

CSSE PROGRAM HANDBOOK

PhD in Critical and Sociocultural Studies in Education



Fall 2021 -- Cohort VII
Department of Education Studies

UNIVERSITY OF OREGON

Contents

PHILOSOPHY	4
PROGRAM OF STUDY	
COURSE CATEGORY REQUIREMENTS	5
TABLE 1 –STANDARD REQUIREMENTS TO COMPLETE THE CSSE PROGRAM	5
TABLE 1 –STANDARD REQUIREMENTS TO COMPLETE THE CSSE PROGRAM (CTD.)	6
AVAILABILITY OF COURSES	7
CONTINUOUS ENROLLMENT POLICY.....	8
INITIAL TRANSCRIPT REVIEW FOR TRANSFER CREDITS	8
ADVISING	8
PROGRAM OF STUDY (POS) PLAN	9
ANNUAL REVIEWS.....	9
PROGRAM TIME LIMITS.....	10
TABLE 2: PROGRAM TIME LIMITS	10
CSSE PROGRAM FLOW	11
RESIDENCY YEAR.....	12
PROGRAM OF STUDY (POS) PLAN	12
DOC SEMINARS	12
ANNUAL REVIEW #1	12
RESEARCH APPRENTICESHIP	12
ANNUAL REVIEW #2	12
PREPARING FOR COMPS, ADVANCEMENT, DISSERTATION	
REQUIREMENTS FOR COMPS	13
PLANNING FOR COMPREHENSIVE EXAMS	13
PROCESS FOR COMPS	13
ORAL COMPONENT: COMMITTEE EVALUATION	14
REQUIREMENTS FOR ADVANCEMENT TO CANDIDACY	15
PROCESS FOR ADVANCEMENT	15
DISSERTATION PROCESS OVERVIEW	15

EDST ADMINISTRATIVE POLICIES: MAKING PROGRESS

CSSE ADMISSIONS DEFERMENT POLICY	19
ADEQUATE CSSE PROGRAM PROGRESS POLICY	20
TABLE 3 - TIMELY PROGRESSION BENCHMARKS FOR STUDENTS WITH MASTER'S DEGREE.....	20
FAILURE TO MEET STANDARDS AND DISMISSAL POLICY	20
CSSE Doctoral Program Reinstatement Policy	21

PROGRAM RESOURCES

CSSE CONTACT INFORMATION.....	23
THE GRADUATE SCHOOL AS A RESOURCE.....	24
ABOUT GRADWEB.....	24

FUNDING RESOURCES

GRADUATE EMPLOYEES (GES)	25
EDUCATION STUDIES DEPARTMENT GRANTS	26
COLLEGE OF EDUCATION SCHOLARSHIPS & GRANTS	26
GRADUATE SCHOOL FELLOWSHIPS & AWARDS	27
FAMILY RESOURCES.....	27

GRADUATE SCHOOL POLICIES: TAKING LEAVE

CONTINUOUS ENROLLMENT	27
ON-LEAVE STATUS.....	27
SATISFACTORY PROGRESS & GOOD STANDING	28

GENERAL TIPS FOR SUCCESS

MAKING THE MOST OF YOUR PHD PROGRAM	29
DISSERTATION ADVICE	29

CONDUCTING RESEARCH WITHIN EDST PROGRAMS

UOTEACH POLICY FOR CONDUCTING PRIMARY RESEARCH	31
--	----

CSSE FORMS

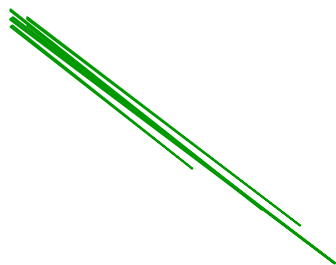
1-1 PROGRAM OF STUDY	39
1-2 PROGRAM OF STUDY TRANSFERCREDIT MEMO	42
1-3 PROGRAM OF STUDY EXCEPTION REQUEST	43
2-01 COMPREHENSIVE EXAM COMPLETION.....	44
3-01 ADVANCEMENT TO CANDIDACY	45
4-1 FORMATION OF DISSERTATION COMMITTEE	46
4-2 DISSERTATION PROPOSAL APPROVAL.....	47



Purpose

The PhD in Critical and Sociocultural Studies in Education is designed to prepare students to be scholars who will be active in the professional research associations in their field, publish their research in peer-reviewed journals and academic presses, and who eventually secure positions as faculty members at research universities or research centers, or researchers at state and federal agencies.

