



**Oregon State University**  
**College of Education**

**Doctor of Philosophy (PhD) in Education**

**Student Program Handbook**

**AY2021-2022**

The Education program aims to prepare candidates to assume various positions in post-secondary education, leadership in community education, faculty positions in colleges or university, or teacher education programs.

Students are responsible for informing themselves regarding Oregon State University Policies and Procedures.

This handbook is intended to provide you with important college and program-specific information. The Table of Contents links to the information found later in the handbook or to a university website.

## Table of Contents

### Section 1: OSU Graduate School

[What is the OSU Graduate School?](#)

[Graduate School Video: Funding Your Education](#)

[Graduate School Video: Steps to Degree Completion](#)

[Graduate School Forms for Current Students](#)

[Graduate School Deadlines](#)

[Graduate Council Representative Guidelines](#)

[Finding a Graduate Council Representative](#)

[Graduate School Video: Funding Options for Graduate Students](#)

### Section 2: OSU Policies and Procedures

[Graduate School – Frequently Asked Questions](#)

[Academic Regulations](#)

[Catalog Year Policy](#)

[Deadlines for Completing Degree Requirements](#)

[Graduate School Video: Completing Your Degree as a Graduate Student](#)

[Enrollment/Registration Requirements](#)

GA enrollment requirement

Continuous enrollment

Leave of Absence and Family Medical Leave

Unauthorized Break in Registration

[Grades, Regulations, and Records](#)

[Incomplete Grade Policy and Incomplete Contract Form](#)

[Registration Issues – Petition for Late Registration](#)

[Residence Requirement for Doctoral Students \(number of credits taken at OSU\)](#)

[Resident Requirements – Determining In-State Residency](#)

[Student Life and Conduct Policies](#)

[Important Sources for Information about Graduate Programs at OSU](#)

Policies Governing all Doctoral Degree Programs

Policies Governing all Graduate Programs

### Section 3: Education PhD Program

[Education PhD Contacts](#)

[Education PhD websites](#)

[Required Education PhD Core Courses - Course Descriptions](#)

[Major Professor Doctoral Advising Duties](#)

[Doctoral Committee](#)

[Major Professor/Advisor Assignment Change](#)

[PhD Program/Degree Milestones](#)

[What is a Program of Study?](#)

[Program of Study Meeting](#)

[Blank Program of Study Worksheet Forms](#)

See the Option sections for examples of a Program of Study for a specific Option.

[Explanation and maximum credits for blanket and slash courses](#)

[Program of Study Meeting Checklist](#)

[Digital Program of Study](#)

[Making Adequate Yearly Progress](#)

[Grievance Procedures](#)

## **Section 4: PhD Exams, Research, and Dissertations**

[Scheduling Doctoral Program Meetings and Exams \(Graduate School\)](#)

[Graduate School Tips for Scheduling Meetings](#)

[Written Exam Policy](#)

[Written Exam Rubric](#)

[Written Exam Question Form](#)

[Written Exam Committee Response Form](#)

[Preliminary Oral Graduate School Examination Overview](#)

[Written Dissertation Proposal](#)

[Final Oral Examination Policy \(Graduate School\)](#)

[Graduate School Website: Dissertation Submission Requirements](#)

[College of Education Process for Submission of Dissertation](#)

[Graduate School Video: Submitting Your Dissertation](#)

[Graduate School Video: Participating in Commencement](#)

## **Section 5: Agricultural Education (AED) Option**

[Faculty](#)

[Learning Outcomes](#)

[Required Research Content Courses - Course Descriptions](#)

[AED Option Academic Yearly Progress Report Form](#)

## **Section 6: LEEP (Language, Equity, and Educational Policy) Option**

[LEEP Option Philosophy](#)

[Faculty](#)

[Learning Outcomes](#)

[Required Research Content Courses – Course Descriptions](#)

[Sample Content Course List](#)

[LEEP Option Academic Yearly Progress Report Form](#)

[LEEP Option Sample Program of Study](#)

[LEEP Option Program of Study Advising Worksheet](#)

## **Section 7: Science/Mathematics Education Option**

[Faculty](#)

[Learning Outcomes](#)

[Required Research Content Courses - Course Descriptions](#)

[Science/Mathematics Option Academic Yearly Progress Report Form](#)

[Sample Science/Mathematics PhD - Program of Study – Science or Math Education](#)

[Science/Mathematics Option Program of Study Advising Worksheet](#)

## **Section 8: OSU Resources for Graduate Students**

[Graduate Student Success](#)

[Academic and Support Resource for Graduate Students](#)

[Library Tools and Your Education Librarian at OSU's Valley Library – Dr. Brooke Robertshaw](#)

[Coalition of Graduate Employees](#)

[Counseling and Psychological Services \(CAPS\)](#)

[Spaces for Families at OSU](#)

[University Emergency Contacts](#)

### ***Professional Organizations for LEEP***

[Stanford LEEP Working Group](#)

[Stanford Center for Education Policy Analysis CEPA](#)

### ***Professional Organizations for STEM***

[American Educational Research Association - AERA](#)

[Association of Mathematics Educators - AMTE](#)

[Association for Science Teacher Education - ASTE](#)

[Association of Science - Technology Centers - ASTC](#)

[Association for the Study of Higher Education - ASHE](#)

[Mathematical Association of America - MAA](#)

[National Association for Research in Science Teaching - NARST](#)

[National Council of Teachers of Mathematics - NCTM](#)

[North American Chapter of the International Group for the Psychology of Mathematics Education - PME-NA](#)

[Research in Undergraduate Mathematics Education](#)

## Section 1 – The Graduate School at Oregon State University

### \* **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 admission to degree completion. See the [New Student Guide](#).

The Graduate School offers an array of [professional development opportunities](#) specific to the success of graduate students. Topics covered in these offerings 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. Students are encouraged to check out [Aurora, a special Professional Development package](#) purchased by the Graduate School. Students need to log in via their ONID password.

### \* [Graduate School Video: Steps to Degree Completion](#)

### \* [Graduate School Forms for Current Students](#)

### \* [Graduate School Deadlines](#)

### \* [Graduate Council Representative Guidelines](#)

### \* [Finding a Graduate Council Representative \(video\)](#)

## Section 2: OSU Policies and Procedures

### \* [Graduate School - Frequently Asked Questions about Policies and Procedures](#)

Scroll down to find questions about current student concerns.

### \* [Academic Regulations](#)

While students are not expected to know all the university's regulations, this is a reference website if a student has questions. Students should be familiar with the types of topics on the website.

