

**Doctoral Studies Program**  
Department of Education

Graduate School  
*Washington University in St. Louis*

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**THE DOCTORAL PROGRAM IN EDUCATION, 2015\***  
**Washington University in St. Louis**

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\* The Program Statement is revised as needed and available on the Department of Education website: <http://education.wustl.edu/>

## **THE PROGRAM IN BRIEF**

Doctoral study in education at Washington University in St. Louis is aimed at strengthening and deepening the student's analytical understanding of education in both research and practice. Our doctoral program focuses on three major strands of study:

- Social Contexts of Educational Research
- Science and Mathematics Education
- Applied Linguistics in Education

Students are afforded an opportunity to build their own unique programs of study by combining concentrations from:

- Mathematics and Science Education
- Policy Studies
- Urban Education and American Culture Studies
- Second Language Research
- English Language Learners

These concentrations are supplemented by core studies in history and methodology and a doctoral seminar shared by all students. Many courses have fieldwork and research components, opportunities to attend and present at local and national conferences, teaching assistantships, and seminars. Required and elective courses provide the student with a broad understanding of scholarship and research in education and prepare the student for meeting the requirements of the qualifying examination and dissertation research and writing.

Students working toward a Ph.D. in education are expected to acquire an understanding of education as a complex social, cultural, and moral/political activity and as a field of study with rich literature bases and strong ties to disciplinary knowledge, classroom practice, and a variety of technologies. Our faculty bring special interests and expertise to the examination of educational interactions in such sites as schools, families, and other cultural institutions. Students are expected to acquire theoretical and empirical expertise in an area of concentration even as they demonstrate their broader understanding of educational processes and problems. Finally, students are expected to acquire methodological competence in empirical inquiry and to pursue questions that are of interest and import for the student individually as well as a larger educational community. Graduates of the Ph.D. program should be prepared to join the community of professional educators who contribute to our understanding of the complexity of education and to continue inquiring into educational processes and problems wherever they choose to work.

Integrating teaching and research into a scholarly environment involves the doctoral candidate in the central responsibilities of the professional educator. An advantage of a small department within a College of Arts and Sciences is that students have multiple opportunities to interact closely with many of the faculty in the department. In addition, the university offers a climate supporting interdisciplinary conversations across schools, departments, and programs. As Education faculty, we encourage students to pursue learning experiences and contacts with faculty in other programs. Students encounter a diversity of disciplinary perspectives within and outside of the Department of Education in order to provide a broad understanding of the field.

## **THE ENVIRONMENT**

Washington University and the city of St. Louis offer graduate students an abundant cultural and learning environment. Faculty members of the Education Department urge doctoral students to take full advantage of both during the period of residence. The university makes efforts to assist students in reaching across departmental and program boundaries when it seems appropriate and in the student's best intellectual interests. In addition to exploring the Department of Education, the student is urged to seek out informational, intellectual, social, and cultural activities in the Graduate School of Arts and Sciences and

in other professional schools on campus. The university offers an active Graduate Student Council and Graduate Student Senate that serve as advocacy and governing groups for graduate students and work with other campus organizations to enrich campus life. The city of St. Louis is easily accessible, and offers numerous opportunities to explore cultural, social, and athletic interests in its museums, zoo, neighborhoods, parks, and other cultural institutions. The years spent in doctoral study can be among the most meaningful in a student's intellectual life. The Department encourages doctoral students to take full advantage of the opportunities open to them at this time.

## **APPLICATION AND ADMISSION**

Decisions regarding admission to the doctoral program are made once a year by the Graduate School of Arts and Sciences in consultation with the faculty of the Department of Education. All students are admitted for the fall semester. In order to be considered for admission to the program, an applicant must submit a complete dossier to the Doctoral Studies Committee no later than **January 1<sup>st</sup>**.