Students take a variety of courses related to contemporary issues in K-20 education as well as seminars focused on faculty research. The program is methodologically rigorous and requires foundational courses in both quantitative and qualitative research methodologies. Beyond those courses, students then choose to take advanced coursework in either quantitative or qualitative methodologies.



Philosophy

The PhD in Critical and Sociocultural Studies in Education at the University of Oregon program promotes a broad conception of the objects of inquiry in scholarship on education. Students in this program are expected not just to ask how we can teach more effectively and efficiently, but also to ask what is worth teaching and to examine the assumptions underlying answers to both of those questions.

The program approaches education as a psychological, social, cultural, and political process that has psychological, social, cultural, and political outcomes. Teaching, learning, and schooling affect not only the lives and futures of individual children, but also their families, the local communities in which children live, and the national and international communities we all share. This program aspires to an ideal of scholarship that acknowledges the full scope of educational possibilities and consequences.

The program is designed to be small. Students are admitted as a cohort, and initially proceed through prescribed stages of their program of study collectively. This cohort model is intended to facilitate the building of an intellectual community among students and faculty, one grounded in a shared conceptual vocabulary that supports a wide variety of interests. As students' progress, they will inevitably specialize and their programs of study will diverge. The small size of the program will help ensure that PhD students have access to sustained and substantive mentorship from active scholars in the department.

COURSE AND CREDIT REQUIREMENTS

The PhD in Critical and Sociocultural Studies in Education (CSSE) requires successful completion of a minimum of 130 graduate credits. Of these, at least 84 credits must be earned after admission to the program. All credits are assumed to be graduate-level courses, unless otherwise specified. Students must complete the course category, credit hour, and specific course requirements shown below in Table 1. These include:

- 48 credits of core courses
- 36 credits of research courses
- 12 credits of cognate courses
- 12 credits of electives
- 22 credits of advancement hours

Table 1 –Standard Requirements to Complete the CSSE Program

General Area	Course Categories	Credit Hours	Specific Courses & Notes
Core Courses (48 credit hours)	Required Core Courses	16	<i>EDST 662-Curriculum Theory: Contesting Educational Content</i> <i>EDST 654-Learning and Motivational Sciences</i> <i>EDST 661-Sociology: From Reproduction to Resistance</i> <i>EDST 675-Indigenous Methodologies</i>
	Elective Core Courses (select with advisor consent)	12	CSSE Core Courses In addition to the required core courses, students will take three additional core courses in CSSE. These courses align with faculty research interests and are offered on a rotating basis. In general, one or two core courses are offered every academic year, so it is recommended that students plan accordingly to ensure that they will be able to take three core courses in a timely manner.
	Grant Writing Seminar	4	<i>EDST 667-Grant Writing: Finding Funders</i>
	Thesis Writing Seminar	4	<i>EDST 666-Thesis Writing</i>
	Seminar: Scholarly Development	6	<i>EDST 607-Seminar: 2-credit courses each quarter; taken the first year of the program</i>
	Research Apprenticeship	6	<i>EDST 601-Research: 2 credits each quarter; taken during the second year of the program</i>

(Table 1 continued on next page)