### \* [Catalog Rights Policy](#)

### \* **Enrollment/Registration Requirements - Full-time, Part-time, and Continuous**

Fulltime status is considered 9 credits. International students may need to register for more credits. See the international student guidelines. Students who have graduate assistantships or received certain scholarships/fellowships are required to take 12 credits each term, except summer term. Graduate students need to maintain continuous enrollment which means taking a minimum of 3 credits every term except summer. [Click here](#) to find the Graduate School policy on enrollment. Scroll down to find information about "Continuous Enrollment" and "Unauthorized Break in Enrollment."

Sometimes students need a break from classes to tend to a variety of personal issues in which case the Graduate allows for a Leave of Absence from the program. In addition, OSU also grants Family Medical Leave to students. Students who want to take a leave must talk with their major professor about taking an authorized Leave of Absence. [Check the Graduate School website for information about both types of leave and guidance as to which leave is appropriate. Click here](#) to find the Graduate School policy on Leave of Absence. Scroll down to find information about “Leave of Absence.”

Students who have an unauthorized break in enrollment will need to reapply to the Education PhD program. For unauthorized breaks, the Education PhD faculty cannot guarantee re-admittance.

#### \* [Grades, Regulations, and Records](#)

#### \* [Incomplete Policy](#) and [Contract Form for Requesting an Incomplete](#)

#### \* **Registration Issues – Petition for Late Registration**

The [OSU Catalog](#) is available online and contains academic regulations and registration procedures that apply to all students in the university. 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 ([see Enrollment/Registration Requirements above](#)). Problems arising from registration procedures, such as late registration, adding or withdrawing from courses after deadlines, or late changes from letter of 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, veteran’s). Questions about registration issues can be sent to the PhD Education Program Lead.

#### \* **Residence Requirement (number of credits at the OSU campus)**

[See the catalog \(Click on “Policies Governing Doctoral Degree Programs,” then scroll to “Residence”\)](#)

For the doctoral degree, the residence requirement consists of two parts:

1. A minimum of 36 graduate Oregon State University credits must be completed; and
2. The student must spend at least three terms of full-time graduate academic work (at least 9 credits per term) on campus or at an off-campus site approved by the Graduate School. The latter requirement of three terms of full-time enrollment does not have to take place in consecutive terms.

Adequate fulfillment of the residence requirement shall be determined by the Graduate School.

#### \* [Resident Requirement – Determining In-State Residence](#)

For information about state residency, click on the link above. The Registrar’s Office can answer specific questions about whether a student has satisfied in-state residency.

#### \* [Student Conduct Policies & Community Standards](#)

## \* Important Sources for Information about Graduate Programs

\* [Policies Governing all Graduate Programs & Policies Governing all Doctoral Degree Programs](#)

## Section 3: Education PhD Program

### \* Education PhD Contacts

Education Program Faculty Program Chair – Dr. Soria Colomer, [soria.colomer@oregonstate.edu](mailto:soria.colomer@oregonstate.edu)

Education Program Lead –Dr. Martha Ahrendt, [martha.ahrendt@oregonstate.edu](mailto:martha.ahrendt@oregonstate.edu)

For administrative or graduate assistantship questions, contact Martha Ahrendt.

### \* Education PhD Option Websites

[Agricultural Education \(AED\) website](#)

[Language, Equity, and Educational Policy \(LEEP\) website](#)

[Science/Mathematics Education website](#)

### \* Required Education PhD Core Courses – Overview and Course Descriptions

#### *Research Methodology Courses*

#### **ED 620 Research and Epistemologies (3 Credits) 3**

##### **Fall term**

Analysis of multiple research designs and epistemologies in education research. Development of critical reading of research and synthesis across related literature. Consideration of epistemologies and theoretical traditions in educational scholarship and how they shape research design. Exploration of the historical and ethical contexts of empirical research in related educational fields.

#### **ED 622 Qualitative Research Techniques (3 Credits)**

##### **Winter term**

A study of qualitative research designs and analytical procedures with specific applications in science and mathematics education.

**PREREQS:** ED 620

#### **ED 624 Quantitative Research Design and Critical Analysis (3 Credits)**

##### **Spring term**

A study of quantitative research designs and analytical procedures with specific applications in science or mathematics education.

**PREREQS:** ED 620

#### *Additional Core Courses*

**ED 607 First Year Seminar (3 Credits: 1 credit each term, fall, winter, spring)**

**ED 609 or SED 615 Practicum (3 to 6 Credits)**

**ED 603 Dissertation (36 minimum Credits)**

### \* Major Professor/Advisor Doctoral Advising Duties

- Advise on all advisees' coursework/professional experiences/research, including the IRB process.
- Coordinate and lead program of study meetings for all advisees.
- Lead annual evaluations (Academic Yearly Progress Report) of all advisees
- Communicate with program lead regarding advisees' progress through program, including status on all Graduate School exams, i.e. written, preliminary oral, and final oral.
- Lead doctoral committee (as dissertation chair or co-chair) of advisees
- Lead advisees' written exam, securing meeting of timeline and other factors stipulated in program policy.
- Advise advisees in all respects regarding dissertation.
- Convene and lead doctoral oral exams for advisees, i.e. preliminary oral and final oral exams.
- When funds are available, annually, help secure/coordinate assistantships for advisees.

### \* Doctoral Committee

Members of the doctoral committee will be chosen by the student in consultation and agreement with the major professor/advisor. The major professor is the committee member from the student's major field who serves as the primary academic advisor, principal dissertation advisor, and the general mentor for the academic program and the student's research. The major professor serves as chair of the doctoral committee.

The doctoral committee shall consist of a minimum of five members of the graduate faculty. ([See Graduate School doctoral committee requirement.](#)) Two of the committee members must represent the student's major. One of the College of Education faculty members (preferably the major professor) on the student's committee must have expertise in the dissertation topic chosen by the student. With advice from the major professor, the student may invite an individual to serve on the doctoral committee who is not a resident faculty at OSU but who can bring a unique expertise to the committee. All doctoral committee members must be on the graduate faculty with appropriate authorization to serve on the student's committee. In the College of Education, all graduate nomination petitions must go through the Education PhD Program Lead. Contact the Program Lead to nominate an individual to the graduate faculty. All committee members must be on the graduate faculty prior to the program of study meeting. The nomination process often takes 2 months.

The doctoral committee must also include a Graduate Council Representative. [Click here to find faculty eligible to represent the Graduate Council Representative](#) (Note: requires an ONID login.) Potential graduate representatives have expressed an interest in serving on graduate programs in education and serve as representatives of the OSU Graduate School.

The doctoral committee guides the student's coursework in the process of approving the official Program of Study and research. The committee members are listed on the student's program of study filed with the Graduate School. The committee is responsible for evaluation of the student's qualifications and progress toward achieving the PhD degree. The doctoral committee also serves as the Preliminary Oral and Final Oral examining committee.