The completed file must include the following information:

- *Application form (online).* The online application system can be accessed at [http://graduateschool.wustl.edu/prospective\\_students/apply-now](http://graduateschool.wustl.edu/prospective_students/apply-now). The application also calls for a personal statement. This statement should include what your purposes and goals are for pursuing a Ph.D. in Education at Washington University in St. Louis. The statement gives the reader a sense of who you are, what it is you hope to accomplish in the course of your program and beyond, and why you think the Department of Education can help you accomplish those goals. Readers of this statement will be looking for a commitment to education as a field of study and a serious interest in research and inquiry. The personal statement should be one (1) to two (2) pages in length.
- *Three letters of recommendation.* Letters should be solicited from carefully chosen individuals who are in a position to comment knowledgeably on the applicant's academic ability, scholarly potential, and, if relevant, past performance as an educator.
- *Transcripts.* Please include official transcripts of all previous work at colleges or universities.
- *Graduate Record Examination (GRE) Scores.* Scores may be from a test taken up to five years prior to the application date.
- *Writing sample.* A paper written by the applicant that reflects his or her best ability to work with and develop one or more important ideas. The paper may be written especially for the admissions dossier, or it may have been prepared earlier for another purpose. Applicants should give careful consideration to the paper they submit. This sample of the student's thinking and writing ability is among the most important items considered by the Doctoral Studies Committee.

### **Application Process Checklist**

**Submit all materials by January 1**

- \_\_\_ Application form
- \_\_\_ 1 – 2 page personal statement
- \_\_\_ 3 letters of recommendation
- \_\_\_ Transcripts from all previous work at colleges or universities
- \_\_\_ GRE scores
- \_\_\_ Writing sample

## **ADVISING**

Each graduate student begins their advising with the Director of Graduate Studies (DGS). Following the completion of two doctoral seminars (Edu 6901) and in consultation with the DGS, the graduate student should transition to collaborating with a full-time faculty member of the department as an advisor for the remainder of their PhD program. Together, student and DGS establish a program of study framework that determines the courses the student will pursue towards the 72-credit hour degree requirement. This program of study can be further developed with the faculty advisor. The department offers three basic research program strands: Social Contexts of Educational Research, Science and Mathematics Education, and Applied Linguistics in Education. Areas of concentration within the program strands include Mathematics and Science Education, Policy Studies, Urban Education and American Culture Studies, Second Language Research, and English Language Learners.

Additional areas of concentration a student pursues should be chosen by the student and his/her advisor in the context of departmental and university offerings and other departmental experiences. The area of concentration is linked to faculty expertise in the department, as well as to the student's developing interests in a problem that will shape the dissertation research and writing.

## **THE PATTERN OF STUDY**

Graduate education at Washington University proceeds from a designed program to the independence of the dissertation writing. The student takes courses for at least two years, while also working toward Qualifying Examination Portfolio requirements. Following successful completion of the portfolio, the student moves on to the dissertation phase which includes submission and approval of a proposal, independent research and writing, and a dissertation defense. The student can expect the whole process to take from four to six years, depending on prior graduate work and the nature of the dissertation.

The Graduate School minimum requirement for doctoral students at Washington University is two years of residence; however, students admitted to the doctoral program are expected to be in residence during the period of their study for the degree, until all degree requirements are met. Residence is defined as enrollment for at least nine hours of course work each semester of the academic year. The normal load for Department of Education doctoral students is twelve hours per semester. The Graduate School of Arts and Sciences stipulates that the doctoral student must earn a minimum of seventy-two (72) semester hours beyond the Bachelors degree. For a student entering with a Masters degree, at least forty-eight (48) hours are required. The Department of Education views these as minimum requirements; additional course work may be necessary to meet special subject area or methodological needs. The Department recommends that the student not hold outside employment during the period of residency.

## **DEGREE REQUIREMENTS AND GRADES**

[http://graduateschool.wustl.edu/files/graduate/Graduate\\_School\\_Bulletin.pdf](http://graduateschool.wustl.edu/files/graduate/Graduate_School_Bulletin.pdf)  
[http://graduateschool.wustl.edu/current\\_students/degree-requirements](http://graduateschool.wustl.edu/current_students/degree-requirements)

### **General Requirements**

To be awarded a Ph.D. at Washington University, a student must complete 72 semester hours, maintain satisfactory academic progress, pass certain examinations, fulfill residence and teaching requirements, and write, defend, and submit a dissertation. Full-time students register for 9-12 hours per semester and thus finish this requirement in their first two to three years of graduate study. Thereafter, full-time student status can be maintained by registering for doctoral continuing student status. Part-time student status can be maintained by registering for nonresident student status. Continuous registration is required. Students who do not register for two consecutive semesters will be considered candidates for dismissal. To count

toward the 72-hour requirement, courses must be offered at the graduate level, taken for a grade, and approved in advance by the student's advisor and program as eligible to count toward the student's degree. Depending on the program, graduate-level work begins with courses numbered in the 400s or 500s. Audited courses and courses taken pass/fail cannot be counted toward the degree and may not be eligible for tuition remission. Students should consult their advisors regarding these options.