General Area	Course Categories	Credit Hours	Specific Courses & Notes
Research Courses (36 credit hours)	Philosophy of Research	4	<i>EDUC 616-Philosophy of the Foundations of Social Science</i>
	Required Qualitative Research Courses	8	<i>EDUC 630-Qualitative Methodology I: Interpretivist Inquiry</i> <i>EDUC 632-Qualitative Methodology II: Postcritical Inquiry</i>
	Quantitative Research Prerequisites	3	<i>EDUC 612-Social Science Research Design</i>
	Required Quantitative Research Courses	6	<i>EDUC 614-Educational Statistics</i> <i>EDUC 640-Applied Statistical Design and Analysis</i>
	Additional Research Methodology Courses	15	At least 15 additional credits focused on either qualitative or quantitative research methodology, chosen with consent of the advisor. <u>Qualitative Sequence</u> (4 credits each): Required: <i>EDUC 634-Qualitative Methodology III: Posthumanist Inquiry</i> <i>EDUC 636-Advanced Qualitative Methodology: New Materialisms</i> <i>EDUC 673-Advanced Qualitative Methodology: Arts-based Approaches</i> <i>One additional qualitative methodology course</i> <u>Quantitative Sequence</u> (3 credits each): <i>EDUC 642-Multiple regression & educational research</i> <i>EDUC 644-Applied multivariate statistics</i> <i>EDUC 646-Advanced research design</i> Two additional quantitative methodology courses
Cognate (12 credit hours)	Discipline Oriented	12	A set of thematically organized doctoral-level courses taken outside the Department of Education Studies. These are usually taken all within one department (e.g. Philosophy, Psychology, Anthropology, etc.) 500-level courses may be approved by advisor or program director.
Elective (12 credit hours)	Interest Oriented (select with advisor consent)	12	This is a minimum, not a maximum, and represents courses chosen with approval of faculty advisor. Some or all of these may be transfer credits.
Advancement (22 credit hours)	Comprehensive Exam	4	<i>EDST 605-Reading for Comprehensive Exam:</i> Students enroll in this course during the quarter they plan to take their comprehensive exam.
	Dissertation Hours	18	<i>EDST 603-Dissertation:</i> students enroll in a minimum of 3 credit hours after advancing to candidacy (9 hours if serving as a GE); a minimum total of 18 hours of dissertation credit required for degree.
Total Credits required		130	This is a minimum requirement; students frequently take more than 130 credits.

Availability of Courses

Education Studies (EDST) and College of Education (EDUC) PhD-level courses are offered on a rotating basis. To ensure timely completion of course requirements, students are required to enroll in the EDST courses being offered during the first two years of their program. This will help create an intellectual community around shared ideas within the cohort and will help ensure that PhD classes reach the minimal enrollment needed to be offered. One PhD-level core course will be offered in fall, winter, and spring terms, provided there is need and sufficient enrollment. In the event that does not happen (due to changes in faculty, sabbaticals, etc.) courses that can help students make progress in their program of study will be identified in collaboration with the student's advisor.

- **Seminar: Scholarly Development – Year 1**

Each quarter of their first year, students will enroll in *EDST 607-Seminar: Scholarly Development*, a professional development seminar. This seminar will focus on building community in the cohort and will serve as an occasion for collective advising about program requirements. Students will set goals, make plans to attend conferences, be coached on crafting paper proposals to conferences, and discuss other aspects of professional academic work.

- **Research Apprenticeship – Year 2**

During their second year, students will enroll in three consecutive terms of *EDST 601: Research Apprenticeship* for a total of six credits for the academic year. This course is designed to give students hands-on scholarly research experience. The apprenticeship will involve partnering with a particular faculty member to contribute to ongoing research project(s) over the course of the academic year.

- **Comprehensive Exams, Advancement to Candidacy & Dissertation**

Upon completion of 96 credits of coursework, students will arrange to take their comprehensive exams during the fall or spring term of year three of the program. During this term, students should register for *EDST 605-Reading for Comps*. After passing the comprehensive exams, completion of all required courses (except dissertation credits) and advancement to candidacy, students begin the dissertation process.