If it becomes necessary to replace a doctoral committee member, the student must consult with the major professor to select an appropriate replacement. The new member must fit within the committee composition requirements. If the new member is not a graduate faculty, contact the Education PhD Program Lead for assistance in nominating the individual to graduate faculty. All graduate faculty nominations must go through the Education PhD Program Lead. For details see [“Changing Your Committee Membership”](#) (bottom of the webpage) on the Graduate School website covering graduate committees (do not use the Nomination for Graduate Faculty found on the website). The Graduate School does not require any paperwork for changing a committee member. Any new members only need to be listed on the Final Oral Exam paperwork.

### **\* Major Professor/Advisor Assignment Change**

At the time students are admitted into the PhD program, they are assigned a major professor (faculty advisor) based on their research interests, faculty research interests and availability, and other factors. After getting to know faculty and the program of study and as research interests coalesce, a student may want to change major professors.

At the end of the first year of the student’s program, as the program of study is established the doctoral committee is formed (see [Doctoral Committee Description](#)), 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 for the Education PhD program with the name of the new major professor. The student does not need to file any paperwork with the Graduate School if they change their major professor. The new major professor only needs to be listed on paperwork for the Final Oral Examination.

The student will consult with the new major professor to complete the Academic Yearly Progress Report at the end of the academic year.

### **\* PhD Program/Degree Milestones**

- **Fall term as part of ED 620, complete the CITI – Ethics in Research Training**
- **By the end of the first year or beginning of the second year:**
  - Identify members of the doctoral committee** –With guidance from their major professor, students select individuals they want to have on their doctoral committee. Committee members must be on the graduate faculty. Students work with the Education Program Lead to ensure the individuals are on the graduate faculty or nominate those who are not. [See the above section on Doctoral Committees.](#)
  - By the end of fall term year 2** – With the major professor, identify the master’s courses that will be listed on the program of study. Submit the [Transfer Credit Request](#) with the Graduate School by the end of fall term. All transfer classes need to be included in a student’s record before the Program of Study meeting (see next milestone). The Graduate School takes 3 to 4 weeks to process transfer request forms.
- **Before the end of the 5<sup>th</sup> term or if attending classes part-time, by the 8<sup>th</sup> term:**
  - Program of Study submitted to Graduate School** –The student has a meeting with their doctoral

committee to review the courses they intend to take for their program. The courses make up the student's Program of Study ([See the section in the Handbook](#)) and are identified in the Digital Program of Study system. The doctoral committee must approve the Program of Study at a Program of Study Meeting. Please see the Handbook sections about forming the [doctoral committee](#) and the [Program of Study Meeting Checklist](#).

- **Usually after two years, if taking classes full-time** - Course completion
- **Usually during year 3 if full-time** – See the section in the Handbook about the [Program Written Examination](#)
- **Usually within a term or two after completing the Written Exam** – See the section in the Handbook about the [Graduate School Preliminary Oral Examination](#)
- **Usually during year 3 after passing the Oral Exam** – See the section in the Handbook about the [Dissertation Proposal](#)
- **At the end of year 3 -  
IRB Submission  
Research and Data Collection**
- **Before the end of year 5 (must be at least 1 year after Preliminary Oral Exam)** - See section in the Handbook about the [Graduate School Final Oral Examination \(Dissertation Defense\)](#).  
**Attend the graduation ceremony**

The entire PhD program, from beginning to dissertation defense, must be completed within 9 years. Within the 9-year timeline, the dissertation must be successfully defended within 5 years of completing the Preliminary Oral Exam. The Final Oral Examination cannot take place less than 1 year after completing the Preliminary Oral Examination.

### \* [What is a Program of Study?](#)

The program of study is the list of courses the student will take in the process of completing the Education PhD. The course list is developed in collaboration with the major professor and doctoral committee members and can include courses taken during the student's master's program and meant to enhance the student's research objectives. The course list is finalized during the program of study meeting. Once approved, the program of study is signed by the student and all doctoral committee members and filed with the Graduate School for approval. Once approved, the program of study becomes the course contract for the student. Any changes to the program of study must be submitted to the Graduate School using the ["Petition for Change in Graduate Program."](#) The form can be found here or on the Graduate School "Forms" website.

### \* **Program of Study Meeting**

The Program of Study meeting allows the student and doctoral committee members to examine and discuss the courses the student should take beyond the required program courses. [For detailed information go to the Graduate School's website about the Program of Study Meeting.](#) The Graduate School requires fulltime students to hold their Program of Study meeting by the end of their fifth term. Part-time students must have a Program of Study meeting by the end of the eighth term. The

student's major professor chairs the Program of Study meeting. The student is responsible for providing committee members with the following during the meeting:

- \* Transcripts containing all completed courses that will be transferred to the program
- \* Copies of the draft Program of Study. The Graduate School provides a blank form for ease of planning. [blank Program of Study worksheet](#).
- \* Copy of the formal Program of Study checklist for the Graduate Council Representative to fill out and sign. Click on the following link to go to the Graduate School website with the Checklist document. [Program of Study Meeting Checklist](#)

After the Program of Study meeting, the student submits the approved course list and identifies the doctoral committee members using the online Digital Program of Study system.

**Important note:** The digital program of study system uses a drop-down menu for students to select courses and doctoral committee members. In order to have all coursework and committee members in the system, at least 2 months prior to the Program of Study meeting, students need 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. Students can work with the Education PhD Program Lead for assistance. To find the [Digital Program of Study](#), scroll down to "Digital Program of Study."

#### \* [Explanation of credit limit of blanket and slash courses](#)

##### **Blanket courses**

Blanket courses have a zero in the middle, *except for dissertation courses*. 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 need to be listed as blanket courses and included as part of the limit of 15 credits.

##### **Slash courses**

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

#### \* [Program of Study Meeting Checklist](#)

#### \* [Digital Program of Study \(scroll down to find\)](#)

## **\* Making Adequate Yearly Progress**

Demonstrating adequate 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.](#)

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, the 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. Go to the Option section for the link to the AYP form. Students are required to hold this annual meeting until they have submitted to the Graduate School the schedule for their final oral examination (dissertation defense).

The Program Lead will send the AYP form to all students during week 10 of winter term. During spring term, students are to fill out the form and set up a meeting with their major professor to discuss their progress. Completed forms, signed by the student and major professor need to be turned in by June 15. The Graduate School requires annual review of a student's progress using the AYP form.

If a student is not making adequate progress, the major professor, and possibly members of the doctoral committee, work with the student to provide a plan of assistance. The plan of assistance is meant to get the student on track for completion. As such, any assessment of unsatisfactory or less than satisfactory academic progress always includes a specific timeline and a plan for improvement that specifies criteria for achievement of satisfactory academic progress. A plan for improvement might include a deadline for satisfactory removal of incomplete grades, a requirement for completion of supplemental coursework, a deadline for successful defense of a proposal, and other program-related concerns. 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 for possible dismissal from the program.

