**

The School of Education and University Graduate School has a fairly straightforward and simple process in terms of requirements. Individual departments or committees, however, may have additional requirements to which you must conform. This manual is a basic guide to the general standards of the School of Education and University Graduate School. For additional information see also the relevant sections of the School of Education Graduate Bulletin and University Graduate School Bulletin. This guide has two main sections. The Chronology lists the final steps toward completing your degree, and Format for Theses and Dissertations details the exact specifications for your thesis and dissertation.

This guide chronicles of the last few steps of your degree and gives information about format and distribution regulations. In case of special problems not covered here, call the Recorder of the School of Education at 812/856-8504 or e-mail educate@indiana.edu (M. S., Ed.S., Ed.D., and Ph.D.). Ph.D. students may contact the Recorder of the University Graduate School at 812/855-1117.

### **Chronology**

#### **Master's Thesis**

1. Master's thesis must be approved by at least three members of the faculty, usually the professors who have directed your research and writing.
2. Once your master's thesis has been approved, have your committee sign the acceptance page (see Appendix D) that appears right after the title page (see Appendix B).
3. After the committee has signed the acceptance page and your work is in final form, have at least two copies (both copies must be on 100 percent cotton rag bond paper) bound in regular, sewn library binding. Direct the bindery to print the thesis title and your name on the front of the spine of this copy. (One bound copy must include the original signed acceptance page. Photocopies of the signed acceptance page may be used in additional bound volumes.)
4. Be sure the Registrar's Office has your correct name and diploma mailing address. The diploma should be issued within approximately three months of when you submit the bound copies.

#### **Doctoral Dissertation**

1. When your research committee has read a final draft of your dissertation and agreed that it is ready to be defended, provide each of the members of your committee with a full, unbound copy and arrange a mutually agreeable time and place for your defense.
2. The oral defense of your dissertation must be announced 30 days prior to the date of the defense so your committee will have sufficient time to read and criticize your work. The four-week waiting period will also allow other faculty members who might be interested in your work to plan to attend your defense as well.

3. Once the defense time and date are set, submit a one page (not less than 150 words) dissertation defense announcement to the Office of Graduate Studies, School of Education (see Appendix A). Ph.D. candidates must also submit a copy to the University Graduate School. The announcement must include the time and place of the defense, as well as your educational career data, (i.e. B.S., I.U., 1996, etc. - the major area is not needed). The chairperson of your research committee must approve and sign the announcement. The announcement time and place can not be changed without approval of the Associate Dean for Graduate Studies and the University Graduate School.
4. At the same time you submit the announcement form, you should make sure to pick up information and forms for both microfilming and copyrighting.
5. At your oral examination, your full committee should be present to sign the acceptance page (see Appendix D) that confirms their approval and acceptance of your dissertation. If you know in advance that any member of your committee will be absent, you should, with the approval of the Associate Dean for Graduate Studies, arrange to have another faculty member sit on the committee. Occasionally, an absent committee member can participate by telephone. In case your committee should insist on extensive revisions before giving their full approval, your dissertation chairperson will probably hold on to the acceptance page until you fulfill the committee's recommendations.
6. At this time you should also make sure that all committee members sign a copy of the abstract of your dissertation. You need one signed and at least one unsigned abstract. The School of Education and University Graduate School retain the signed copy and send the unsigned copy to University Microfilms International. If desired, you may also include another unsigned copy in your text.
7. After your successful defense, you should bring several items to the School of Education and/or University Graduate School\* (Please see Format for Theses and Dissertations).

These include:

- 1) the unbound dissertation, on 100% cotton paper, complete with any typewritten corrections, in a box, preferably 9 inches by 11 ½ inches in size
- 2) Microfilm Contract (with an attached copy of the title page - see Appendix C) and Survey Form with your signature
- 3) the original signed acceptance page, signed by all members of your committee and placed immediately after the title page of the unbound dissertation.
- 4) two loose abstracts of the dissertation (see Appendix F), not to exceed 350 words in length (one unsigned and one signed by all members of your committee)
- 5) If you have decided to copyright your work, a copyright page (see Appendix G) should be inserted into the text. For more information see "Publication and Copyright" within this manual).

6) a fee receipt from the Bursar's Office to prove that you have paid for microfilming, and, if desired, for copyrighting your work (see "Process of Publication" for more information)

7) a vita page, placed at the end of each copy of the dissertation

8) one bound copy of your dissertation (please see "Binding" below). The School of Education and/or University Graduate School must receive the bound copy before the degree can be certified or awarded.