### **Satisfactory Academic Progress**

Satisfactory academic progress for students in Ph.D. programs is monitored by the Graduate School as well as by the degree program. Failure to maintain satisfactory academic progress may result in immediate dismissal or in placement on academic probation for the ensuing year. Most financial awards, and all federally funded awards, are contingent on the maintenance of satisfactory academic progress. Moreover, satisfactory academic progress is a prerequisite for service on any committee authorized by the Graduate School.

The following are minimal standards of satisfactory academic progress for Ph.D. students; degree programs may set stricter standards, but must not relax these.

1. Students are expected to proceed at a pace appropriate to enable them to finish within the time limits discussed below. No later than the end of the fourth year of full-time graduate study, students are expected to have completed all Ph.D. requirements except for the dissertation.
2. Students are expected to maintain a cumulative grade point average of at least 3.0 on a 4.0 scale in courses that count toward their 72 hours. Thus, among courses of equal weight, each grade of C must be balanced by at least one A. (Note that plus and minus marks alter the numerical value of a letter grade.)
3. Students are expected not to carry at one time any more than 9 semester hours for which the grades of I (incomplete), X (final examination missed), or N (not yet submitted) are recorded. The Graduate School may deny a student with more than 9 unfinished credits permission to register.
4. After four years of full-time graduate study, doctoral students who cannot identify three faculty members who are willing to serve on their Research Advisory Committee are not considered to be making satisfactory academic progress.

Students in doctoral programs have up to seven calendar years, dated from their first registration in a graduate degree program at Washington University, to complete degree requirements. Extension of the period of doctoral study may be granted on an annual basis if circumstances warrant. Extensions are obtained by application by the student to the degree program, endorsement by the degree program to the Graduate School, and approval by the Graduate School.

## **FINANCIAL SUPPORT**

[http://graduateschool.wustl.edu/prospective\\_students/financial-information](http://graduateschool.wustl.edu/prospective_students/financial-information)

Washington University is committed to funding most Ph.D. students for 4-7 years, depending on the time needed to complete their particular program. Funding typically consists of full tuition remission and 9-12 months of a stipend to defray living expenses. Individual Schools usually decide the amounts and vehicles of financial support for graduate students. Neither tuition remission scholarships nor stipends are awarded to part-time graduate students.

Two special fellowships are possible for those who qualify; they require a separate application available from the Graduate School: the Chancellor's Graduate Fellowship and the Olin Fellowship for Women. Please see the web site for further information:

## **COURSE WORK PHASE**

The recommended plan of study - including general education requirements, methodology requirements, and concentration requirements - to be completed in the first two to three years is as follows, depending on whether students are in the Social Contexts of Educational Research Strand, the Science and Mathematics Education Strand, or the Applied Linguistics in Education Strand.

### **GENERAL EDUCATION COURSES (12 credits)**

#### **The Doctoral Seminar (Education 6901), 3 credits per semester (6 credits total)**

The seminar is offered every fall semester, and is required of all doctoral students in their first two years.

#### **History of Education (Education 481), 3 credits**

History of Education in the United States is required of all doctoral students. Alternate graduate courses in the history of education may be substituted, as approved by the Doctoral Studies Committee. It is required that all doctoral students take this course in the first year of study.

#### **Foundations of Educational Research (Education 503), 3 credits**

This seminar is offered every fall semester, and is required of all doctoral students in their first year.

### **METHODOLOGY COURSES**

#### **Methodology Concentration, 12 credits**

The program requires doctoral students to cultivate a professional level of competence in both qualitative and quantitative methodologies. Students are also required to attain a "specialist" level of competence in at least one of these approaches. What constitutes the specialist level beyond the core requirements is to be determined in each case in consultation with the student's advisor. Students concentrating in quantitative methodology are required to take a minimum of 1 qualitative and 3 core quantitative courses (12 total credits at minimum) examining analysis of covariance and multiple regression analysis, as well as hierarchical linear modeling. Students concentrating in qualitative methodology are required to take a minimum of 1 core quantitative and 3 core qualitative courses (12 total credits at minimum).