### **Academic Progress Criteria (as found in the Academic Yearly Progress form)**

1. Maintaining a GPA of 3.00 or better for all courses taken as a graduate student.
  - a. The Graduate School stipulates that grades of C- or lower cannot be used in a graduate program of study. See the Graduate School notes #7 on the Program of Study form.
2. Submitting an Academic Yearly Progress Report (AYP) showing adequate progress in coursework, development of thesis or writing project as evaluated by the major professor and, as appropriate, the rest of the student's doctoral committee.
3. Setting and meeting yearly goals.
4. Successfully passing relevant exams outlined by the College of Education and Graduate School.
5. Timely compliance with all Graduate School and College of Education program requirements for committee formation, committee meetings, project proposal, submission of forms and information, participation in seminars, other activities expected of a student, scholar, and community member.
6. Receiving positive faculty formative evaluation from instructors based on course grades and participation in community such as brown bags, seminars, and other scholarly activities.

### \* **Grievance Procedures**

A student who has a grievance or does not agree with a decision that has been made by a member of the College faculty or staff should first discuss the issue with the person perceived to be responsible for the action, if possible and appropriate. If this discussion fails to resolve the grievance, the student should make an appointment with the Discipline Liaison. If this review does not resolve the matter, the student may choose to initiate a formal grievance or complaint, following the policy and process described on the Graduate School website.

[See Graduate School Grievance Procedures.](#) Please note that the Graduate School stipulates a time limit for grievances. “A grievance shall first be presented orally within 60 calendar days from the time the graduate student knew or should have known of the facts giving rise to the alleged grievance.” Concerns or questions about programmatic issues can be directed to the Program Lead for the Education PhD; if that discussion does not satisfy the student, the concerns or questions can be brought to the Discipline Liaison.

## **Section 4: PhD Exams, Research, and Dissertation**

### \* [Scheduling Doctoral Program Meetings and Exams \(Graduate School website\)](#)

### \* [Graduate School Tips for Scheduling Meetings](#)

### \* **Written Exam Policy**

#### **Exam Process**

- 1) The student and major professor/advisor (*with communication from LEEP, Science/Mathematics, or AED faculty*) determine if the student is appropriately prepared to begin the exam. The written exam is meant to inform the doctoral committee of the student’s ability to communicate in writing.
- 2) The student must be registered for at least 3 credits during the quarter the exam is being assessed.
- 3) The student is responsible for communicating with the advisor concerning a documented disability.
  - a. This communication must include the student forwarding to the major professor any associated official documentation concerning the disability so that any relevant accommodations can be made.
  - b. The student is responsible for communicating with the major professor the need for the committee to consider allowance of writing support. (Any accommodations for the exam must be approved in advance of the student receiving either exam question. Any writing support must be documented and apparent as “track changes” with a record of who provided support in the student’s responses that are distributed to the doctoral committee. The Oregon State University Writing Center will not provide writing support on any written exam per the Writing Center’s policies.
- 4) The student meets with the doctoral committee to prepare for the exam.
  - a. The student and committee members discuss the students’ future trajectory to inform the formulation of two exam questions.

- b. An exam timeline is agreed to by the committee and student.
  1. The student and major professor schedule the exam commencement date three weeks prior to the desired date to allow the student's doctoral committee with adequate planning time for the questions.
  2. The student has six weeks to compose responses to the questions (three weeks/question).
  3. A doctoral committee meeting to discuss evaluation of responses should be scheduled when setting up the exam timeline. The evaluation meeting is usually held within two weeks of receiving responses from the student. See *Evaluation Process* below for committee evaluation process.
- 5) The written exam questions are composed by members of the doctoral committee.
  - a. The major professor and doctoral committee designate which members will form a sub-committee to write the two written exam questions and evaluate the student's responses.
  - b. To ensure questions adhere to the program purpose and processes, the major professor and sub-committee members confer on and revise appropriately both questions prior to distributing them to the student.
  - c. Questions can be on any topic relevant to the student's option (LEEP/Science/Mathematics/AED). Select references may, or may not, be provided by question writers.
  - d. The student is encouraged to be in contact with the major professor throughout this process to ensure that the exam preparation is progressing adequately.
- 6) The major professor distributes/collects the questions.
  - a. The major professor presents the questions to the student using the [Written Exam Form](#).
  - b. The major professor assures the student turns in all responses to questions within the established timeline
  - c. The major professor distributes the student's responses to appropriate doctoral committee members for evaluation.
- 7) For recordkeeping, the Education PhD Program Lead will be included with the following:
  - a. Dates of the exam timeline
  - b. Sending the exam questions to the student
  - c. Sending the student responses to the sub-committee for evaluation
  - d. Sending the feedback to the student and new writing timeline
  - e. Sending the student corrections to the sub-committee
  - f. Results of the final evaluation
- 8) The student is encouraged to be in contact with the major professor and other committee members regarding inquiries about the questions or overall exam process. However, 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 concerning questions. In no instance should a student expect, or receive, help, explicitly, with their writing from faculty members, or others. [Rubric for Written Exam](#)
- 9) Results of the exam evaluation are communicated to the student by the major professor within three weeks of the return of BOTH student responses.

- a. The sub-committee members submit their evaluation responses in writing using the [Written Exam Response Form](#).
- b. The committee members may meet with the student or the major professor may present the sub-committee's evaluation and feedback.
- c. See the Evaluation Process section below for a description of written exam outcomes.

### **Evaluation Criteria**

The written product is limited to 2000 to 4000 words for each response to each question, not including references. Students can include figures in their written exam responses. The figures and captions are not included in the word count, however the use of figures should be kept to a minimum. Figures should only be used to provide clarity that would be difficult to write otherwise. Written exams must in APA format.

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

The exam as a whole must:

- 1) Use of meaningful and relevant literature (selection of included literature)
- 2) Critically evaluate key research to construct arguments (evaluation and reflection on research used to build the argument).
- 3) Synthesize a coherent point of view using evidence-based and theoretical arguments (the quality of the argument)
- 4) Demonstrate responsible conduct in and use of research
- 5) Have clarity of writing
- 6) Attempt towards ongoing, meaningful revisions (if applicable per course/assignment set-up)

[See the Written Exam Rubric](#)

### **Evaluation Process**

- 1) The doctoral committee members designated to serve on the questions sub-committee determine if the responses meet the criteria within two weeks<sup>1</sup> after BOTH student responses are complete and distributed to the committee.
  - a. Strengths and weaknesses of the two responses are discussed among appropriate committee members in person or via other communication, and a final determination is made if the set of responses holistically meets the program criteria listed in this document (See Evaluation Criteria).
  - b. Results of exam will be communicated to the student by the major professor within three weeks of the return of BOTH student responses.
- 2) Evaluation of responses results in one of the following outcomes:
  - a. Satisfactory Written Exam
    - i. The major professor will compile a summary of the designated sub-committee members' written exam evaluation using the [Written Exam Response Form](#), see below.
    - ii. The student and major professor may move forward with scheduling the Graduate School Preliminary Oral Exam per university policies.
      1. Per graduate school requirements, copies of the written summary and the student's responses will be placed in the student's file and forwarded to all

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<sup>1</sup> Note that when the exam timeline falls over any portion of university breaks, the two-week evaluation timeline may be adjusted due to faculty schedules.