\*Please see Appendix H for any exceptions.

8. At this time, you should verify that the Office of the Registrar has on file the correct spelling of your name the correct diploma mailing address on file. Bear in mind, however, that the School of Education and the University Graduate School will recommend a candidate to the Board of Trustees for the degree after the bound copy of the final approved version of the dissertation has been turned in. Ordinarily, you will receive the diploma for your degree within three months after you turn in the bound copy, although it may take a bit longer in the summer.

## **Binding**

The School of Education and the University Graduate School accepts only the library binding which uses the oversewn method. Velo binding available from some photocopying businesses is not acceptable. Ask the bindery to put the dissertation title and your full name on the front cover and title and your last name on the spine of the bound copy. You may arrange for the bindery to send it directly to the School of Education and/or the University Graduate School.

## **Format for Theses and Dissertations**

- ◆ **Quality:** The work must be typewritten or word-processed with a letter-quality printer. Generally laser and ink jet printers produce such copy. Dot-matrix printers are not acceptable.
- ◆ **Fonts:** Fonts such as Courier, Times, and Helvetica are acceptable. The font size may be 12 to 14point; flowery fonts such as script, gothic, italics are not acceptable, although they may be used to emphasize certain words. We advise students to check with the School of Education and/or the Graduate School to see that their print meets the school standards.
- ◆ **Paper:** Material should be double-spaced on watermarked, 100 percent cotton rag bond paper 8 ½ inches by 11 inches. The unbound version and at least one of the bound copies must be on paper of this quality. I.U. Bond is not 100% cotton and is not acceptable. The University will not accept corrasable bond since it tends to smear and produce blurry copies.
- ◆ **Corrections:** Be sure to correct errors on the typewriter or word-processor, not by hand.
- ◆ **Photocopying:** You may use either photocopying or the multilith process if the copies are of good quality. Mimeographed theses and dissertations are not acceptable.
- ◆ **Photographs:** If photographs are part of the work, all copies must contain the best possible positive prints, not photocopies (except in special cases, cleared by the School of Education and the University Graduate School in advance).

- ◆ **Margins:** Margins should be at least 1 ½ inches on the left and 1 inch on the other three sides. Inadequate margins can result in part of your materials being lost after the combination of copying and binding; even if all the materials remains, insufficient margins can certainly affect the readability and the appearance of your work. These margin requirements apply to all materials included in the thesis or dissertation, including figures, tables, maps, plates, the abstract (if you decide to have it bound with the rest of your work), and any preliminary material you choose to include.
- ◆ **Facing pages:** If you and your committee agrees that it is absolutely necessary to include facing material on the left-hand page as well, be sure to leave 1 ½ inches on the right-hand side of the facing page.
- ◆ **Pagination:** Page numbers must be clear and consecutive throughout and printed on every page including appendixes, tables, figures, maps, charts, photographs, etc. The title page and vita page are the only exceptions to printed pagination. Arabic numerals should be used in the body of the work, the bibliography. The title page counts as page i, but does not bear a number. Begin numbering with the acceptance page as page ii, and continue with small Roman numerals until the start of the actual text. That page, whether part of your full introduction or of your first chapter will be numbered page 1 and every page will be numbered consecutively until you reach the vita page. Page edge of the paper and the text to prevent their loss during the binding process, although some other methods may be accepted if you clear it first with your committee and use that method consistently. Before you turn in your copies for binding, make sure that all of the pages are in correct numerical order and they are right-side up.
- ◆ **Line spacing:** All texts should be either double-spaced or on occasion produced at space-and-a-half intervals. Long quotations within the text should be typed single-spaced and with wider margins.
- ◆ **Footnotes:** Footnotes must appear either on the page where the annotation occurs, at the end of each chapter, or at the end of the dissertation. The School of Education and the University Graduate School impose no single form for footnotes or bibliographic citations, but they do recommend one of several style manuals as a good starting point. These include: the Chicago Manual of Style; Kate L. Turabian, A Manual for Writers; the Modern Language Associate (MLA) style sheet; and the American Psychological Associate (APA) style sheet (especially for works in the social sciences).
- ◆ **Title and Abstract:** The way most people will learn about doctoral dissertations is through Dissertations Abstracts International, published by University Microfilms. You should therefore, spend a good bit of effort in the composition of both the abstract and the title of your work. Make sure the abstract does not exceed 350 words for publication in Dissertation Abstracts International. You should also work to phrase your title so that it truly describes the contents and will be easily found in the index of Dissertation Abstracts. The index is based on key words, so be as specific as you can be about your subject. At the same time, remember that the title will have to fit along the spine of the bound thesis or dissertation, so keep the title as short possible without loss of clarity.
- ◆ **Vita page:** In addition to this front matter, you must also include a vita page at the end of the thesis page or dissertation. You may write it in paragraph form, but the standard vita format is preferred.

