



**Doctor of Philosophy (PhD) in Education  
Student Program Handbook**

**2022-2023**

Education PhD Program  
College of Education  
Oregon State University  
Joyce Collin Furman Hall  
200 SW 15th Street  
Corvallis, OR 97331

<https://education.oregonstate.edu/education-phd>

Oregon State University in Corvallis, Oregon, is located within the traditional homelands of the Mary's River or Ampinefu Band of Kalapuya. Following the Willamette Valley Treaty of 1855, Kalapuya people were forcibly removed to reservations in Western Oregon. Today, living descendants of these people are a part of the Confederated Tribes of Grand Ronde Community of Oregon ([grandronde.org](http://grandronde.org)) and the Confederated Tribes of the Siletz Indians ([ctsi.nsn.us](http://ctsi.nsn.us)).

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## I. Welcome

Welcome to the 2022-2023 academic year! Whether you are a new or returning student, we are delighted and honored you have chosen to work with us in your pursuit of a doctoral degree.

The PhD is the highest degree awarded in the field of Education and, as such, it is a journey that is challenging and consuming, yet rewarding and fulfilling. Our faculty and our coursework will build your skills and abilities, encourage your intellectual growth, and prepare you to address complex and pressing issues through a lens of social justice. You will hone your skills as researchers, educators, grant writers, and policymakers through classroom learning and hands-on experience. You will also form collegial, steadfast, and enduring relationships with faculty and fellow students.

In this program handbook, you will find important information related to the curriculum, the policies, and the processes by which you will achieve your PhD. Please consult this manual if you have questions, but also follow up with your advisors for confirmation. In addition, Dr. Martha Ahrendt, our program lead, is available to address questions and concerns.

We have all been through some difficult days, as COVID-19 changed much of our world. Although remote learning expanded our classrooms and our pedagogical approaches, we now have the opportunity to be in community on campus once again. I look forward to seeing students in classes, greeting colleagues around campus, and hearing the varied sounds of this vibrant and special place.

It is my pleasure to welcome you to this new academic year. We look forward to learning with you!

With best regards,



Soria E. Colomer, PhD (ella/she/her)

Education PhD Program Chair

Patricia Valian Reser Faculty Scholar

Associate Professor of Bilingual Education

College of Education | Oregon State University

## II. Preface

This handbook is a resource for Education PhD students about specific policies and procedures in the College of Education and Education PhD program and supplements Graduate School and Oregon State University policies and procedures. It does not provide all details about Graduate School requirements.

### Student Responsibility

Students are responsible for complying with those policies and the policies of the Education PhD program, their specific option, and the Graduate School.

### Program Handbook Term Policy

The College of Education and the Education PhD Program have the right to change policies. A student's handbook/catalog term is determined by the term in which the student enters the program. Students, in consultation with their major professor, can choose to move their field of study catalog/handbook a year forward; however, individual policies and procedures cannot be selected from multiple handbooks and the student will not be granted additional time to degree completion. If a student is returning from an extended unofficial extended absence (i.e., an unapproved leave greater than one year; the student must reapply and be readmitted to the program), the student will follow the handbook released for the year of readmission. If you have questions or would like to change the handbook year within which you work, please contact the program lead.

### What is the Graduate School?

The [Graduate School](#) at OSU assures quality and consistent interpretation of Graduate Council policies related to graduate education across all programs. The [OSU Catalog](#) is the official source for information regarding OSU graduate education policy and procedures. It is the student's responsibility to refer to the catalog for this information.

The Graduate School supports students throughout the academic [lifecycle](#), from admissions to degree completion. The Graduate School, and its campus partners, offer an array of [professional development opportunities](#) specific to the success of graduate students. Topics include research and ethics, teaching and facilitation, writing and communication, leadership and management, career skills, grad life and wellness. Please visit the Graduate School links to browse our student success offerings.

**Deadlines related to Program of Study, Exam Paperwork, etc.** Please review the deadlines as defined by the Graduate School. Programs can require a more rigorous set of deadlines. Students are expected to check with their program and the Graduate School regarding specific deadlines unique to the term and academic year they plan to complete their degree requirements.

## I. Resources

### Checklist for Incoming Students

- **Secure an OSU email address (ONID) with your Student ID# (on your letter of acceptance).** ONID/Exchange is OSU's official mode of communication and used for all email communications.
- **Review the [New Student Orientation Guide](#).**
- **Register for fall classes.** (Registration opens around May 15) Before registering, consult with your assigned major professor to determine which classes to take the first term.
- **Attend the Education PhD program Orientation and Graduate School orientation(s).** Orientations are the week before the first week of fall term.
- **Sign up for [OSU Alerts](#):** OSU is dedicated to providing a safe and secure learning and living environment for its community members. [The Department of Public Safety](#) provides resources, information, emergency phone numbers, and protocols for maintaining personal safety. Sign up for [OSU Alerts](#) to get timely messages delivered right to your phone or inbox regarding university closures and other emergency situations.

### Primary Contacts

|   |                    |  |
|---|--------------------|--|
| <b>Education PhD Faculty Program Chair:</b> | Dr. Soria Colomer  | <a href="mailto:soria.colomer@oregonstate.edu">soria.colomer@oregonstate.edu</a>     |
| <b>Education PhD Program Lead</b>           | Dr. Martha Ahrendt | <a href="mailto:martha.ahrendt@oregonstate.edu">martha.ahrendt@oregonstate.edu</a>   |
| <b>Course Scheduler (overrides)</b>         | Gosia Wojtas       | <a href="mailto:gosia.wojtas@oregonstate.edu">gosia.wojtas@oregonstate.edu</a>       |
| <b>Graduate School Front Desk</b>           | (541) 737-4881     | <a href="mailto:graduate.school@oregonstate.edu">graduate.school@oregonstate.edu</a> |

### Quick Links to Program-related Forms

#### Academic Yearly Progress (AYP) Forms by Option

[Agricultural Education Option AYP Form](#)

[LEEP AYP Form](#)

[Sci/MathEd AYP Form](#)

#### Sample Programs of Study

AgEd Students should contact their major professor for a sample program of study.

[Sample Program of Study for LEEP](#)

[Sample Program of Study for Sci/MathEd](#)

#### POS Advising Worksheets (Download to be able to fill in)

[Advising Worksheet for LEEP](#)

[Advising Worksheet for Sci/MathEd](#)

Blank POS Form [PDF](#) or [DOC](#)

#### Written Examination Forms

Written Exam Questions Template and Rubric ([Link to be added when finalized](#))

[Written Exam Committee Feedback Form Template](#)

### III. Program Overview

Graduates of the Education PhD program are prepared to influence important educational issues across local, national, and international contexts. Alumni often take positions as educational researchers and faculty in colleges, universities, or community settings and contribute to the fields of teaching and learning.