### **FIRST AND SECOND YEARS: ADDITIONAL REQUIREMENTS**

In addition to the general education requirements and the appropriate methodology requirements, all students are required to select one of three major strands for study. Within their selected strand, students choose two to three sub-area concentrations with the help of the advisor. Strands and sub-area concentrations offered by the Education Department are as follows:

#### **Social Contexts of Educational Research Strand:**

Students in this program are introduced to the research in the areas of concentration they choose. The core literatures and research methods are shaped within each area of concentration.

#### **Science and Mathematics Education Strand:**

Most doctoral students admitted to the Science and Mathematics education doctoral program will arrive with a Master's degree in mathematics or science (or its equivalent of 24-30 graduate course credits). In addition, some course work in the sciences or mathematics may be advised in consultation with an advisor or committee member. If a student is admitted to the program with less than a master's degree in mathematics or science, additional coursework in mathematics or science will be required to achieve the equivalent of a master's degree in a content field.

### **Applied Linguistics in Education Strand:**

Students in the Applied Linguistics in Education strand are introduced to the theory and research related to literacy, language, and culture and second language acquisition. Students will conduct innovative research with an emphasis on the education of English Language Learners or learners of languages other than English. Through research and theory, the Applied Linguistics in Education strand focuses on a commitment to supporting culturally and linguistically responsive education for learners in the USA and abroad. Coursework includes the design and evaluation of research methodologies used in different dimensions of language research, such as educational linguistics, second language studies, sociolinguistics, and language policy. The research that students carry out in the Applied Linguistics in Education strand will emphasize quantitative research.

### **CONCENTRATIONS:**

#### **Mathematics and Science Education Concentration**

Students in this concentration are introduced to research in mathematics and science education. Primary areas of research include reviews of the patterns of results of major national and international tests (NAEP, TIMSS, AP, and so on), studies of student learning in major conceptual areas (multiplicative structures, algebra and functions, statistics, force and motion, electricity and magnetism, ecology, and so on); misconceptions literature; curricular change; the use of new technologies; informal learning environments; and topics concerning equity, access and success in the sciences or approaches to professional development and assessment.

#### **Policy Studies Concentration**

Students who wish to understand the policy analysis and making processes that influence educational research and practice must also understand the contexts of those activities and the theoretical assumptions that shape them. The policy studies concentration is intended to enable students to design and evaluate educational initiatives and associated legal and legislative remedies, taking into consideration the budgetary challenges, political realities, and ethical dilemmas related to poverty, education, crime, child and family well-being, and human development.

#### **Urban Education and American Culture Studies Concentration**

The concentration in Urban Education with an optional emphasis or certification in American Culture Studies is designed to: (1) prepare urban educational researchers, broadly defined, with a coherent vision of the role that urban schools play in the broader American society, of social change, and of their roles in achieving it; (2) prepare urban educational researchers with a solid grasp of the historical, economic, and political forces that have shaped and that continue to shape urban communities and their schools; and (3) build a scholarly community that is steadfast in its commitment to improving urban education and that understands that such improvements are fundamental to making American public schools in general and society as a whole more responsive to its diverse citizenry.

#### **Second Language Research Concentration**

Students will examine what we know about language, how it is learned, and how it is used, in order to achieve some purpose, whether in the laboratory, workplace, or classroom, or solve some problem in the real world. This concentration is concerned with the role of language in human affairs so that those responsible for making language-related decisions can ground assertions in empirical and data driven research and theory. Language of investigation in this concentration is not limited to English and may include any target language. The research that students carry out will emphasize experimental, quantitative research.

### **English Language Learners Concentration**

Students will engage in scholarship and research that informs theory and practice with ELLs, including but not limited to the examination of the critical role language plays in the educational progress of ELLs. Issues of bilingualism, bi-literacy, language testing, and language policy are themes that may be explored.

#### ***Additional Options:***

Some students may wish to complete a graduate certificate outside the Department of Education, for example, in American Culture Studies or in Women, Gender, and Sexuality Studies. Typically completing either certificate will require an extra semester's worth of course work. Please consult your advisor in Education and the appropriate advisor in the graduate certificate program about the requirements and scheduling of courses.