GENERAL PROGRAM INFORMATION

Continuous Enrollment Policy

To remain in compliance with the Graduate School's Continuous Enrollment Policy (<http://gradschool.uoregon.edu/policies-procedures/enrollment-residency>), doctoral students are required to be continuously enrolled during the academic year until all requirements have been completed. Summer session registration is not required unless the student is using university facilities or faculty/staff services (for example, doctoral students defending dissertations or submitting documents for advancement to candidacy). A graduate student who fails to maintain continuous enrollment or obtain *On-Leave status* (p. 27) is required to pay required Graduate School fees (currently \$15) and file a [Permission to Re-Register form](#) (available at the Graduate School website).

Initial Transcript Review for Transfer Credits

The CSSE Program Director will review the graduate transcripts of each newly admitted CSSE student by mid-term of the first enrolled quarter in the program to assess whether any previous courses may be applied as transfer credits towards that student's program requirements. After this review any credits determined to be applicable for transfer will be documented using the CSSE Program of Study Transfer Credit Memo (Form 1-02, see p. 42) which will detail the CSSE course category toward which the credits apply, transfer course number & title, and number of credits. The Program Director will provide a copy of the completed memo to the CSSE Administrator for inclusion in the student's file; a digital copy will also be forwarded to the student.

Advising

As students pursue their doctoral studies, a progression of advisors will provide support: Initial Advisor, Comps Advisor, and Dissertation Advisor. The same faculty member *may* fill two or even three of these roles.

- **Initial Advisor**

Upon being admitted to the program, students are assigned an Initial Advisor. Initial Advisors assist students in developing a plan for their first and second-year coursework as well as answering general questions about making the most of graduate school and becoming a scholar. They also write the student's annual review during spring term of the first two years.

- **Comprehensive Exam (Comps) Advisor**

As students transition from the end of year two to the beginning of year three, they may ask any core CSSE faculty member to be their Comps Advisor for the comprehensive exam process. This relationship is initiated by students and is formed by mutual consent. The student will then identify two other faculty members to form the student's Comprehensive Exam committee. The Comps Advisor chairs the committee and together these three faculty members design and evaluate the student's comprehensive exam which must be completed by the end of the third year in order to maintain adequate progress (see Adequate CSSE Program Progress Policy and Benchmarks, p. 20).

- **Dissertation Advisor**

Once students are advanced to candidacy (or just prior), they may ask any core CSSE faculty member to be their Dissertation Advisor. As with the Comps Advisor, this relationship is initiated by the student and is formed by mutual consent. It is assumed that the Dissertation Advisor and student have shared intellectual interests. The Dissertation Advisor serves as chair of the student's dissertation committee and guides the student through the academic processes of developing and defending the dissertation proposal, conducting data collection, and finally writing and defending the dissertation itself.

- **Replacing an Advisor**

Should circumstances require the assignment of a new advisor to a student, this change must be approved by the CSSE Program Director as well as the current and new advisors, if possible. Changes in assignment of a Dissertation Advisor will also require notification and approval by the Graduate School by filing a revised *Formation of Dissertation Committee* (form 4-01, see p. 46) with the CSSE Program Administrator and may require a new Dissertation Proposal Defense before the revised committee.

Disagreements between the student and advisor over the quality of a student's performance are not generally grounds for reassignment. If the student believes that he or she has been unjustly or unfairly treated in efforts to resolve conflicts with their advisor, they have the right to grieve this issue, according to the current University grievance procedures.

Program of Study (PoS) Plan

- **Making the Initial PoS Plan**

After the initial transcript review (above) determining what courses can be transferred in, and (ideally) **before** completion of the first quarter, each student should partner with their Initial Advisor to complete a Program of Study plan. The PoS plan should list all transfer credit courses (approved or approval anticipated), courses taken, and courses planned to be taken to fulfill program requirements. All information will be documented on a *PoS Plan & Progress Form* (#1-01, see p.39), then signed and dated by the student, the Initial Advisor and the CSSE Program Director. The CSSE Administrator can assist with obtaining the Program Director's signature and will then place a digital copy in the student's file and provide a copy for the student.