The PhD in Education degree program is led by a small group of world-class faculty with a strong commitment to equity in education and expertise in cultural and social aspects of education across contexts. Program faculty draw from diverse theoretical perspectives and have a history of community engagement and policy work at the community, state, and national levels.

- Strong research programs and teaching opportunities prepare students to navigate and contribute to a field of research while putting theory into practice.
- The program is designed to be flexible and personalized in order for students to pursue their unique interests and benefit from collaborations with other units at OSU.

The Education PhD program offers three option areas for students: [Agricultural Education](#), [Language, Equity and Educational Policy](#), and [Science/Mathematics Education](#). Students benefit from the personalized support of advisors and faculty and often take coursework across two or more of the options' content courses.

#### Agricultural Education Option

Education PhD students in the Agricultural Education option prepare for careers in both academic and applied settings related to Agricultural Education. The program provides a strong theoretical foundation and practical research experience, as well as the opportunity to participate in a variety of activities including teaching different classes, service, outreach, faculty and student research, publishing, and conference attendance.

The Agricultural Education coursework aims to widen a students' perspectives and challenges them to think critically beyond Agricultural Education and their experiences in it. The diversity and blend of College of Education and [College of Agricultural Science](#) coursework prepares students to be highly competitive on the job market. Students choosing the Agricultural Education option are encouraged to engage in various aspects of the Agricultural Education department and connect with local, state, and national associations.

#### Language Equity and Educational Policy (LEEP) Option

The Language Equity, and Educational Policy (LEEP) option is designed for Education PhD students who want to conduct research in K-16 educational settings and prepare for careers in both academic and applied settings. This option provides a comprehensive study of research with bi/multilingual communities, equity in school and community-based educational contexts, and educational policies. Students participate in mentored teaching and research experiences related to education foundations in social justice, schooling in multilingual/multicultural contexts, and teacher education in ESOL, dual-language, and literacy education.

With personalized support from faculty, students have flexibility with coursework to allow them to pursue their interests through interdisciplinary connections with a variety of academic units across the University such as Language, Culture, and Society; Anthropology; Women, Gender & Sexuality Studies; Outdoor Schooling; and Ethnic Studies.

### **Science/Mathematics Education Option**

Education PhD students in the Science/Mathematics option prepare for careers in both academic and applied settings. This option fosters theory-based knowledge and skills through research experience. The option's goal is to develop researcher-scholars in the fields of science and mathematics education who are committed to, and understand how to support, lifelong equitable and just science and mathematics learning in a variety of settings with diverse learners and families. Graduates are prepared to contribute to the body of knowledge describing and analyzing learning in a variety of settings, teacher education, educational technology, professional development, free-choice/non-formal education, and college teaching.

The Science/Mathematics option is designed for students with a variety of academic backgrounds including, but not limited to, the sciences, mathematics, engineering, agriculture, environmental sciences, forestry, fisheries and wildlife, oceanography, ecology, and science and mathematics education. Students in the Science/Mathematics Education option benefit from interdisciplinary connections to STEM units across OSU as well as from collaborations with faculty and students in the other options in the Education PhD program. Students also have opportunities to participate in mentored teaching and research experiences.



## IV. Education PhD Program Requirements

### Degree Milestones

Below are the requirements and recommended timeline for degree completion when attending full-time. The expectations are the same for part-time students, but the completion dates of certain milestones may vary for each student. All students have nine years to complete the program, regardless of their status. The Graduate School has [videos for every step of the doctoral degree journey](#). Details about these milestones are discussed in later sections of this handbook.

### First Year Milestones

- Complete **CITI** (Collaborative IRB Training Initiative) Certification (fall term, part of ED620)
- **Academic Yearly Progress Report (AYP)** completed and submitted by end of spring term

### Second Year Milestones

- **Doctoral committee** members identified and invited (no later than early winter term)
- **Graduate faculty nominations** requested, as needed, at least 2 months prior to the program of study meeting
- **Transfer credit request** submitted to the Graduate School for Master's courses to be listed on the program of study at least 2 months prior to program of study meeting (usually end of fall term)
- **Program of study meeting** held with doctoral committee before the end of the 5th term for full and part-time students
- **Digital program of study** submitted to Graduate School before the end of the 5th term for full and part-time students
- **Coursework** completion by end of year 2 for full-time students
- **Academic Yearly Progress Report (AYP)** completed and submitted by end of spring term

### Subsequent Year Milestones

- **Written examination** (after coursework is complete and usually during year 3 for full time students)
- **Preliminary oral examination** (also referred to as comprehensive exam and usually completed within a term or two after the written exam)
- **Dissertation proposal** submitted to and approved by doctoral committee (usually during year 3 for full time students, at the same time as—or after—the preliminary oral exam)
- **Proposal submitted** to and approved by IRB (after approval of dissertation proposal and before data collection begins, usually at end of 3<sup>rd</sup> year for full time students)
- **Academic Yearly Progress Report (AYP)** completed and submitted for every academic year during which the student has been enrolled at least one term.

### Final Year Milestones

- **Apply for graduation to the Graduate School** whether or not the student plans to participate in commencement (usually 12-15 weeks in advance: see current Graduate School calendar for dates)
- **Final oral examination** (dissertation defense) at least one year (but not more than 5 years) after completing the preliminary oral exam
- **Submission of Final Approved Dissertation**
- **Graduation**

## Making Adequate Academic Yearly Progress

Demonstrating adequate academic yearly progress is essential for successful and timely completion of a student's program. The Graduate School provides [guidance on a graduate student's progress](#) and requires annual review of a student's progress. Our program uses the Academic Yearly Progress Report (AYP). If a student fails to submit a signed AYP, a registration hold will be placed on their account for winter term of the following academic year. A student must submit an AYP and demonstrate adequate progress in order to be nominated for any award from the Graduate School, College of Education, or program. Students must be making satisfactory academic progress to be considered for graduate assistantships for the following academic year.

To discuss this progress, the student meets with their major professor every year to evaluate how well the student is doing, i.e., completing the program of study, research, or the dissertation. An evaluation report, the Academic Yearly Progress form (AYP) provides information about the student's progress and is essential for a meaningful conversation between the student and the major professor. The form also documents the meeting and the results of the conversation.

### Academic Progress Criteria

Students that are making adequate yearly progress will:

1. Maintain a GPA of 3.00 or better for all courses taken as a graduate student. The Graduate School stipulates that grades of C- or lower cannot be used in a graduate program of study.
2. Submit a signed and completed AYP annually, demonstrating the setting and meeting of yearly goals.
3. Pass relevant exams outlined by the College of Education and Graduate School.
4. Comply in a timely manner with all Graduate School and College of Education program requirements, benchmarks, and deadlines.
5. Receive positive faculty formative evaluation from instructors based on course grades and participation in community such as brown bags, seminars, and other scholarly activities.