## Preliminary Materials

- ◆ **Mandatory items:**
  - 1) title page
  - 2) original signed acceptance page
  - 3) the copyright page (if you decide to copyright your work)(see "Publication andCopyright" for more information)

◆ **Optional preliminary material:**

- 1) lists of tables, figures, appendixes, or abbreviations (include page numbers on these).
- 2) a dedication, a preface, or a set of acknowledgments (these are designed to recognize people or agencies to whom you feel grateful for any academic, technical, financial, or personal aid in the preparation of your thesis or dissertation. As a matter of courtesy, you would ordinarily mention the members of your committee here, as well as institutions that provided funding, or anyone else who helped).

◆ **Order of preliminary material:**

The front matter should appear in the following order (\*mandatory):

**Title page\***

**Acceptance page with original signatures\*** (begin numbering here with ii, see Pagination)

**Copyright page** (\*if copyrighting)

**Dedication**

**Acknowledgments** (recommended)

**Preface**

**Abstract** (\*by department if to be placed in text)

**Table of Contents** (strongly recommended)

**Lists of tables, figures, appendixes, or abbreviations** (recommended if appropriate)

Just as the format of the front matter may vary, so the format for your text and references will depend on particular field or topic. In terms of the text, for example, most theses and dissertations should be written in English and should present your findings on original research. Other works, however, are more appropriately written in other languages or may present original works of art. Likewise, different disciplines have different methods and standards for citing reference materials. You must check with your department and your committee to determine which forms they prefer.

## **Publication and Copyright**

### **Master's Theses**

In terms of theses and dissertations, publication means making your work available to the broader scholarly community. Although both kinds of work represent original scholarly activity, the School of Education and the University Graduate School require publication through the agency of University Microfilms only for dissertations. You may, of course, choose to publish your master's thesis by this or other means, especially if your committee has recommended this course. If doing so, you would work directly with University Microfilms International.

### **Doctoral Dissertations**

The School of Education and the University Graduate School encourage, but do not require, that you copyright the Ph.D./Ed.D. dissertation in your own name. In that way, choices about the future use of your materials will be up to you; if you do not copyright your work at the time of publication, it becomes part of the public domain and you will not be able to copyright it afterward. Whether or not you decide to copyright your Ph.D./Ed.D. dissertation, the School of Education and the University Graduate School insist that, except under extraordinary circumstances, you allow University Microfilms to produce and sell microfilm and photocopies of your work. University Microfilms has produced a helpful pamphlet explaining their methods. Copies are available at the School of Education and University Graduate School Office.

### **Process of Publication**

The process of publication is fairly simple. Obtain the microfilm and copyright contract and survey form from the School of Education or the University Graduate School. Pay the fees at the Bursar's Office in Hall; the fees currently are \$60.00 for microfilming (mandatory), and \$45.00 for copyrighting (optional). Once you bring all of the mandatory materials to the School of Education or the University Graduate School office after your defense, the University Microfilms will handle the rest

As a published author, you must conform to the copyright laws in terms of the works that you have cited yourself. In other words, make sure you have permission, written if possible, to quote or paraphrase your sources. The best way to know how the copyright laws apply to your particular situation is to contact the Copyright Office of the Library of Congress, Washington, D. C. Remember that breaking copying laws is a federal offense!

### **Application for Graduation**

Please see "Applying for Graduation" on the Office of Graduate Studies homepage  
(<http://www.indiana.edu/~educate/>)

Appendix A

**Sample Announcement Page**  
(Limited to One Page)

Announcing the  
Final Examination of  
(Student's Name)  
for the  
Degree of Doctor of Philosophy in (department) OR  
Degree of Doctor of Education in (department)  
(Day, Date, Time)  
(Room, Building)

Dissertation: (Title)

The summary of the dissertation (not more than 300 words and not less than 150 words) should appear on the same page as the information listed above. It should contain a statement of the problem, a description of the methods or procedures used, and a formulation of the results and conclusions. Unlike the abstract, which is for specialists in the field, an attempt should be made in the summary, whenever possible, to communicate the findings in language and style that can be understood by the University community at large.)