- **Completing the Plan**

While completing or updating a PoS Plan, students and advisors must keep in mind that there is no guarantee that courses will be offered at times convenient to students' timely progress. In the event of EDST and/or EDUC course cancellation(s)/changes, the student should collaborate with their advisor to identify other courses that can help them progress through their program of study. The PoS Plan should be thought of as a 'living document' since it will be updated and reviewed **at least** annually for the first two or three years (depending on timing of the student's comps and advancement to candidacy). Once the student has advanced to candidacy, the PoS Plan becomes a historical document in the student's file.

- **Course Substitutions**

Any course requirement substitutions not expressly delineated in Table 1 of this handbook (pp. 5-6) will require documented approval via a completed *Program of Study Exception Request Form* (#1-03; see p. 43). This form will require an explanation of the "what and why" of the requested substitution and must be signed by the student, the advisor, and the Program Director before submission to the CSSE Administrator for inclusion in the student's file. Supporting documents, such as syllabi or transcripts, may be required to accompany this form.

Annual Reviews

- **Purpose**

Completed in spring of the first two years of the program, annual reviews provide an opportunity to reflect on progress in the program and receive feedback from the Initial Advisor. The reviews help to ensure adequate progress and ultimate success in the program.

- **Process**

Each student will submit the following annual review documents to the CSSE Administrator:

- Updated Program of Study (PoS)
- Updated Curriculum Vitae (CV)

- Writing sample from the last seven months
- 1-page reflection on accomplishments of the past year and goals for upcoming year

The CSSE Administrator will email these documents, along with a copy of the student's current transcript, and any relevant notes to the Initial Advisor, who will then compose a narrative annual review of the student discussing the following topics:

- Progress developing research interests
- Progress developing writing skills
- Progress developing academic professional networks
- Performance and participation in coursework
- Overall professionalism within the program
- Goals for next year
- Any concerns about the student's progress

• No Concerns

If there are no concerns, the Initial Advisor will meet with the student to discuss and sign the annual review document, then submit the narrative review to the CSSE Administrator for placement in the student's academic file.

• Concerns

If there are concerns, the CSSE Program Director will meet with the student and Initial Advisor to prepare a formal Student Support Plan containing specific tasks, supports, and a timeline for remedying the concerns. At the conclusion of the meeting, the signed narrative review document and Student Support Plan will be placed in the student's academic file by the CSSE Administrator.

Program Time Limits

• Minimum Time

Doctoral students must complete **at least three calendar years** of full-time graduate-level academic work beyond the baccalaureate degree. The **earliest** that students beginning their CSSE program in Fall 2021 can successfully complete their program is the end of the Summer 2024 term.

• Maximum Time

All doctoral students at the UO must complete their program **within seven calendar years**. Students beginning their CSSE program in Fall 2021 have until the **end of the Summer 2028 term** to complete the program on time (see chart below). Students who have been approved for [on-leave status](https://gradschool.uoregon.edu/academics/policies/general/on-leave-status) generally do **not** have the seven-year time limit extended. For details, please see the Graduate School policy: <https://gradschool.uoregon.edu/academics/policies/general/on-leave-status>

Table 2: Program Time Limits

<u>Program Start Term</u>	<u>Minimum/Earliest Grad</u>	<u>Maximum On Time</u>
	<u>End of Term:</u>	<u>End of Term:</u>
Fall 2015	Summer 2018	Summer 2022
Fall 2017	Summer 2020	Summer 2024
Fall 2019	Summer 2022	Summer 2026
Fall 2021	Summer 2024	Summer 2028

- **Over the 7-year Limit**

Going over the 7-year limit requires submission and approval of a petition (available on GradWeb) to the Graduate School to remain in good standing, as well as payment of a processing fee (currently \$15). A petition is required for each term beyond the 7-year limit.