During week 10 of winter term, the program lead emails the AYP to students, initiating the process of students reviewing their progress with their major professor. This process is an opportunity for the student and major professor to have a meaningful discussion about the student's progress over the past year and to set goals for the following academic year. The form also documents the meeting, the results of the conversation, and the dates of completed and anticipated milestones. During spring term, the student completes their portion of the AYP, collects supporting artifacts, and submits the AYP to their major professor. The major professor reviews and adds to the form and then meets with the student for discussion before signing the form. Completed forms, signed by the student and major professor, along with copies of supporting documentation are due to the program lead by June 15.

Students are required to complete an AYP form annually until the term in which their final oral examination (dissertation defense) is scheduled with the Graduate School. (For example, if a student defends their dissertation in the spring or summer, the AYP for that academic year is not required; however, if a student plans to defend their dissertation in the fall, the AYP for the immediately preceding academic year is due June 15.)

**Blank AYP forms for each option can be found in the [Quick Links](#) section.**

If a student is not making adequate progress, the major professor works with the student to create a plan of assistance, in consultation with members of the doctoral committee, once established. The plan of assistance is a guide to put the student on track for timely completion and always includes a specific timeline and a plan for improvement specifying criteria for achievement of satisfactory academic progress. While it is the hope that a student returns to satisfactory progress within the specified time, an assessment of unsatisfactory progress puts a student at risk for loss of financial support and ultimately possible dismissal from the program. In addition to doctoral committee members, Education PhD faculty may review details from a student's academic record and performance when satisfactory progress is not being achieved and/or they have been recommended for dismissal from the program.

## Major Professor

### What is a major professor?

The major professor is the committee member from the student's major field and a faculty member in the Education PhD program who serves as the primary academic advisor and mentor for the student and their academic and research program. The major professor serves as chair of the doctoral committee and principal dissertation advisor. At the time students are admitted into the PhD program, they are assigned a major professor based on their research interests and faculty research interests and availability, among other factors. If a student chooses to have a major professor who is not an Education PhD faculty member, the doctoral committee must be led by co-advisors, with at least one of the advisors being a faculty member in the Education PhD program.

### Major Professor Duties and Responsibilities to their Advisees

- Advise on all coursework, professional experiences, and research, including the IRB process
- Advise on whether the student is prepared sufficiently to take written and oral exams and to submit dissertation to doctoral committee for defense, in consultation with committee as necessary
- Coordinate, convene, and lead advisee and doctoral committee through all processes and meetings (as doctoral committee chair or co-chair)
- Provide annual evaluation and feedback on academic progress (AYPs)
- Advise on/approve of members on doctoral committee; submit graduate faculty nominations
- Guide advisee on all processes, paperwork, and meetings related to program milestones, policies, and timelines, including program of study, written exam, preliminary oral exam, dissertation proposal, dissertation writing, and final oral exam
- Advise in all respects regarding dissertation
- Communicate with program lead regarding advisees' progress through the program, including timely status updates on all milestones and provide relevant documentation, such as assessments and feedback related to milestones for student's file.
- When funds are available, help secure and coordinate assistantships (GAs)

At the end of the first year of the student's program, as the program of study and the doctoral committee are considered, the student should discuss with the major professor whether the student and professor wish to continue to work together. If a change in major professor is decided, and the new major professor has agreed to the role, the student must contact the program lead, copying the former and new major professors. The student does not need to file any paperwork with the Graduate School if they change their major professor. Per Graduate School process, the new major professor only

needs to be listed on paperwork for subsequent formal examinations. The student will consult with the new major professor to complete the Academic Yearly Progress Report at the end of the academic year.

## Doctoral Committee

The [graduate doctoral committee](#) guides a student's course work and research, evaluates the student's progress toward achieving the PhD degree, and serves as both the preliminary oral and final oral examination committees. All committee members are expected to be present for all formal meetings with the student (e.g., program of study meeting, preliminary oral exams, final oral defense) or have approved substitutes. If a committee member needs to participate remotely, the student and committee must ensure that all the conditions for remote participation are met.

## Committee Formation and Membership

Students choose their doctoral committee members in consultation and agreement with the major professor. The doctoral committee shall consist of a minimum of five members of the graduate faculty, including a Graduate Council Representative. At least one, and preferably two, committee members must represent the student's major field and be Education PhD faculty members. The Graduate School evaluates the student's doctoral committee structure when the program of study is submitted for review and when formal examinations are scheduled.

## Non-OSU Committee Members (Graduate Faculty Nominations)

All doctoral committee members must be on the graduate faculty and approved for the role proposed. Once committee members are identified, students may check with the program lead to determine whether all committee members outside the Education PhD faculty have been approved to serve as graduate faculty. If faculty have not been approved to serve as graduate faculty, a nomination is required. Petitions for grad faculty nomination are coordinated by the program lead, and the nomination is made by the program. Do not use the Nomination for Graduate Faculty form found on the Graduate School website. Contact the program lead to initiate the process of nominating an individual to the graduate faculty. The nomination process often takes two months.

## Graduate Council Representative

A Graduate Council Representative (GCR) is required on all doctoral committees. The GCR represents the OSU Graduate Council, ensures that all rules governing committee procedures are followed, and is a full voting member of the doctoral committee. The GCR must be present at all formal meetings and exams, except the preliminary written examination. Per Graduate School guidelines, the GCR also leads the committee's defense deliberation following the student's final oral exam (dissertation defense). The GCR must be a graduate faculty member outside the student's major and minor areas. Many students select a GCR who also adds disciplinary expertise. Watch this video about [Finding a GCR](#) and select a GCR using the [GCR List Generation Tool](#). Allow ample time for this selection process. The list can be regenerated until the student finds someone who is willing to serve.

## Changes to Doctoral Committee Membership

If it becomes necessary to replace a doctoral committee member, the student must consult with their major professor to select an appropriate replacement. The new member must fit within the committee composition requirements. If the new member is not graduate faculty, the individual must be nominated to the graduate faculty through the program lead. The Graduate School does not require any

paperwork for changing a committee member. New members only need to be listed on the final oral exam paperwork. However, the committee composition must meet program and Graduate School composition requirements.

## Coursework and Credits

Coursework in the Education PhD program aims to provide students with 1) a foundation of methodological and theoretical knowledge and 2) specific expertise in the option area the student chooses. For course descriptions see the [Graduate School catalog](#).