## **ADDITIONAL REQUIREMENTS FOR ALL DOCTORAL STUDENTS**

### ***Teaching Requirement***

[http://graduateschool.wustl.edu/current\\_students/degree-requirements/teaching-requirement](http://graduateschool.wustl.edu/current_students/degree-requirements/teaching-requirement)

Graduate students must meet department and Graduate School-wide teaching requirements. Ph.D. students must demonstrate competency in teaching at the basic level and at the advanced level. In the Education Department most students will be appointed starting their second year to be a Mentored Teaching Experience (MTE) for a tenure or tenure-track faculty member in the department. Students will be required to participate in at least two TA workshops sponsored by the Graduate School and the Teaching Center. In following years students will be expected extend their levels of learning in the class as a TA. After being a TA for several semesters, and provided they show sufficient academic progress, students may be eligible to teach or co-teach a class on their own.

## ***Qualifying Examination: Two Doctoral Qualifying Portfolio Formats and Associated Details***

- I. In order to pass the Department of Education Qualifying Examination, students in Mathematics and Science Education, Policy Studies, and Urban Education and American Culture Studies Concentrations will develop a Doctoral Qualifying Portfolio (DQP) consisting of three major components:
  - 1) **One conference paper** that has been presented at a national or international conference.
  - 2) **One or two publishable or published manuscript(s)** that represent original research and address a research question by collecting and analyzing original data or primary materials, or by analyzing an existing data set. The manuscript(s) should fall into *one* of the following categories:
    - a. One single-authored article or book chapter that has been accepted in a peer-reviewed venue.
    - b. Two co-authored articles that have been accepted in peer-reviewed journals. (The student should be at the first or second-author level).
    - c. Two co-authored chapters that have been accepted in edited volumes. (The student should be at the first or second-author level).
    - d. Co-authored article and co-authored chapter (The student should be at the first or second-author level).
    - e. One single-authored publishable paper that emulates articles in a scholarly journal that has been identified as appropriate for the research undertaken. Although length and format of the paper may vary, it should not exceed 60 pages.
  - 3) **A written narrative** (one to two pages in length) that discusses how the portfolio positions the student to move forward into the dissertation proposal stage.
- II. In order to pass the Department of Education Qualifying Examination, students in the Applied Linguistics strand and the Second Language Research or English Language Learners Concentrations will develop a Doctoral Qualifying Portfolio (DQP) containing the following major components:
  - 1) **One conference paper** that has been presented at a national or international conference.
  - 2) **One or two publishable or published manuscript(s)** that represent original research and address a research question by collecting and analyzing original data, primary materials, or by analyzing an existing data set (see categories a, b, c, d above) **OR a written report** documenting the development of one or more validated language acquisition data collection instruments, including the following:
    - a. The actual instrument(s) developed (that can be used to execute the investigation for the dissertation);
    - b. Explanation of the process by which instrument(s) was/were designed and how they are tailored to the target language and stage of acquisition;
    - c. Description of psychometric properties of instrument(s); and
    - d. Detailed literature review highlighting the underlying research informing instrument(s) development.
  - 3) **A written narrative** (one to two pages in length) that discusses how the portfolio positions the student to move forward into the dissertation proposal stage.

Completion of the DQP holds many purposes for students, including: 1) Provides students with direct experience in conceiving, designing, carrying out, writing, disseminating, and publishing an original piece

of research; 2) allows students to demonstrate that they are capable of undertaking a doctoral dissertation; and 3) enhances students' curricula vitae.

The Doctoral Studies Committee will review all students' Doctoral Qualifying Portfolios and jointly determine whether requirements have been adequately met.

## **THE DISSERTATION PHASE**

After the student has completed the requirements of the DQP, the student begins the dissertation phase of the program. This involves proposal submission and acceptance, dissertation research and writing, and the dissertation defense. Although this work is more independent than the earlier phase of the doctoral program, the student is expected to consult frequently with faculty members at every stage of the dissertation phase. Each stage described below is intended to provide the student with regular and specific feedback regarding his or her progress on the dissertation.

Several committees serve as guides in the student's preparation of the dissertation. By this stage in the program the student will have become acquainted with all faculty members in the department and requested one faculty member to serve as the dissertation advisor. When the student and dissertation advisor agree that the student is prepared to present his/her proposal ideas to a larger audience, together, they choose two additional faculty members from within the Education Department (who must be tenured or tenure-line faculty members) to create a three-person committee. For continuity, the dissertation advisor and these two additional faculty members serve as both the Dissertation Proposal Committee as well as the core members of the final five-person Oral Defense Dissertation Committee. For the Oral Defense Committee, the fourth member may be inside or outside the student's program. The fifth member must be from outside of the student's program. In total four of the five committee members must be tenured or tenure-track Washington University faculty members. One of these four may be Emeritus.