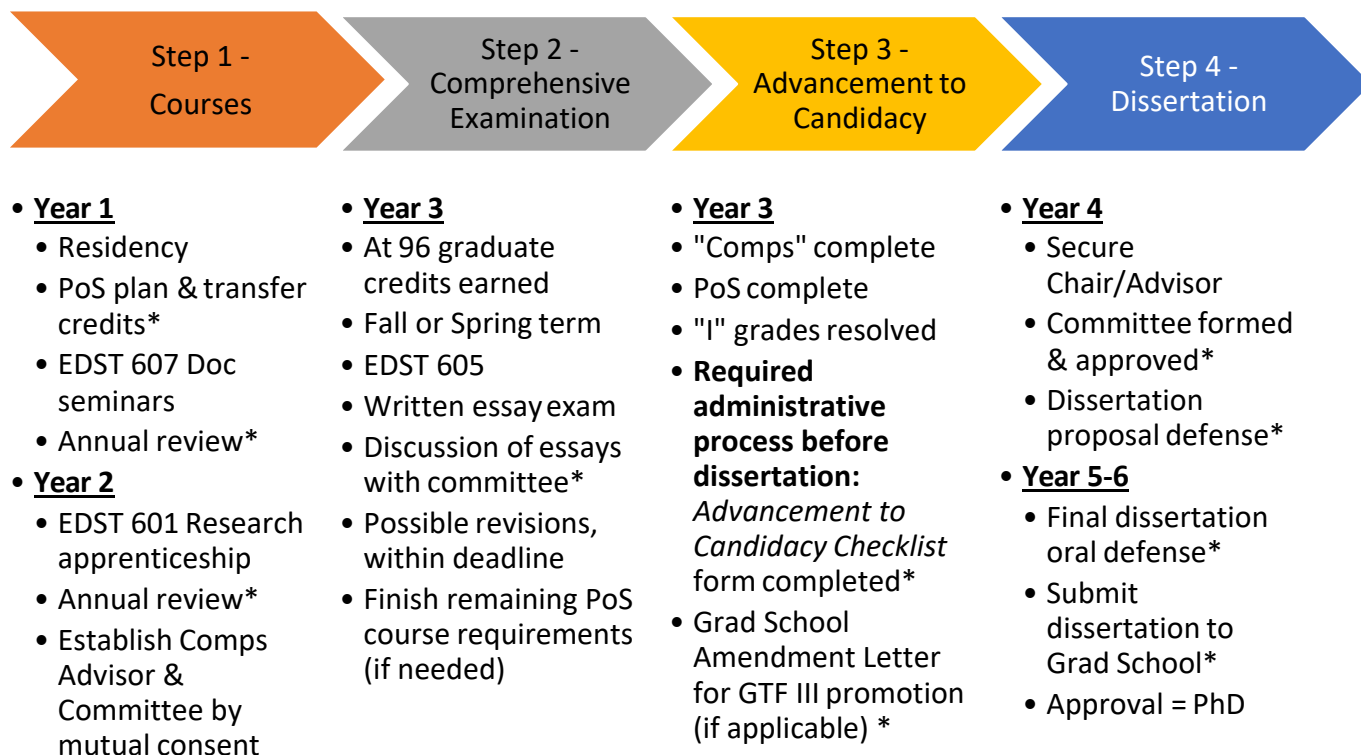
Such a petition will only be considered if:

1. The student has already advanced to candidacy, and
2. Has an approved dissertation proposal by the end of the 7th year.

Petitions for extension of the seven-year limit require a detailed plan for completion of the dissertation. They are evaluated by the Graduate School on a case-by-case basis and are not automatically granted.

[UO Doctoral Degree Completion Deadlines](#)

CSSE Program Flow



YEAR 1

Step 1 - Courses

Residency Year

The residency year is usually the first year after admission as a CSSE student and must be spent attending classes on the Eugene campus. It must include **three consecutive terms** of full-time study, with a **minimum of 9 completed graduate credits per term**. During the residency year, students are expected to make progress toward their degree by completing course credits in the doctoral major and satisfying degree requirements.