### Required Courses/Minimum Credits by Option

| Courses   | Sci/Math Ed Credits                                    | LEEP Credits                             | AED Credits                                   |
|---|--|--|---|
| <b>CORE COURSES: REQUIRED EDUCATION PHD COURSES</b>                       |  |  |   |
| ED607 1 <sup>st</sup> Year Seminar  | 12   | 12                                       | 12  |
| ED620 Research Design & Epistemologies                                    |  |  |   |
| ED622 Qualitative Research Techniques in Education                        |  |  |   |
| ED624 Quantitative Research Design & Critical Analysis                    |  |  |   |
| Practicum (ED609 or SED615)   | 3  | 3  | 3   |
| Two Additional Methods Courses  | 6  | 6  | 6   |
| Dissertation (ED603)  | 36   | 36                                       | 36  |
| <b>RESEARCH CONTENT COURSES: Required Option Courses</b>                  |  |  |   |
| SED607 2 <sup>nd</sup> Year Seminar                                       | 3  | Recommended                              | 0   |
| (3 credits each, except AED501 which is taken for a minimum of 4 credits) | SED611<br>SED613<br>SED621<br>SED623<br>SED625<br>(15) | ED650<br>ED651<br>ED652<br>ED653<br>(12) | AED501*A<br>ED553<br>AED556<br>AED640<br>(13) |
| <b>ADDITIONAL COURSEWORK</b>  |  |  |   |
| Additional credits transferred from Master's Program or to take           | 33   | 39                                       | 38  |
| <b>Total minimum credits to graduate</b>                                  | <b>108</b>   | <b>108</b>                               | <b>108</b>                                    |

### Science/Mathematics Education Courses

SED611 Survey of Research on Teaching  
 SED613 Learning Theory  
 SED621 Survey of Research on Learning  
 SED623 Curriculum Theory  
 SED625 Critical Pedagogy

### LEEP Courses

ED650 Equity and Education Policy  
 ED651 Research Bilingualism and Multilingualism  
 ED652 Ethnographic Methods  
 ED653 Discourse, Identity, and Education

## AED Courses

AED501 Research

AED553 Applied Instructional Strategies

AED556 Link Research, Training, and Practice

AED640 Instrumentation and Data Collection in Social Science

## Transfer Master's Credits

By the end of fall term of year 2, the student works with their major professor to identify the Master's courses to be listed on the program of study and submits the [Transfer Credit Request](#) to the Graduate School. All transfer classes need to be included in the student's record before the program of study meeting. The Graduate School takes 3 to 4 weeks to process transfer request forms. There is no limit to the number of transfer credits allowed for a doctoral degree as long as the residency requirement are met.

## Credit Limits: Blanket and Slash Courses

Blanket courses have a zero in the middle of their course number, except for dissertation coursework (ED603), which is not considered a blanket course. The Graduate School allows no more than 15 credits of blanket courses for a 108-credit degree program. For the Education PhD, the 3 credits associated with ED607 and SED607 are listed on the Program of Study as blanket courses and are part of the 15-credit limit.

Slash courses are 500-level courses associated with 400-level undergraduate courses. The Graduate School allows no more than 50% of the credits on a program of study to be slash courses. To determine if a course is a slash course, search for 4XX in the OSU course catalog for the term when the 5XX course was taken. If a 4XX course appears with the same title as the 5XX, then it is a slash course. A "stand-alone" graduate course is a course that is not a slash course.

## Program of Study

The program of study (POS) lists the courses the student plans to take; indicates the chosen option(s) and, if applicable, a minor; and requires signatures of members of the student's doctoral committee. The course list, beyond the required program courses, is developed in collaboration with the major professor and doctoral committee members to enhance the student's research objectives and can include courses taken during the student's Master's program. The Education PhD program requires that students have an approved POS on file with the Graduate School prior to beginning their written examination.

## Program of Study Meeting

The student's major professor chairs the program of study meeting. During the POS meeting, the student and doctoral committee members examine and discuss the courses the student should take beyond the required program core courses and option research content courses. The student is responsible for providing committee members with the following documents during the meeting:

- Transcripts showing all completed courses that will be transferred to the program
- Copies of the draft POS (Use this blank POS form for ease of planning: [Blank Program of Study Worksheet.](#))
- Copy of the formal [Program of Study Meeting Checklist](#) for the GCR to fill out and sign.

The POS is finalized during the program of study meeting. Sample Programs of Study and fillable advising worksheets are available from the [Quick Links](#) section.

### Digital Program of Study

After the POS meeting, the student completes a digital program of study outlining the approved course list and identifies the doctoral committee members by logging into the online [Digital Program of Study](#) system. The document is then signed (through DocuSign) by the student, all doctoral committee members, and the program chair and filed with the Graduate School for approval. Once approved, the POS becomes the course contract for the student. The Graduate School requires students have a signed POS submitted to the Graduate School by the end of their fifth term.

If you have questions about program requirements, please contact the program lead. If you have questions about the digital program of study, [Get Help with the POS](#) or schedule an [on-line help session](#). There are many helpful videos to guide you through the process on their website.

**Please note:** The POS system uses a drop-down menu for students to select courses and doctoral committee members. In order to have all transfer coursework and committee members in the system, at least two months prior to the POS meeting, students must initiate the process to nominate any doctoral committee members who are not on the graduate faculty and submit a formal request to transfer classes from another graduate program into the doctoral program. See relevant handbook sections for more information on these processes.

### Changes to the Program of Study

Any changes to the POS must be submitted to the Graduate School using the [Petition for Change in Program](#).

### Written Examination

The purpose of the written exam is to inform the doctoral committee of the student's ability to communicate in writing, apply and demonstrate their content knowledge and relevant literature in their field of study and critically analyze, synthesize, and appropriately research arguments and methodologies. The student has six weeks to compose responses to two questions (three weeks per question). Questions are collaboratively crafted by members of a written examination committee, which includes the major professor and other doctoral committee members. It is recommended that at least two members of the written examination committee are College of Education faculty members. The GCR is not required to serve on the written examination committee because the written examination is a program requirement, not a Graduate School requirement. GCR participation is at the discretion of the major professor and student.

### Requirements and Expectations

1. The major professor consults with Education PhD faculty and/or the doctoral committee to determine student readiness for the written examination. The major professor makes the final determination.
2. The student must have a program of study approved by the Graduate School on file and have completed coursework before scheduling the exam.



3. The student must be registered for at least 3 credits during the quarter the exam is **assessed**. The student must be registered for at least 3 credits *during the quarter the exam is taken* if the student is utilizing university resources (including faculty time, the library, etc.).
4. The student is responsible for working with Disability Access Services (DAS) to request accommodation for a documented disability. The student should connect with DAS with sufficient time for DAS to engage in an interactive process with the student, major professor, and others as needed, to determine and communicate any appropriate accommodation to the major professor. This process must be completed prior to the student receiving either exam question.
5. The student meets with the major professor and/or written examination committee to discuss the student's future trajectory to inform the formulation of the exam questions, and to agree to an exam process and timeline. The exam may be administered in one of two ways:

**Option 1:** The student receives both questions at the same time and has 6 weeks to complete and submit both.

**Option 2:** The student receives one question, completes and submits it in 3 weeks, and then receives the second question to complete and submit within three weeks. The major professor determines how much time is provided between questions.

The student and committee agree to the process to be used and specific timeline. Once the student and written examination committee agree on an option and the student receives the question(s), the student must follow the relevant timeline and process. Once a response to a question is submitted it cannot be revised.