### ***THE PROPOSAL***

The proposal for the doctoral dissertation is a crucial early step in the process. The proposal is submitted at a time when the theoretical and methodological foundations for the research being proposed are clear in the student's mind, but before major analysis or writing has been completed. A proposal may be rejected on its merits even if the data are already collected and the analysis completed.

The proposal should constitute a clear and persuasive argument that: (1) the proposed research will make a contribution to knowledge and/or practice in education; (2) it is appropriate in size and scope; and (3) it can be effectively carried out by the student. A common problem with proposals is their attempt to summarize or describe proposed research without adequately justifying the proposed work. The quality of argument is key to a successful proposal. While a proposal must clearly and thoroughly describe the proposed research, it must also justify that research in terms of its value, validity, and feasibility.

The proposal format does not necessarily have any fixed structure and organization; different research methodologies may require different approaches to proposal writing. However, any proposal should: (1) explicitly state the questions or themes that drive the research; (2) place these themes within the context of relevant theory or prior research; (3) outline, if possible, the answers to the questions that the research might produce--these might be formal hypotheses or they may be tentative and illustrative; (4) describe the research design, methods of data collection, and types of analyses to be used in answering the questions; (5) defend and justify any of these items if their importance or merit is likely to be questioned; (6) include a bibliography of relevant literature. The study's relevance to education should be self-evident; if it is not, this should be explicitly addressed in the proposal.

The student must provide a written copy of the proposal to the Dissertation Proposal Committee no later than two weeks prior to the date of the proposal hearing. Committee members could require an earlier

deadline (e.g., four weeks before the hearing). The student and the dissertation advisor are responsible for scheduling a formal meeting or hearing to review the proposal. Normally, when the student and Dissertation Proposal Committee convene, all three members must be present, either in person or via technology. Once a proposal has been approved all three members must sign the Title, Scope and Procedure form which is then forwarded to the Graduate School.

### ***DISSERTATION RESEARCH AND WRITING***

Dissertation topics vary among doctoral students in the Education Department. But the department expects that the student's topic will emerge out of the student's courses and other work with faculty in the department and in the rest of the university. The dissertation format, too, may vary; however there are two basic options. Students may complete either: 1) a traditional monograph (single narrative write-up of the study), or 2) Three (3) to four (4) published or stand-alone "ready-for-publication" papers. One of the standalone manuscripts included in the dissertation can come from the student's Doctoral Qualifying Portfolio. Further details for this format option are included below.

*Details for dissertations consisting of three (3) to four (4) published or stand-alone "ready-for-publication" manuscripts:*

- 1) There must be an introductory chapter that integrates the general theme of the research and the relationship between the chapters. The introduction may also include a review of the literature that is relevant to the dissertation topic but does not appear in the chapters.
- 2) Multiple authorship of a published or stand-alone "ready-for-publication" paper should be addressed by clearly designating, in an introduction, the role that the dissertation author had in the research and production of the paper. The student must have a major contribution to the research and writing of all papers included in the dissertation and discuss copyright clearance and embargo options with co-authors and her or his advisor well in advance of submission.
- 3) There must be adequate referencing of where the individual papers have been published.
- 4) Written permission must be obtained for all copyrighted materials.
- 5) All articles must be formatted in accordance to Graduate School dissertation guidelines.

The student and her or his advisor and the dissertation committee decide upon the most appropriate format. The student may want to examine completed doctoral dissertations in the stacks at Olin Library or those available through University Microfilms. Dissertations in the department follow either the American Psychological Association guidelines or the *Chicago Manual of Style*; the student and dissertation advisor decides the choice of style.

Throughout the process of research and writing, it is crucial for the student to remain in regular contact with her or his advisor as well as with the two faculty members whom will serve as the core of Oral Defense Dissertation Committee. It is expected that students may take from one to three years to complete the dissertation, depending on the topic, availability of data, personal constraints, and other factors. Regular advising helps the student to stay on track, to follow the appropriate format and stylistic guidelines, and to weather the inevitable problems that accompany completion of a major research project.