Outline of Studies Educational Career

Major: (Field) (Degree, Institution, year graduated -  
Minor(s): (Field and Department) major area not needed)

Committee in Charge

Professional Rank (Name), Chairperson (Phone Number), Department (Alphabetically list other committee members)

Approved: \_\_\_\_\_  
(Chairperson's Name Typed)

(Any member of the Graduate Faculty may attend. As a courtesy, please notify the Committee Chairperson in advance.)

Appendix B

**Master's Sample Title Page**

TITLE CENTERED, ALL IN CAPITAL LETTERS:  
THE IMPORTANCE OF KEY WORDS IN THE SUCCESSFUL INDEX

Author's name

Submitted to the faculty of the School of Education  
in partial fulfillment of the requirements  
for the degree  
Master of Science  
in the School of Education  
Indiana University

Month Year

The date should reflect the actual date of the degree.

Appendix C

**Doctoral Sample Title Page**

TITLE CENTERED, ALL IN CAPITAL LETTERS:  
THE IMPORTANCE OF KEY WORDS IN THE SUCCESSFUL INDEX

Author's name

Submitted to the faculty of the School of Education  
in partial fulfillment of the requirements  
for the degree  
Doctor of Philosophy OR Doctor of Education  
in the Department (or School) or \_\_\_\_\_,  
Indiana University

Month Year

The date should reflect the actual date of the degree.

Appendix D

Sample Acceptance Page

Accepted by the Graduate Faculty, Indiana University, in partial fulfillment of the requirements for the degree of  
Doctor of Philosophy/Education.

(Chairperson's signature)

---

Chairperson's name typed, Ph.D.

(Second reader's signature)

---

Name typed

Doctoral Committee

(Third reader's signature)

---

Name typed

Date of Oral Examination

(Fourth reader's signature)

---

Name typed

Appendix F

**Sample Abstract**

Student's Name

Dissertation Title

(May be underlined or in caps)

The abstract is double-spaced and limited to 350 words as University Microfilms will not publish a longer abstract. The School of Education and the University Graduate School require two abstracts – one unsigned and one signed by each member of the research committee. The School of Education and the University Graduate School forwards the unsigned version for publication in Dissertation Abstracts and retains the signed version in our records. (The student may wish to provide signature lines for the signed version to ensure neatness). If the student wishes to include the abstract in the dissertation, he or she should do so by using a third copy (unsigned and included proper pagination).

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Appendix G

**SAMPLE COPYRIGHT PAGE**

© 2008

Student's Name

**ALL RIGHTS RESERVED**

Appendix H  
**PH.D./ED.D. DEGREE FINAL CHECKLIST**

1. Arrange a time for your defense with your committee.
2. Submit a (one page) defense announcement (not less than 150 words and not more than 300) to the School of Education and the University Graduate School at least thirty days before the defense. Make sure all members of your committee have copies of your work at that time.
3. Pass the dissertation defense!
4. Remind your major professor to remove all "R" grades recorded for dissertation credit. To do so, he/she must complete a Removal of "I" or "R" Grades form and forward it to the Office of Graduate Studies.
5. Bring the following to the School of Education (Ed.D.) or the University Graduate School (Ph.D.) after your successful defense:
  - a. The unbound dissertation (on twenty-pound, 100-percent cotton rag, watermarked bond paper) in box 9 x 11 ½ inches.
  - b. The signed acceptance page with original signatures should be included in the unbound dissertation after the title page. (Photocopies of the signed acceptance may be used in the bound volumes.)
  - c. Two abstracts, one unsigned copy and one copy signed by your full committee. These should be from the dissertation. The signed copy remains on file at the School of Education and the University Graduate School Office. The unsigned copy is published in Dissertation Abstracts (See e. below)
  - d. Copyright page, if you are copyrighting (placed in dissertation).
  - e. Microfilm contract and survey form. You should sign both. Make sure to attach an extra title page and the unsigned abstract to the microfilm contract, include your chair's name on this abstract.
  - f. Fee receipts from the Bursar's Office for microfilming (required) and for copyrighting (optional).
  - g. The vita page (placed at the end of the dissertation).
  - h. One bound copy. (Copies may be submitted later than the items above, or may be sent by the bindery, by arrangement. The University Graduate School accept only regular library binding which uses the oversewn method. This must be received before the degree can be conferred.