6. The student and major professor must schedule the commencement date of the written exam at least three weeks in advance of the commencement date to allow the written examination committee adequate time for crafting the questions.
7. A student may access the Graduate Writing Center (GWC), a part of the Graduate School, (and only the GWC) for individual consultations during the exam with written consent of their major professor. Appropriate feedback may include:
  - Clarity and expression
  - Gaps in argumentation
  - Technical aspects of writing (e.g., sentence structure, coherence, etc.)
  - Identification of specific areas that may need development, such as synthesis, argumentation, and analysis

The student is responsible for communicating their request for GWC access to the major professor prior to the scheduling of the exam. If the major professor approves a graduate student to consult with the GWC on examination material, the GWC requires 1) written approval from the advisor and 2) clarification of the specific parameters of that support. In addition, the Education PhD Program requires the major professor copy that approval to the program lead and student. The exam timeline cannot be extended because a student is unable to secure an appointment with the Writing Center. The student is responsible for making the appointment(s) with the Writing Center.

8. The development of disciplinary subject matter and content should be the sole purview of the student. While the GWC supports students with the communication of disciplinary subject matter, it does not provide subject matter expertise that is available from advisors, committee members, and coursework. Feedback regarding disciplinary knowledge and research appropriate to the scope and direction of students' general and specialized areas should be sought prior to examinations. During

examinations, under no circumstance should a student seek advice or guidance from doctoral committee members, the major professor, or other individuals on subject matter or content.

## Examination Questions

The two questions will be collaboratively crafted among the written examination committee members. The entire written examination committee reviews and approves both questions holistically before the major professor shares them with the student. Questions can be on any topic relevant to the student's field(s) of study and are often based on a student's research and program trajectory. Select references may, or may not, be provided by question writers.

## Examination Format

1. The major professor presents the questions to the student using the Written Exam Form.
2. The written product is limited to 2000 to 4000 words for each question response, not including references. The student may include figures. The figures and captions are not included in the word count; however, the use of figures should be minimal and should only be used to provide clarity that would be difficult to write otherwise. Written exam responses must be in APA format.
3. The student is required to inform the major professor if adequate progress is not being made. Student interactions with the major professor and other faculty about the exam during the writing/response period is limited to the student's inquiries regarding clarification questions. In no instance should a student expect, or receive, explicit help with their writing from faculty members or others.
4. The major professor ensures the student turns in both question responses via email and within the established timeline.
5. Extensions to the agreed-upon timeframe may be permitted with written examination committee approval (not solely the major professor). Students can request an extension for illness, family emergency, and the like; however, extensions are only granted in rare and extenuating circumstances, and approval is not guaranteed. The written examination committee has the right to ask the student to respond to a new question or questions, depending on the situation, and it is the committee's decision as to whether a new question prompt is warranted.

## Written Exam Evaluation

### Evaluation Process

1. The major professor distributes the student's responses to examination committee members for evaluation as soon as possible after receiving the student's responses.
2. Examination committee members determine if the responses meet the criteria and communicate their final determinations in writing to the major professor within two weeks after the student responses are distributed to the committee. When the exam timeline falls over any portion of university breaks, the two-week evaluation timeline may be adjusted due to faculty schedules.
3. Strengths and weaknesses of the two responses are discussed among committee members and the committee makes a final determination if the set of responses holistically meets the evaluation criteria.
4. The major professor compiles a summary of and synthesizes written exam committee members' evaluations using the Written Exam Feedback Form.
5. The major professor communicates the results of the exam evaluation to the student within three weeks of the student's return of both responses. A copy of the completed Written Exam Feedback Form is sent to the student and the program lead.

6. The student may meet with examination committee members or their major professor to receive the committee's evaluation and feedback.

### **Evaluation Criteria**

The following criteria are used to assess the written exam responses.

1. Selection of Literature
2. Evaluation and Synthesis of Literature
3. Quality of Arguments
4. Quality of Writing

See the [Written Exam Rubric](#) for more information.

### **Examination Outcomes**

The written examination committee may choose one of three outcomes when evaluating a student's written exam. If examination committee members agree that holistically the student has satisfactorily passed the written examination the outcome is a "satisfactory written exam." If more than one committee member finds one or both responses insufficient, the outcome may either be "Partially Met" or "Did Not Meet" resulting in either a revision or re-examination.

### **Satisfactory Written Exam**

- a. The student and major professor may move forward with scheduling the Graduate School preliminary oral examination per university policies. The preliminary oral exam cannot be scheduled until the student achieves satisfactory responses on both questions of the written exam.
- b. A copy of the Written Exam Feedback form that was shared with the student and the student's responses are forwarded to all members of the doctoral committee not less than one week prior to the preliminary oral exam.

### **Revision of Written Exam (one or both questions)**

- a. The major professor has discretion if committee members or only the major professor will meet with the student to communicate the determined action plan.
- b. The student will revise responses to one or both questions.
- c. The major professor and committee members will establish the amount of time the student has to make revisions (no more than three weeks per question).
- d. Once the student has completed the revision, the evaluation process and timeline follow the same format as the original written examination evaluation process.
  1. The student's second response must pass standard, or the student will be recommended for termination.
  2. If the student meets "Satisfactory Written Exam," the student and the major professor may move forward with scheduling the Graduate School preliminary oral exam.

### **Re-examination with one or two new questions provided by committee**

- a. The student will be given one or two new questions to answer. Questions are determined in the same manner as the original two questions.
- b. The student, major professor, and committee members determine a new timeline for the written responses (within three weeks per question).

- c. Once the student has completed the re-examination, the evaluation process and timeline follow the same format as the original written examination evaluation process.
  1. The student's second response must pass standard, or the student will be recommended for termination.
  2. If the student meets "Satisfactory Written Exam," the student and the major professor may move forward with scheduling the Graduate School preliminary oral exam.

### Required Recordkeeping

The Education PhD program lead will be included in communication of the following:

1. Approval and communication of Graduate Writing Center support to the GWC.
2. Dates of the exam timeline and exam questions to the student (on Question Template Form)
3. Any subsequent timelines, new or revised questions, and responses and any additional feedback if a revision or rewrite is required.
4. Completed Written Exam Feedback form(s) with both written question feedback and holistic assessment.

Templates for Written Exam Questions and Written Exam Committee Feedback can be found in the [Quick Links](#) section.

### Preliminary Oral Examination

The preliminary oral examination is conducted by the doctoral committee following the requirements of the Oregon State University Graduate School. See the Graduate School website for a description of the [preliminary oral exam](#) and Graduate School policies related to this milestone. The student takes the oral exam after successfully completing the written exam and only after the major professor and student determine that the student is adequately prepared.

The purpose of the preliminary oral exam is to assess the student's understanding of major and minor fields of study, research design, and core research in the degree area. The student also may formally present the dissertation proposal for approval by the doctoral committee. In order to be admitted to candidacy for the doctoral degree, the student must pass the preliminary oral graduate school examination.