- members of the doctoral committee not less than one week prior to the Oral Exam.
- iii. The Preliminary Oral Exam cannot be scheduled until the student achieves satisfactory responses on both questions of the Written Exam.
- b. Unsatisfactory Written Exam - Responses not sufficient
- i. The doctoral committee may choose one of two options: revision or re-examination. It is the major professor's discretion if the questions sub-committee members will meet with the student or if only the major professor will meet with the student to communicate the determined action plan.
    1. Revision: The student will revise responses to one or both questions.
      - a. The major professor and sub-committee members will provide feedback regarding the original responses that the student needs to address in the revision(s).
      - b. The major professor and sub-committee members will establish the amount of time the student has to make revisions (within three weeks per question).
    2. Re-examination: The student will be given one or two new questions to answer.
      - a. The student, major professor, and sub-committee members determine a new timeline for the written responses (within three weeks/question).
  - ii. The questions sub-committee members of the doctoral committee have two weeks to read the student response(s), write the evaluation, and submit to the major professor. The major professor will communicate with the student within three weeks of completion of revised or reconvened written exam.
    1. The student's second response must pass standard or the student is recommended to the master's project option or 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, per university policies. See Section 2.a above.
  - iii. The major professor will compile a summary of the sub-committee members' written exam evaluation using the Written Exam Response Form (see below). Copies of the written summary and the student's responses will be placed in the student's file and forwarded to all members of the doctoral committee per graduate school requirements.

The Preliminary Oral Graduate School Examination is scheduled not less than two weeks after the major professor has communicated that the student successfully completed the Written Exam. The content of the Written Exam may be discussed during the Oral Exam. The entire doctoral committee conducts the Oral Exam with the student. The major professor will send the written exam questions and the student's acceptable responses to all members of the doctoral committee at least one week prior to the Oral Exam.

**\* Education PhD Written Exam Rubric**

<b>Criteria</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Partially Meets</b>	<b>Revise</b>
1. Use of meaningful and relevant literature (selection of included literature)	Clearly identify relevant literature that skillfully connects to paper's problem/question(s)	Relevant literature selected that seems likely to connect to paper's problem/question(s). Some literature selected may raise questions about relatedness to the paper's problem/question(s).	Some literature selected seems meaningful for paper. Irrelevant literature seems to be muddying paper problem/question(s). Too little literature reviewed or over emphasis on one or two pieces of research.	Little to no relevant literature selected for paper.
2. Critically evaluate key research to construct arguments (evaluation and reflection on research used to build the argument)	Thorough and thoughtful critique and reflection of literature that connects to problem. Clear & cogent use of literature to situate the context of the work and the paper theme. Quotes used judiciously to develop argument.	Some critique and reflection of literature to connect to argument and direction of paper. Some summarizing of literature, but serious attempt to evaluate the literature. Quotes contextualized within the theme.	Mostly summaries of literature rather than connection between the literature and the theme. Little to no evaluation of literature. Attempts to evaluate literature identified, but not stated clearly. Over use of quotes that are not explained by author & contextualized within the paper theme. Literature does weak or vague job of situating context of work and paper's problem/question(s).	Missing critique or vague connection to theme. Literature used not clearly connected to central theme of paper. Literature does not situate context of work and paper's problem/question(s). Brief summaries of literature with weak connection to theme. Over use of quotes.
3. Synthesize a coherent point of view using evidence-based and theoretical arguments (the quality of the argument)	Problem is clearly and thoughtfully identified leading to the development of an argument in paper. Literature skillfully woven together to bring reader along in argument and leads to a thoughtful conclusion.	Identification of problem based in the literature articulated. Literature connections made with need for further elaboration to further argument. Conclusion clear and well connected to argument.	Initial problem vaguely identified, potentially miss placed in paper, or muddled such that clear pathway of argument is obscured. Some notion of argument weaves through main body of argument, but lacks clarity. Some sense of connection of ideas but asks reader to infer author's meaning and intent.	No clear problem identified. Lack of argument made, or loose connection of ideas.
4. Responsible conduct in and use of research	Clearly responsible use of research articulated in paper. As applicable, research design	Clearly responsible use of research articulated in paper. As applicable, research design clear &	Clearly responsible use of research articulated in paper. As applicable, research design &	Inappropriate critique of research that calls on research ethics. Research design and

	rigorous & research methods are thorough and transparent).	research methods are articulated.	methods are vaguely described or possibly inappropriate. Critique of literature somewhat misplaced or pressing on issues tangential to research questions/design.	methods are inappropriate or missing.
5. Clarity of writing	Exceptional use of style & grammar	Strong use of style and grammar (at graduate level writing)	Some grammatical errors and awkward language (at graduate level writing)	Not written at graduate level. Serious grammar and style issues
6. Attempt towards ongoing, meaningful revisions (if applicable per course/assignment set-up)	Student includes section at end of paper detailing evidence and dates of multiple rounds of 1) self-assessment of writing strengths and weaknesses/needs throughout process and 2) meaningful revisions per instructor or peer or writing center critical review and feedback	Student includes section at end of paper detailing evidence and dates of at least one round of 1) self-assessment of writing strengths and weaknesses/needs throughout process and 2) meaningful revisions per instructor or peer or writing center critical review and feedback	Student includes section at end of paper detailing evidence and dates of rounds of self-assessment of writing strengths and weaknesses/needs throughout process but no critical review/feedback by others	Student does not include self-assessment/reflection section at end of paper or does not adequately detail evidence/dates of meaningful revision

**\* Written Exam Questions Form**

**Written Examination for [Student's Name]**

**Prepared by: [Major Professor's Name]**

Committee Members:

**First Exam Question:**

**Written by:**

Proposed Timeline (Including Writing and Assessment Timelines):

Date Question Distributed:

Date Question Returned:

**Second Exam Question:**

**Written by:**

Proposed Timeline (Including Writing and Assessment Timelines):

Date Question Distributed:

Date Question Returned:

## **\* Written Exam Committee Response Form**

**Written Examination for [Student's Name]**

**Prepared by: [Major Professor's Name]**

Committee members:

**First Exam Question:**

**Written by:**

Exam Timeline:

Date Question Distributed:

Date Question Returned:

Committee Response Regarding Student's Response To Question Per Programmatic Evaluation Criteria 1-4:

- 1) Summarize and synthesize meaningful and relevant literature as it relates to the question  
[Met or Did not meet]
- 2) Critically evaluate key pieces of empirical and theoretical research relevant to the question  
[Met or Did not meet]
- 3) Synthesize and state explicitly a coherent point of view using evidence-based and theoretical arguments relevant to the question.  
[Met or Did not meet]
- 4) Written with clarity and effectiveness of writing expected from advanced graduate students, in a scholarly style with exceptional use of grammar and free from writing errors.  
[Met or Did not meet]

**Second Exam Question:**

**Written by:**

Exam Timeline:

Date Question Distributed:

Date Question Returned:

Committee Response Regarding Student's Response To Question Per Programmatic Evaluation Criteria 1-4:

- 1) Summarize and synthesize meaningful and relevant literature as it relates to the question  
[Met or Did not meet]
- 2) Critically evaluate key pieces of empirical and theoretical research relevant to the question  
[Met or Did not meet]
- 3) Synthesize and state explicitly a coherent point of view using evidence-based and theoretical arguments relevant to the question.  
[Met or Did not meet]
- 4) Written with clarity and effectiveness of writing expected from advanced graduate students, in a scholarly style with exceptional use of grammar and free from writing errors.  
[Met or Did not meet]

### **Committee’s Holistic Feedback Concerning Candidate’s Answers To Both Questions Per Programmatic Evaluation Criteria 1-4.**

- 1) Summarize and synthesize meaningful and relevant literature as it relates to the question  
[Summarized Committee’s Comments]
- 2) Critically evaluate key pieces of empirical and theoretical research relevant to the question  
[Summarized Committee’s Comments]
- 3) Synthesize and state explicitly a coherent point of view using evidence-based and theoretical arguments relevant to the question.  
[Summarized Committee’s Comments]
- 4) Written with clarity and effectiveness of writing expected from advanced graduate students, in a scholarly style with exceptional use of grammar and free from writing errors.  
[Summarized Committee’s Comments]

### **\* Preliminary Oral Graduate School Examination Overview**

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.](#) The oral exam is taken after successfully completing the Program Written Exam and only after the major professor and student determine adequate preparation for exam.

#### **Purpose**

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 formally presents 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/or graduate school forms are submitted appropriately and in a timely way. The student must be registered for a minimum of 3 credits for the term in which the preliminary exam is taken. 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 with the Graduate School. [See the Graduate School’s “Scheduling Formal Exams and Meetings” website.](#)

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 student's written responses to Written Examination and committee members' evaluations should be distributed to the entire doctoral committee. When the doctoral committee is in agreement of a date and has received all documentation, the student schedules the exam with the Graduate School office at least two weeks before the examination 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. For helpful tips scheduling the Preliminary Exam, [see the Graduate School's tips for planning exams and meetings](#).

If the committee composition has changed since the Program of Study meeting, the student must work with the major professor to ensure that the new committee member(s) is a member of the Graduate Faculty and meets the committee composition requirements. Contact the Education PhD Program Lead to nominate new committee members to graduate faculty. See "Changing Your Committee Membership" on the [Graduate Committee website](#).

The major professor is responsible for communicating to the doctoral committee the student current status as noted in the Academic Yearly Progress report, 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 questions relating discipline knowledge to particular educational contexts.

During the second half of the Preliminary Oral Exam, the student may be expected to formally present and discuss the dissertation proposal. 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 the section in the Handbook about Written Dissertation Proposal for details](#).

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.

## **\* Written 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 have students present during a separate Proposal Meeting.

The student works with the major professor/advisor 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/advisor 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 if 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.

## **\* Final Oral Examination Policy**

Students must be registered for at least 3 credits when they hold their final exam. Click on the link above for more information on the Graduate School website.

## **\* Graduate School Dissertation Submission Requirements**

After the final edits of the dissertation have been made and approved by the major professor, carefully follow the instructions for submitting the completed dissertation as listed on the website for the Graduate School Dissertation Submission Requirements.

## **\* Graduate School Video: Submitting Your Dissertation**

## **\* College of Education Process for Submission of the Dissertation**

The approved final version of the dissertation must be submitted to the OSU Scholars Archive as outlined in the [Graduate School Submission Requirements](#) website. After submitting the dissertation to the Scholars Archive and not less than one week prior to the Graduate School's end of term completion deadline, fill out the Graduate School dissertation [submission form](#). Email the form and a copy of the title page and the abstract to Kristin Kinman in the College of Education Dean's Office. [kristin.kinman@oregonstate.edu](mailto:kristin.kinman@oregonstate.edu) Kristin will gather all required signatures and forward the title page to the Graduate School. The doctoral candidate does not send any forms to the Graduate School.

## **\* Graduate School Video: Participating in Commencement**

## **Section 5: Agricultural Education (AED) Option**

### **\* AED Faculty**

### **\* AED Learning Outcomes**

### **\* Required AED Option Courses – Research Content Overview and Course Descriptions**

**(Offered in a two-year rotation)**

**AED 501 Research Credits: 4**

**AED 553 Applied Instructional Strategies (3 Credits)**

Helps students in the identification and development of goals, objectives and units. The course includes the development and application of subject area instructional strategies/models, including applied math, writing, communication skills, measurement and evaluation of achievement, and delivery of instruction to at-risk students. Safety is a primary focus.

**AED 556 Link Research, Training, and Practice (3 Credits)**

Links research to teaching. Students will work with cooperating teachers to identify and apply research to teaching.

**AED 640 Instrumentation and Data Collection in Social Science (3 Credits)**

Addresses the selection, development, and analysis of various types of quantitative instruments and procedures for collecting research data. The course has a quantitative focus and is oriented toward social science research. Lec/lab.

**AED Option students take 2 additional research methods courses.**

**\* AED Option - Academic Yearly Progress Report (AYP) Form**

The Program Lead will send the AYP form to all students during week 10 of winter term. During spring term, students are to fill out the form and set up a meeting with their major professor to discuss their progress. Completed forms, signed by the student and major professor, need to be turned in by June 15. The Graduate School requires annual review of a student's progress using the AYP form. [Access the form.](#)

**For Program of Study Examples see your AED Major Professor**

## **Section 6: LEEP Option**

### **\* LEEP Option Philosophy: Why LEEP?**

In most universities, Education Policy programs and Language & Literacy Education programs operate separately. At OSU, we recognize the importance of the ways in which education policy and language & literacy education intersect to impact children, families, educators, and communities in our multilingual/multicultural world. LEEP is an interdisciplinary program that builds upon participants' understandings of topics traditionally considered part of Language & Literacy Education, while simultaneously expanding upon participants' knowledge of Education Policy. Our faculty include experts in both qualitative and quantitative research methods, with deep connections to schools, community-based programs, and policy makers in Oregon and beyond. Bringing OSU's mission as a land-grant institution to life, faculty conduct their research in partnership with educators and community members.