- **Program of Study (PoS) Plan**

The PoS Plan should be updated with the student's Initial Advisor, ideally by the end of the first term of study (usually the fall term) using [Form #1-01 Program of Study Plan & Progress Form](#) (available on the CSSE [BLOG](#) and on p. 39; see also [Program of Study Plan](#), pp 9-10)

- **Seminar in Scholarly Development**

Students will enroll in *EDST 607: Seminar Scholarly Development* (commonly called the "Doc Seminar") during the fall, winter, and spring terms of their first year in the program (See *Seminar: Scholarly Development*, p. 7).

- **Annual Review #1**

The CSSE Administrator will start the annual review process during spring term by sending an email to each student outlining the process and requesting submission of annual review documents by a particular deadline (See *Annual Reviews*, p. 9). It is the student's responsibility to meet the submission deadline and then partner with their Initial Advisor to discuss and sign the review.

YEARS 2-3

- **Research Apprenticeship**

Students will enroll in *EDST 601: Research* during the fall, winter, and spring terms of their first year in the program (See *Research Apprenticeship*, p. 7)

- **Annual Review #2**

The CSSE Administrator will start the annual review process during spring term by sending an email to each student outlining the process and requesting submission of annual review documents by a particular deadline (See *Annual Reviews*, pp. 9-10). It is the student's responsibility to meet the submission deadline and then partner with their Initial Advisor to discuss and sign the review.

Step 2 – Comprehensive Examination (Comps)

The CSSE comprehensive examination, more commonly known as “comps,” is an essay exam (with a follow-on oral component) designed to examine the student’s broad knowledge of relevant literature and ability to analyze and evaluate others’ thoughts, as well as write about and discuss evolving ideas in a scholarly manner with faculty, and, perhaps most important, prepare to move forward into the dissertation process. Comps are only offered fall and spring quarters.

Requirements for Comprehensive Exams

Students are eligible to take their comps when they meet the following conditions:

- Completion of 96 credits of coursework.
 - Transfer or exception credits documented by signed [Program of Study Transfer Credit Memo \(Form 1-02\)](#) and/or [Program of Study Exception Request Form \(Form 1-03\)](#)
 - Occasionally, with the consent of the Comps Advisor, a student can simultaneously take coursework that will lead to completion of 96 credits by the end of the quarter in which they take their comprehensive exams.
- No outstanding Incompletes (“I” grades) for programmatically required courses or for courses that count toward the 96 credits of coursework.

Process for Comprehensive Exams

- **Preparation Term: Academic Term Preceding Comps Term**

Students should plan to spend time preparing for their comps during the academic term preceding the comps term: spring term for fall comps, winter term for spring comps. During the preparation term, the following activities should occur:

- Establish Comps Advisor by mutual consent
- With Comps Advisor, identify two other core CSSE committee members
- Meet individually with each member of Comps Committee to discuss expectations and general topics for the exam. Students will **not** be provided with specific questions at this point.
- Read any required/suggested literature in preparation for exam
- With Comps Advisor, establish a timeline for completing the comps by the end of the exam term.
- Notify the CSSE Program Director and CSSE Administrator via email by Week 5 of the prior academic year term that comps are planned for the following term.

- **Registration**

Notify the CSSE Administrator of the upcoming comps exam during course registration for the term, and request pre-authorization to enroll in *EDST 605: Read Comp Exam* for 4 credits during the exam term.

- **Process**

On the mutually agreed upon start day, which should occur sometime during the first three weeks of the quarter, the student will be given the questions and reminded of the established due date. The student will have up to four weeks to write essay answers to each question. **Essays turned in after the due date will constitute a failed exam.** Each essay is typically up to 10 pages double spaced with 1-inch margins, excluding references.

- **Evaluation**

The essay answer to each question will be evaluated by the faculty member who wrote that particular question. Three results are possible: *Pass*, *Pass pending revisions*, and *No pass*. See explanations below under **Revisions** and **No Pass** headings.