### Process

The **student** (not faculty) is ultimately responsible for ensuring that all requirements are fulfilled, all deadlines are met, and any required program and graduate school forms are submitted appropriately and on time. The student must register for a minimum of 3 credits for the term when they take the preliminary exam. The exam may be held only during the periods when classes are in session (including finals week). There must be at least two weeks between successfully completing the written exam and conducting the oral exam in order to prepare and schedule the examinations with the Graduate School.

When the student is ready for the preliminary oral exam, the student is responsible for contacting members of the doctoral committee, including the Graduate Council Representative, to arrange the date, time, and place for the exam. The duration of the exam is at least two hours. At least two weeks prior to the preliminary oral exam, the major professor should distribute the student's written responses and the committee members' evaluations related to the written exam to the entire doctoral committee. At least two weeks before the exam date and after the doctoral committee agrees to a date

and has received all documentation, the student schedules the exam with the Graduate School office using the [Exam Scheduling Form](#). The student is responsible for reminding the doctoral committee of the agreed upon date, time, and place to ensure everyone's presence at the examination.

If the committee composition has changed since the POS meeting, the student must work with the major professor to ensure that the new committee member(s) is approved as graduate faculty and meets the committee composition requirements.

The major professor is responsible for communicating to the doctoral committee about the student's current status as noted in the AYP, the expectations of the exam, and each member's role in the exam. While the student is ultimately responsible, at a minimum, the major professor should make sure that each member receives a copy of the student's successful written exam responses at least two weeks before the oral exam. Doctoral committee members outside the program should receive some instructions about their role so that they can prepare appropriate questions. For example, a member of a science program might be charged with assessing the student's science knowledge in a particular discipline as well as formulating questions relating discipline knowledge to particular educational contexts.

The exam may cover the student's proposed research topic, although no more than one-half the time should be devoted to specific aspects of the proposal, according to Graduate School policy. To prepare for this segment of the preliminary exam, the student must send the written proposal to the entire doctoral committee at least three weeks prior to the exam. See Dissertation Proposal section below for details.

## Evaluation

The oral exam is concluded in one of four ways: (1) Student passes with all members of committee agreeing on satisfactory performance, (2) Student passes with one dissenting vote, (3) Exam is recessed, and student is asked to consider an issue, and continuation of the exam is scheduled before recess, (4) Student's responses are not considered passing and a second and final oral exam is scheduled at a later date.

## Dissertation Proposal

A written dissertation proposal is required of all PhD students and formally presented and discussed with the doctoral committee at a planned meeting. Some major professors encourage students to present the dissertation proposal during the second half of the preliminary oral examination. Other major professors encourage students to present during a separate proposal meeting.

The student works with the major professor to determine the content and format of the dissertation proposal. The written proposal must be given to the student's doctoral committee at least three weeks before the preliminary oral exam or the proposal meeting. If committee members perceive significant problems with the proposal, they must notify the student's major professor at least 48 hours in advance and the proposal meeting may be postponed. The student cannot begin formal data collection until the student presents and the doctoral committee approves the written proposal.

The written proposal should consist of a draft of the first three chapters, including the introduction, detailed review of literature, research questions and hypotheses, significance of the research, and methods and procedures (including human subjects/IRB protocols). A draft of any data collection

instrument being proposed (e.g., questionnaire, interview guide) should be included as an appendix to the proposal. The dissertation proposal should contain all the above information regardless of whether the student plans to use a manuscript or traditional dissertation format. The proposal and the dissertation must be written in the American Psychological Association style.

The approved dissertation proposal, including the date of approval indicated on the cover page, should be shared with the program lead to be filed in the student's official files.

## Final Oral Examination

The Final Oral Examination allows students to defend their dissertation and research findings to a wider audience and to be questioned about their knowledge of the field by their doctoral committee. Students must be registered for at least 3 credits during the term when they hold their final exam. Students should check on [Degree Completion Steps and Deadlines](#) at least a term or two before they intend to graduate and review the Graduate School's criteria for taking the [final oral exam](#). See also the Graduate School's [Tips for Scheduling Final Exam Meeting](#).

The first half of the final oral exam is open to the public. At least two weeks prior to the final examination date, students should email the program lead the following information so the program lead can distribute the invitation:

- Candidate's Full Name
- Dissertation Title
- Dissertation Abstract
- Date and time of defense
- Location and/or Zoom information

## Graduate School Dissertation Submission

After the final edits of the dissertation have been made and approved by the major professor, students must carefully follow the instructions for submitting the completed dissertation as listed on the website for the [Graduate School Thesis Guide and Dissertation Submission Requirements](#). There are several steps in this process after your final dissertation has been approved by your major professor.

## V. Student Funding

Many Education PhD students are funded with graduate fellowships, assistantships, OSU awards, faculty grants, or funding from external sources. Students can also self-fund. Students must be in good standing with the Graduate School and the program (including, but not limited to, submission of their most recent AYP and GA performance reviews showing satisfactory progress) in order to be nominated for any Graduate School award, to be eligible for any program- or college-supported award, and to be placed in a Graduate Assistantship for the following academic year. Available GA positions are variable each year and are based on a number of factors related to the needs of internal programs and external grants that support these positions. **Graduate students are not guaranteed year-over-year funding.**

### OSU Graduate Fellowships, Scholarships, and Awards

The Graduate School offers several funding opportunities, ranging from the fellowships that provide a 12-month stipend, a tuition waiver, and subsidized health insurance, to more traditional scholarships. For information, visit [Graduate Fellowships and Scholarships](#).

Other graduate student awards are available during various milestones of the doctoral students' education path. These include travel awards, scholarly presentation awards, and dissertation completion awards. See this page for a list of [Graduate School Awards](#).

### College of Education Scholarships and Awards

The College of Education has two scholarship opportunities specifically dedicated to supporting PhD graduate students:

- Marilyn Parrish Scholarship
- Milosh & Jeanne Popovich Scholarship

Candidates who have no other internal funding are eligible. These scholarships are determined through an application process in ScholarDollars during spring term for the following academic year. A committee of program faculty review applications and make recommendations to the OSU Foundation for award recipients. Watch for an email through the Education PhD listserv announcing the opportunity to apply.

From time to time, the Education PhD program provides other support for student scholarship-related activities. The purpose and requirements of these opportunities will vary but may include funding for such activities as participating in writing workshops, travel to conferences, or presentations of papers. These opportunities are announced through the Education PhD listserv when available.

### Assistantships

Graduate teaching and research assistantships provide financial support for a doctoral student's education. They are renewable for up to four years, based on a number of factors, but never guaranteed year after year. All graduate assistantships are subject to the collective bargaining agreement between the University and the Coalition of Graduate Employees (CGE). For more information about work assignments, [see this page](#). Graduate assistants must be enrolled for a minimum number of credit hours during each term of appointment.