**REMINDER:** The title page and vita page are the only exceptions to the printed pagination.

**NOTE:** You must enroll each semester after passing qualifying examinations, with the exception of summers; however, if you are a Ph.D. student graduating during the summer, you must enroll for at least one session during that summer.

### **Seminars Offered Every Fall:**

E506 - Curriculum in Early Childhood Education  
E508 - Seminar in Early Childhood Education  
E535 - Elementary School Curriculum  
J602 - Introduction to Curriculum Studies (1 credit)\*  
J630 - Curriculum Theory and Practice  
J664 - Contemporary Curriculum Theorizing  
J700 - Teaching in Teacher Education (1credit)  
J760 - Topical Seminar (Specific topics may be repeated every two or three years) \*\*  
J762 - Topical Seminar (Specific topics may be repeated every two or three years) \*\*  
J705 – Seminar: Inquiry in Curriculum & Instruction

### **Seminars Offered Every Other Fall:**

J661 - Materials and Methods of Teacher Education  
J710 - Paradigms and Programs in Teacher Education

### **Seminars Offered Every Spring:**

E525 - Advanced Curriculum Study in Early Childhood Education  
M653 - The Nature of the Social Studies  
J670 - History of Curriculum Thought in the United States.  
J760 - Topical Seminar (Specific topics may be repeated every two or three years) \*\*  
J762 - Topical Seminar (Specific topics may be repeated every two or three years) \*\*

### **Seminars Offered Every Other Spring:**

J660 - The Study of School Programs  
J720 - Inquiry into the Socialization of Pre service Teachers

\*CSP majors should be encouraged to include these courses in their program of study.

\*\*The following courses may be offered in a given semester instead of or in addition to J760 or J762:

J637 - Curriculum Development Processes  
J610 - Staff Development Issues and Principles  
J655 - Seminar in Multicultural and Global Education

## LIST OF APPROVED INQUIRY CORE COURSES

The Office of Graduate Studies

Within their department or program area requirements, students may meet inquiry requirements by taking courses from the following lists:

### Approved Courses in the School of Education

P501 Statistical Method Applied to Education  
Y502 Intermediate Statistics Applied to Education  
Y520 Strategies for Educational Inquiry  
Y527 (P527) Education Measurement  
Y535 Evaluation Models and techniques  
Y603 Statistical Design of Educational Research  
Y604 Multivariate Analysis in Educational Research  
Y611 Qualitative Inquiry in Education  
Y617 Psychometric Theory  
Y627 (P627) Topical Seminar in Educational and Psychological Measurement  
Y635 Methodology of Educational Evaluation  
Y735 Practicum in Educational Evaluation  
Y750 Topical Seminal in Educational Research and Analysis  
H510 Foundations of Educational Inquiry  
H601 Historical Inquiry in Education  
J660 Evaluations of School Programs

### Approved Courses outside the School of Education

ANTH E600 Phenomenology and Anthropology  
BUS K505 Quantitative Decision Models  
BUS K512 Multivariate Statistical Analysis  
BUS K571 Quantitative Analysis  
BUS K572 Applied Statistics  
BUS K605 Multidimensional Scaling  
BUS Z634 Seminar in Applied Behavior Measurement  
HIST H501 Historical Methodology  
HIST H540 Quantitative Methods in History  
PSY P536 Theory of Tests and Measurements  
PSY P553 Advanced Statistics in Psychology I  
PSY P554 Advanced Statistics in Psychology II  
PSY P654 Multivariate Analysis  
SOC S652 Topics in Qualitative Methods  
SOC S659 Qualitative Methods in Sociology  
SPEA V507 Data Analysis and Modeling for Public Affairs

Note: Other courses, from inside or outside of the School of Education, can be substituted for courses on the above lists. These substitutions must be approved by the student's program advisory committee, the department chair, and the Director of Graduate Studies. Inquiry courses taken in the major or minor may not be used in the inquiry core. This includes the inquiry linkage, early inquiry experience, and dissertation proposal preparation courses.