### **The College of Education: Why Here? Why Now?**

The College of Education strives to create learning leaders, and it has adopted a new strategic plan this year. The plan includes the signature area of "enacting inclusivity and social justice at all levels of education." LEEP is a key component of these efforts, through the research of students and faculty as well as the development of educational leaders who are committed to bringing issues of language and equity to the forefront of education research through critical examination of theory, practice and policy.

Therefore, the LEEP PhD option has a primary focus of preparing candidates to assume various positions in post-secondary education, community education agencies, or school districts that will move this mission forward. Working with faculty advisors, candidates create and implement a program of study that develops skills in research with bi/multilingual communities, knowledge of education policy, and tools for understanding and working towards equity in education.

### **\* LEEP Option Faculty**

### **\* LEEP Option Learning Outcomes**

### **\* Required LEEP Option Courses - Research Content Overview and Course Descriptions**

**(Offered in a two-year rotation)**

#### **ED 650 Equity and Education Policy (3 Credits)**

Introduces students to key educational policy debates, with a particular focus on attempts to use education policy to advance equity. Examines different visions for the purpose of education and different definitions of equity. Explores the roles of different actors within education policy, including legislators, courts, and non-governmental organizations. Provides students with frameworks for analyzing education policy, which students will then apply to analyze a current policy debate that is of interest to them.

### **ED 651 Research Bilingualism and Multilingualism (3 Credits)**

Develops critical research skills to create new knowledge in the field of multilingualism. Examines interdisciplinary and intersectional perspectives to consider notions of identity among multilinguals and explore the historical trajectory of bilingualism and multilingualism research. Provides a broad understanding of the theoretical and methodological frameworks used to study bilingualism and multilingualism in globalized contexts.

### **ED 652 Ethnographic Methods (3 Credits)**

As an advanced qualitative method class, this course introduces theory and ethnographic research methods by presenting the various ways by which socio-cultural anthropologists observe and analyze phenomena, groups or individuals in everyday language and social practices in their local and global contexts, taking into account issues of language, equity and educational policy. Students will carry out an ethnographic research project of a particular phenomenon they wish to learn more about.

**Prerequisites:** SED 622, Qualitative Research Techniques, Passed with a B or better

### **ED 653 Discourse, Identity and Education (3 Credits)**

Builds a foundation in discourse theory and its applications to identity and education. Includes empirical studies that draw from particular lenses of discourse theory, exemplifying how these scholars organize the design, implementation, and discussion of research around discourse theory. Develops knowledge of discourse theory to propose a study that could be conducted drawing from discourse analytic perspectives.

**LEEP Option students take 2 additional content courses and 2 additional research methods courses.**

### **\* Sample Content Course List for LEEP Option**

The following are examples of courses offered by other OSU academic units that address issues of language, equity, and education policy and could potentially be part of a program of study for LEEP students (upon approval of the student's major professor and doctoral committee) and used to satisfy the requirement of two electives. In some cases, instructor permission may be required and/or there may be pre-requisites. This is not an exhaustive list, and there are other courses that could potentially be part of a program of study, as well. Students should check the catalog for the course offerings each term. [See the catalog for the class schedule.](#) Some courses may not be offered every year.

- Anthropology (e.g., ANTH 550: Topics in Linguistic Anthropology; ANTH 573: Gender, Race, and Culture; ANTH 579: Anthropology of Migration; ANTH 584: Wealth and Poverty)
- Economics (e.g., ECON 539: Public Policy Analysis)
- English (e.g., ENG 590: History of the English Language)
- Ethnic Studies (e.g., 460/560 Ethnicity and Social Justice; ES 551: Theories of Race and Ethnicity; ES 575: Critical Race Feminism and Outsider Jurisprudence)
- Human Development and Family Sciences (e.g., HDFS 547: Families and Poverty)
- Public Health (e.g., H 572: Community Organization for Health Promotion and Education)
- Public Policy (e.g., PPOL 512: Public Policy Theory)
- Sociology (e.g., SOC 526: Social Inequality; SOC 537: Sociology of Race and Ethnicity; SOC 538:

- U.S. Immigration Issues in the 21st Century; SOC 550: Sociology of Education)
- Women, Gender, and Sexuality Studies (e.g., WGSS 518: Community-Based Participatory Research; WGSS 523: Community Organizing and Collective Action; WGSS 535: Feminist Teaching and Learning; WGSS 542: The Inclusive Classroom: Difference, Power, and Discrimination; WGSS 620: Social Justice Theory and Practice)
- World Languages and Culture (e.g., SPAN 556: Spanish in the United States; WLC 499/599: Special Topics: Language, Race, and Racism in the US)

### \* **LEEP Option - Academic Yearly Progress Report (AYP) Form**

The Program Lead will send the AYP form to all students during week 10 of winter term. During spring term, students are to fill out the form and set up a meeting with their major professor to discuss their progress. Completed forms, signed by the student and major professor, need to be turned in by June 15. The Graduate School requires annual review of a student's progress using the AYP form. [Access the form.](#)

### \* [Sample LEEP Ph.D. Program of Study](#)

### \* [Program of Study Advising Worksheet for the LEEP Option](#)

## **Section 7: Science/Mathematics Education Option**

### \* [Science/Mathematics Option Faculty](#)

### \* [Science/Mathematics Option Learning Outcomes](#)

### \* [Science/Mathematics Option Required Research Content Courses Overview and Course Descriptions](#)

(Offered in a two-year rotation)

#### **SED 611 Survey of Research on Teaching (3 Credits)**

Critical analysis of perspectives of research in science/math education with a focus on teaching as the unit of analysis. Prerequisite: ED 620, Research and Epistemologies

#### **SED 613 Learning Theory (3 Credits)**

Provides a critical overview and analysis of current theories of learning and development, beginning with a discussion about what learning is, how it has been viewed and studied over time, and how seminal theories inform an understanding of lifelong learning and its facilitation. Prerequisite: ED 620, Research and Epistemologies

**SED 621 Survey of Research on Learning (3 Credits)**

Critical analysis of perspectives on student thinking and learning in science/math education.

Prerequisite: ED 620, Research and Epistemologies

**SED 623 Curriculum Theory (3 Credits)**

Establishes theoretical grounding of curriculum. Includes theoretical background, practical knowledge, and skills related to science and mathematics curriculum, including the history, curriculum theory and practice. Prerequisite: ED 620, Research and Epistemologies

**SED625 Critical Pedagogy (3 Credits)**

Builds a foundation in critical pedagogy theory and practice. Includes reading of classic and contemporary literature by recognized thinkers in the fields of critical pedagogical studies, requiring careful evaluation of empirical research and synthesis to develop a coherent point of view. Develops methodologies for analyzing data using critical pedagogical theories and intersectional perspectives.