### **Graduate Teaching Assistantships (GTA)**

The Education PhD Program has a limited number of GTAs to support doctoral students every year. PhD students who meet the eligibility requirements will be considered for these appointments. Duties will typically be assigned for 20 hours/week, though exact appointments may vary. Details on the requirements for international TAs can be found [here](#).

A valuable resource for Graduate Teaching Assistants can be found here in the [Graduate Teaching Handbook](#).

### **Graduate Research Assistantships (GRA)**

Graduate Research Assistants typically work on a grant-funded faculty research project. Responsibilities may include running research participants, analyzing data, and preparing manuscripts. Some units outside the College of Education support Education PhD students as GRAs.

### **External Funding**

Graduate students may find outside support by undertaking an application process independently. The College of Education provides links to external opportunities at the bottom of this [webpage](#). If program faculty become aware of a relevant funding opportunity, that information is shared on the Education PhD listserv to all students.



## VI. Graduate School General Academic Policies

### Registration

The [OSU Schedule of Classes](#) is available online and contains academic regulations and registration procedures that apply to all students in the university, as well as the final examination week schedule. The online [catalog](#) is the source for up-to-date changes for the current and immediately upcoming term. It is the student's responsibility to register for the appropriate number of credits that may be required for any funding eligibility and/or to meet the requirements of the continuous enrollment policy. Problems arising from registration procedures, such as late registration, adding or withdrawing from courses after deadlines, or late changes from letter or S/U grading are resolved through the [petition for late change in registration](#) filed with the Graduate School. A late registration fee may be applied.

Students are responsible for staying current on registration requirements that may supersede the Graduate School requirements (i.e., international, financial aid, veteran's).

### Minimum Course Load

Course load requirements for graduate students are established by the registrar and the Graduate School. A student is considered a "full-time" graduate student if they are registered for 9–16 credits in a given academic term. A student is considered a "part-time" graduate student if they have less than nine credits. If the student is a degree-seeking student, they must be registered for a minimum of three graduate credits in any term they wish to be enrolled and access university resources, including the term of the final defense.

Students are responsible for staying current on course load requirements that may supersede the Graduate School requirements (i.e., international, financial aid, veteran's)

### Continuous Graduate Enrollment

All graduate students enrolled in a degree program must register continuously for a minimum of 3 graduate credits each term (fall, winter, and spring terms) until all degree requirements are met, regardless of student's location. Students on approved leave are exempt from the continuous enrollment policy for the term(s) they are on leave.

Graduate students who use facilities or faculty/staff time during summer session are required to register for a minimum of 3 credits during the summer session. Students defending in the summer term are required to register for a minimum of 3 graduate credits.

Students may appeal the provisions of the continuous graduate enrollment policy if extraordinary circumstances arise by submitting a detailed request in writing to the dean of the Graduate School. Scheduling difficulties related to the preliminary oral exam or the final oral exam are not considered an extraordinary circumstance.

Graduate assistantship eligibility requires enrollment levels that supersede those contained in this continuous enrollment policy. Various agencies and offices maintain their own registration requirements that also may exceed those specified by this continuous enrollment policy (e.g., those of the Veterans Administration, Immigration and Naturalization Service for international students, and those required

for federal financial aid programs.) Therefore, it is the student's responsibility to register for the appropriate number of credits that may be required for funding eligibility and/or compliance as outlined by specific agency regulations under which they are governed.

## **Leaves of Absence**

Leave of absence status is available to eligible students who need to suspend their program of study for good cause. The time the student spends on approved leave will be included in any time limits prescribed by the university relevant to degree completion. Students on approved leave may not a) use any university facilities, b) make demands upon faculty time, c) receive a fellowship or financial aid, or d) take course work of any kind at Oregon State University. For more information and to compare leave of absences with Family Medical Leave, see [Leave of Absence Request](#). The LOA form must be received by the Graduate School at least 15 working days prior to the first day of the term involved. Family Medical Leave Authorization (FMLA) may be granted at any point during a term. FMLA inquiries should be directed to [medical.leave@oregonstate.edu](mailto:medical.leave@oregonstate.edu).

## **Unauthorized Break in Registration**

Degree seeking graduate students who take an unauthorized break in registration relinquish graduate standing at the university.

To have graduate standing reinstated after an unauthorized break, students are required to reapply to their program (complete the online graduate admission application, pay the application fee, and may be required to register for three graduate credits for each term of unauthorized break in registration). It is advisable that students in this situation state that they are applying for readmission in the application packet. A reapplication does not ensure admittance to the program.

## **Grievance Procedures**

All students desiring to appeal matters relating to their graduate degree should follow the [Grievance Procedures for Graduate Students](#). Graduate assistants, whose terms and conditions of employment are prescribed by the [collective bargaining agreement](#) between OSU and the Coalition of Graduate Employees, American Federation of Teachers Local 6069, should also refer to that document and seek guidance from OSU's Office of Human Resources.

### [College of Education Student Grievance & Escalation Guidance \(10/25/21\)](#)

Please note that the following grievance procedures are for matters that do not comply with the existing student grievance policy related to (a) academic decisions (i.e., grading) and (b) academic dishonesty. Please note that for these circumstances the OSU policy should be followed.

Graduate students in College of Education programs should first confer with the faculty member with whom they have a potential conflict to discuss their concerns and work toward a resolution of this conflict. Should the student be unable to address this issue with the faculty member in question or find the resolution of the issue with the faculty member to be unsatisfactory, the student should proceed in bringing the matter to the program chair for potential resolution. Should the issue still persist or not be addressed fully by the program chair, the student should then bring the concern to the Associate Dean for Academic Affairs. If the student is unable to address or resolve the issue through the assistance of the associate dean, the student can then bring the issue to the Dean of the College of Education. If none of these levels of recourse resolves the issue for the student, the student should then approach the

Associate Dean at the Graduate School. In addition, graduate students can also seek the counsel of the Office of Advocacy through ASOSU throughout this process.

## **Grade Requirements**

A grade-point average of 3.00 is required: 1) for all courses taken as a degree-seeking graduate student, and 2) for courses included in the graduate degree or graduate certificate program of study. Grades below C (2.00) cannot be used on a graduate program of study. A grade-point average of 3.00 is required before the final oral or written exam may be undertaken. Enforced graduate-level prerequisite courses must be completed with a minimum grade of C. Programs may have more stringent grade requirements than those prescribed by the Graduate School.

## **Incomplete Grades**

An “I” (incomplete) grade is granted only at the discretion of the instructor. The [incomplete](#) that is filed by the instructor at the end of the term must include an alternate/default grade to which the incomplete grade defaults at the end of the specified time period. The time allocated to complete the required tasks for the course may be extended by petition to the University Academic Requirements Committee. You can obtain the form from the Registrar’s Office. It is the student’s responsibility to see that “I” grades are removed within the allotted time.