Students complete the majority of their work in the department, but the Ph.D. is granted by Washington University in St. Louis. All dissertations in the university must comply with the "Doctoral Dissertation Guide," available through the Graduate School of Arts and Sciences at:

[http://graduateschool.wustl.edu/files/graduate/Doctoral\\_Dissertation\\_Guide.pdf](http://graduateschool.wustl.edu/files/graduate/Doctoral_Dissertation_Guide.pdf)

## ***THE DISSERTATION DEFENSE***

The oral dissertation defense in the Department of Education satisfies the formal requirements of the Graduate School as well as the intellectual demands of the Department of Education. When the Dissertation Proposal Committee determines that a candidate's dissertation is ready for defense, the Oral Defense is held. The Oral Defense is a public event in the department, and is attended by the Oral Defense Committee and other interested faculty and doctoral students in the department.

The format for the defense is as follows: The candidate should be prepared to make a twenty-to thirty-minute oral presentation to the committee. The student and dissertation advisor determine the substance of this presentation. The presentation is followed by a lengthy question-and-answer period that can take up to an hour or more. During this time the committee expects the candidate to be prepared to address examiners' questions regarding the dissertation and its implications for educational research. Once the questioning period is complete, the candidate and non-committee members leave and the examination committee discusses the merits of both the dissertation and the defense. The candidate may be asked to make major or minor revisions before receiving final approval by the examination committee. There is, of course, a possibility that the dissertation is not accepted, in which case the candidate and dissertation committee meet together to decide how to proceed. Because revisions may well be required, the candidate should leave enough time between the defense date and the final date for submitting the completed draft to the Graduate School.

## ***TIMELINE***

Each student, in conjunction with doctoral committee, will engage in determining a timeline for accomplishing departmental requirements. Timeline plans must be designed so that students meet the Qualifying Examination requirements by the end of the Fall semester of their fourth year.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Development of Program of Study	Coursework continues	Coursework and research continue	Approval of DQP by end of Fall semester	Submission of Title and Scope of dissertation to the Graduate School	Dissertation completion and defense
Coursework begins	Research begins	Conference presentation completed	Dissertation proposal writing and proposal defense	Dissertation writing	
	Conference proposal submission by end of Spring semester or during Summer	Preparation of Doctoral Qualifying Portfolio (DQP)			

\* Students should note that this timeline represents approximations and that significant differences may emerge when students begin their doctoral program with a Bachelors rather than a Masters degree.

## FACULTY

*(Please refer to homepages for research statements and lists of publications)*

- \***Cindy Brantmeier**, Professor and Director of Applied Linguistics—Second language reading; language research methodology; and language testing and assessment  
<http://education.wustl.edu/people/cindy-brantmeier>
  
- \***Ebony Duncan**, Assistant Professor—Sociology of Education; social change and social inequality in school and community settings; how school policy shapes educational access, experience and outcomes; racial implications of charter schools  
<http://education.wustl.edu/people/ebony-duncan>
  
- \***Garrett Albert Duncan**, Associate Professor—Critical and critical race theories of education; urban education, adolescence; qualitative research methods  
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- \***Mary Ann Dzuback**, Associate Professor and Chair of the Women, Gender, and Sexuality Studies Department—History of education; social and intellectual history of higher education; gender and education; gender and women's studies  
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- \***Rowhea Elmesky**, Associate Professor—Sociocultural theoretical perspectives and critical ethnographic methodologies in science education; international studies, urban studies, agency and social justice  
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- \***Odis Johnson**, Associate Professor and Director of Graduate Studies— social stratification and inequality; spatial demography; social policy; urban studies; research methods  
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- \***Michelle A. Purdy**, Assistant Professor—History of Education in the United States; history of African American education; school desegregation; race, culture and equity in education  
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- \***William F. Tate, IV**, Edward Mallinckrodt Distinguished University Professor in Arts & Sciences and Dean, Graduate School and Vice Provost of Graduate Education — social determinants of science, mathematics, engineering, and technology attainment; epidemiological models and geospatial applications with a focus on adolescent and child developmental outcomes; and social development of youth in the context of urban communities  
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- \***Carol Camp Yeakey**, Professor and Director of the Interdisciplinary Program in Urban Studies— Urban politics and policy; American culture studies; international and area studies  
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\*Faculty authorized by the University to serve as dissertation advisers and as chairs and members of dissertation committees; other faculty members may serve as additional participants on dissertation, proposal, and defense committees. Upon request, the Dean of the Graduate School may make exceptions.

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