**SED 699 Special Topics (3 Credits)**

**SED 607 Seminar (Science/Mathematics students only: 3 credits-- 1 credit each term - fall, winter, spring)**

Seminar taken with major professor during second year of program.

**Science/Mathematics Option students need to take 2 additional research methods courses.**

**\* Science/Mathematics Option Academic Yearly Progress Report Form**

The Program Lead will send the AYP form to all students during week 10 of winter term. During spring term, students are to fill out the form and set up a meeting with their major professor to discuss their progress. Completed forms, signed by the student and major professor, need to be turned in by June 15. The Graduate School requires annual review of a student's progress using the AYP form. [Access the form.](#)

**\* [Sample Science/Mathematics PhD - Program of Study – Science or Math Education](#)**

**\* [Science/Mathematics Option Program of Study Advising Worksheet](#)**

## Section 8: OSU Resources for Graduate Students

### \* Graduate Student Success

#### \* **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 web page](#). Note that some services are campus-specific.

[Campus Safety](#) – Emergency phone numbers, university alerts

[Career Development Center](#) – Resume/CV, networking, job search strategies

[Childcare and Family Resources](#) – University child care centers, child care assistance

[Computer support services](#) – Assistance with campus-wide computer services, ONID, network, and Canvas and Tier 1 technical support

[Cultural Resource Centers](#) – Cultural based community centers, social support

[Disability Access Services \(DAS\)](#) – Academic accommodations

[Equal Opportunity and Access \(EOA\)](#) – Employment accommodations, discrimination or bias response, report a concern of harassment, bullying, discrimination, retaliation

[Financing your education](#) – Funding options and information, graduate awards

[Graduate Certificate in College and University Teaching](#) – 18 credit certificate designed to provide advanced course work and experiential learning opportunities to students who plan to pursue careers in teaching in higher education.

[Graduate Student Commons in the Valley Library](#) – Supports student success by providing independent, collaborative, and facilitate learning experiences. Reserve research rooms and small group rooms

[Graduate Writing Center](#) – 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

[Library Workshops for Graduate Students](#)

[Office of International Services \(OIS\)](#) – Visa and immigration advising

[Ombuds Conflict Management Services](#) – Informal, impartial conflict resolution advising

[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 and Parking Services \(TAPS\)](#) – Parking permits, maps

[Valley Library](#) – Graduate student assistance: reference and research assistance, study spaces, research tools, technology equipment, free poster printing, and more

#### \* **Library Tools and Your Education Librarian at OSU's Valley Library – Zach Welhouse**

Contact Zach Welhouse to help you with a variety of needs, such as research problems, questions about quantitative research methods, guidance for developing recording keeping strategies for your literature review, and more.

#### \* Coalition of Graduate Employees

#### \* Counseling and Psychological Services (CAPS)

CAPS offers a variety of services for students. They have a walk-in on-call service Monday to Friday, 9am - 4pm in Snell Hall room 500.

CAPS also provides a 24 hour on-call support for those with immediate need: [541-737-2131](tel:541-737-2131).

**If students are experiencing an emergency, they should call 911 if OFF campus, or [541-737-7000](tel:541-737-7000) if ON campus.**

In addition, students can participate in meditation training, self-guided online interventions, single session clinics, and group therapy. CAPS also supports students with the [Mind Spa](#), Monday to Friday, 8am - 4:30pm and the [Resilience Toolbox](#). CAPS offers students personal support through the [Interpersonal Violence Support Services](#) and [Suicide Risk Reduction Program](#).

For a complete list of services, click on the link above to go to their website.

[For a guide about the different resources for students check this reference.](#)

**Reach Out for Success:** University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at [oregonstate.edu/ReachOut](http://oregonstate.edu/ReachOut). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

## \* Spaces for Families at OSU

### \* [Family Friendly Events at OSU](#)

### \* [BABY@OSU](#)

Quarterly workshops designed for students and employees who have taken a leave of absence for the arrival of a child and are returning to their work and studies.

### \* [Beaver Family Connections](#)

Bring your lunch from 12-1pm and join in on interesting topics and discussions related to your child's development and your family health and well-being. There are three series that focus on different age ranges: baby, childhood and tween/teens. Open to all students, staff and faculty.

### \* **Beavers Belong**

Beavers Belong is a support network for students, by students. Our program's goal is to create connection, community, and belonging through weekly peer-led groups\*, on-campus events and activities. We aim to cultivate an inclusive space supporting each other's identities and well-being. *\*This is not group therapy or counseling-based.*

**Graduate Students:** Wednesday 5-6 pm (Location: Lower Classroom, Dixon)

**[Childcare services offered!](#)**

### \* [Our Little Village/Dixon](#)

Any currently enrolled student may drop off their child(ren) ages 6 months-10 years old, for up to 3 hours per day. This service is paid for with student fees, so there is **no cost to use the center!**

### \* [Care.com](#)

Through the support of the Office of the Provost, all members of the OSU campus community may access [Care.com](http://www.care.com) through our institutional membership for FREE! With OSU's portal you can search for care providers near you without paying membership costs. Search for providers of child care, adult & senior care, pet care, housekeeping and more. Visit <http://www.care.com/OSU> to create a free profile using your OSU email address.

**\* [ElderCare Connections](#)**

Join us for monthly, lunch hour, informational meetings and discussions about what it means to be a caregiver and how to optimally support the ones you love and yourself. Bring friends, colleagues, and whoever else you feel could benefit from these sessions, we are open to everyone.

**\* [Flexible Work Arrangements](#)**

OSU is committed to being a great place to work, learn and flourish; and to creating and sustaining healthy environments that enable community members to live productive, balanced and engaged lives. In an effort to confirm this commitment, OSU supports the use of flexible work arrangements (FWA) in situations where there is a mutual benefit to the employee and university. Read [A Guide to Flexible Work Arrangements at OSU](#).

**\* [Lactation Support](#)**

OSU has a network of over 30 well-appointed campus lactation rooms <http://familyresources.oregonstate.edu/lactation-rooms> in addition to free lactation parking permits to facilitate on campus nursing sessions. For additional information and to obtain a free copy of Nursing Mother, Working Mother contact the Family Resource Center at 541-737-4906 or [familyresources@oregonstate.edu](mailto:familyresources@oregonstate.edu).

**\* [Family Spaces](#)**

The Family Resource Center @ Avery Lodge and the MU Family Lounge (on the west side of the main floor living room) are both comfortable places to spend time with young children. <http://familyresources.oregonstate.edu/family-spaces>

**\* [University Emergency Contacts](#)**

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. **See important phone numbers below.**

Sign up for [OSU Alerts](#) to get timely messages delivered to your phone or inbox regarding university closures and other emergency situations.