## **Student Conduct and Community Standards**

Graduate students enrolled at Oregon State University are expected to conform to basic regulations and policies developed to govern the behavior of students as members of the university community. The Office of Student Conduct and Community Standards (SCCS) is the central coordinating office for student conduct-related matters at Oregon State University.

Choosing to join the Oregon State University community obligates each member to a code of responsible behavior which is outlined in the [Student Conduct & Community Standards](#). The assumption upon which this Code is based is that all persons must treat one another with dignity and respect in order for scholarship to thrive.

Violations of the regulations subject a student to appropriate disciplinary action.

## **Academic Dishonesty**

Academic dishonesty is defined as an act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work or research, either through the student’s own efforts or the efforts of another. It includes:

- CHEATING — use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
- FABRICATION — falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

- ASSISTING — helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
- TAMPERING — altering or interfering with evaluation instruments or documents
- PLAGIARISM — representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

Academic dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

### [Office of Equal Opportunity and Access](#)

The OSU Office of Equal Opportunity and Access defines sexual harassment as the following:

- Unwelcome\* sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or
- Submission to or reject of such conduct by an individual is used as the basis for employment or education –related decisions affecting such an individual; or
- Such conduct is sufficiently severe or pervasive that it has the effect, intended or unintended, of unreasonably interfering with an individual's work or academic performance because it has created an intimidating, hostile, or offensive environment and would have such an effect on a reasonable person of that individual's status.

*\*Employee conduct directed towards a student – whether unwelcome or welcome – can constitute sexual harassment under OAR.*

There are two confidential resources to discuss reporting options: Center Against Rape and Domestic Violence (CARDV) provides 24/7 confidential crisis response at 541-754-0110 or 800-927-0197, and OSU Sexual Assault Support Services is available weekdays at 541-737-7604.

### [Student Records](#)

Both federal and state laws permit Oregon State University staff to release directory information (e. g. name, address, degree program, birth date) to the general public without your consent. You can prohibit the release of directory information to the public by submitting the [Confidentiality Restriction Form](#) available from the Registrar's Office. It will not prohibit the release of directory information to entities of Oregon State University that have a "need to know" to accomplish their required tasks. It further will not prohibit Oregon State University departments from including your name on mailing lists for distribution of materials that are essential to your enrollment at Oregon State University.

## VII. OSU Academic and Support Resources for Graduate Students

OSU offers a wide array of academic and support resources designed to meet graduate student needs. Some of the more commonly used resources are included below. For a more complete list, please visit the Graduate School's [Student Resources webpage](#). Note that some services are campus specific.

- [Campus Safety](#) – Emergency phone numbers, university alerts
- [Career Development Center](#) – Resume/CV, networking, job search strategies
- [Center for Teaching and Learning](#) – Courses and resources for graduate students and faculty
- [Childcare and Family Resources](#) – University childcare centers, childcare assistance
- [Counseling and Psychological Services \(CAPS\)](#) – Individual and group counseling
- [Cultural Resource Centers](#) – Culturally-based community centers, social support
- [Disability Access Services \(DAS\)](#) – Academic accommodations
- [Equal Opportunity and Access \(EOA\)](#) – Employment accommodations, discrimination or bias response
- [Financing Your Education](#) – Funding options and information, graduate awards
- [Graduate Student Commons](#) – Lounge, study space, reservable meeting rooms
- [Graduate Teaching Handbook](#) – A resource for all Graduate Teaching Assistants
- [Graduate Writing Center](#) (within the Graduate School) – Writing workshops, groups, and 1:1 writing coaching
- [Health Insurance](#) – Plans for graduate students and graduate employees
- [Human Services Resource Center \(HSRC\)](#) – Food pantry, housing and food stamp assistance
- [Institutional Review Board \(IRB\)](#) – Review for human subjects research
- [Office of International Services \(OIS\)](#) – Visa and immigration advising
- [Ombuds Conflict Management Services](#) – Informal, impartial conflict resolution advising
- [OSU Grad Advantage](#) – Resource to help students hone transferable skills in 5 core competencies
- [Recreational Sports](#) – Dixon Recreation Center, intramural sports
- [Statistics Consulting Service](#) – Graduate student research statistical advising
- [Student Health Services \(SHS\)](#) – Clinic and pharmacy
- [Student Multimedia Services \(SMS\)](#) – Poster printing, equipment and laptop loans
- [Transportation Services](#) – Parking permits, bike, bus, SafeRide
- [Valley Library](#) – Reference and research assistance, study spaces, research tools

## VIII. Appendix: Written Exam Rubric

| Criteria                                      | Meets  | Partially Meets   | Does Not Meet   |
|---|--|---|---|
| <b>Selection of Literature*</b>               | <p>Selected literature is relevant to and clearly connects with the guiding research question(s).</p> <p>Selected literature is robust and clearly contextualizes the paper's guiding research question(s).</p>                      | <p>Some literature selected raises questions about relevance to the paper's guiding research question(s).</p> <p>Selected literature insufficiently contextualizes the paper's guiding research question(s).</p>  | <p>Unclear how selected literature connects with the paper's guiding research question(s).</p> <p>Selected literature fails to contextualize the paper's guiding research question(s).</p> <p>Too little literature reviewed; over emphasis on one or two pieces of research.</p> |
| <b>Evaluation and Synthesis of Literature</b> | <p>Evaluation and synthesis of literature support the development of clear arguments and direction of the paper.</p> <p>Direct references to literature are clearly explained and appropriately incorporated into the arguments.</p> | <p>Attempts to evaluate and synthesize the literature identified but does not clearly support the arguments and direction of the paper.</p> <p>Overuse of direct references to literature that are not clearly explained; references appropriately incorporated into the arguments.</p> | <p>Little to no attempts to evaluate or synthesize literature used to support arguments and direction of the paper.</p> <p>Overuse of direct references to literature that are not explained. References inappropriately incorporated into the arguments.</p>                     |
| <b>Quality of Arguments</b>                   | <p>Arguments grounded in the literature clearly articulated.</p> <p>Arguments skillfully woven together to bring the reader along and lead to a thoughtful conclusion.</p>   | <p>Some notion of arguments weaves throughout the paper but lacks clarity.</p> <p>Literature connections made; arguments vaguely identified, potentially misplaced or obscured in paper. Conclusion not clearly connected to arguments.</p>   | <p>No clear argument articulated.</p> <p>Literature loosely connected; difficult for the reader to follow the arguments.</p> <p>Conclusion not connected to arguments.</p>  |
| <b>Quality of Writing</b>                     | <p>Consistent use of APA style; expression supports readers' understanding; writing is accessible to and appropriate for the specific audience.</p>  | <p>Inconsistent use of APA style; expression hinders readers' understanding; writing is mostly accessible to and appropriate for the specific audience.</p>   | <p>Poor use of APA style; expression obstructs readers' understanding; writing is inaccessible and inappropriate for the specific audience.</p>   |

\*Literature may refer to theoretical, empirical, and/or methodological literature, depending on the framing of the questions.

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