- **Oral component: committee evaluation**

Once the committee members have evaluated the student's answers, and by week 8 of the quarter, the committee and the student will meet to discuss the written responses. While not strictly an official oral exam, the student's ability to explain her/his written answers and respond to questions from the committee members may influence their final evaluation. At the end of this discussion the Comps Committee will let the student know the final evaluation results and sign off on [Form #2-01, Comprehensive Examination Completion](#) (see p.44)

- **Revisions**

If revisions are required, the student must submit them within 2 weeks of the defense. Upon receiving a revised exam, committee members will re-evaluate and assign a *Pass* or *No Pass* final result. Failure to submit the revisions by the deadline will result in assignment of a *No pass* grade. The Comps Advisor will notify the CSSE Administrator regarding final credit for revisions.

- **No Pass**

In the event of a *No pass* result, students will be required to wait one quarter before re-taking the comprehensive exam. The Comps Committee members will generate new questions. Failure to pass comprehensive exams on the second round will result in the student being discontinued in the program.

After Passing Comps

After passing the comprehensive exams, students should focus on completing all credits for their Program of Study before moving on to Step 3 and beginning the dissertation credits associated with advancing to candidacy.

Step 3 – Advancement to Candidacy

Advancement to candidacy is a critical administrative process involving the student, the Comps Advisor, the CSSE Program Director, the CSSE Administrator, the Education Studies Department Head, and the Graduate School. Students may not enroll in dissertation credits until their advancement to candidacy has been approved by the Graduate School. After advancement, the student is officially "ABD" (All but Dissertation).

Requirements for Advancement to Candidacy

Students are eligible to advance to candidacy once they have passed the comprehensive examination as documented by a completed [Comprehensive Examination Completion form \(#2-01\)](#)

Process for Advancement

Once a student has met the requirements, the student must complete an [Advancement to Candidacy Checklist form \(#3-01\)](#), see p. 51), and file this form with the CSSE Administrator for processing with the Graduate School. The entire advancement administrative process, including approval by the Graduate School, may take up to four weeks. Once authorized by the Graduate School (indicated by Graduate School email notification of candidate advancement), the student may register for *EDST 603: Dissertation* credits. A minimum of 18 dissertation credits are required to graduate.

YEARS 4-6

Step 4 - Dissertation

Dissertation Process Overview

See Appendix A for a comprehensive overview of the academic and administrative process steps that comprise the overall dissertation process. This document, Process from Candidacy to Successful Defense & Graduation is posted on the [CSSE BLOG](#) Timeline tab. Students should be sure to **regularly review and consult with their chair frequently** as they proceed through the process. The CSSE Administrator and/or the Graduate School are also available resources to address any questions or concerns about the administrative processes.

FORMING A DISSERTATION COMMITTEE

Dissertation Advisor/Committee Chair

The first step in forming a dissertation committee is identifying a Dissertation Advisor/Committee Chair from amongst the core CSSE faculty - the Comps Advisor should not be assumed to be the chair of a student's dissertation. The Dissertation Chair is the person who will most closely mentor the student through the iterative academic dissertation process. Students request this service of faculty and the relationship is established by mutual consent.

Committee Members

In collaboration with the chair, a student will identify three (or sometimes four) additional committee members:

Core Members: two faculty members, at least one of whom must be from the Education Studies department. Faculty members who are approved to serve as departmental **Core** committee members include:

- **Joanna Goode** (Access & equity for students of color and females in computer science education)

- **Jenefer Husman** (How students imagine their futures and how their futures influence learning in the present; transformative power of thoughts; support for underserved students in engineering and STEM fields)
- **Michelle Jacob** (Research for social justice and community empowerment for indigenous peoples in the areas of health, education and decolonization)
- **Audrey Lucero** (Early biliteracy & bilingual development; language and literacy education; experiences of Spanish-speaking Latins in the U.S. public school system)
- **Lisa Mazzei** (Qualitative research methodology & curriculum theory; racial identity & awareness among white teachers and implications for curriculum)
- **Edward M. Olivos** (Bilingual education & development of bilingual educators; bicultural parent involvement and relationship with schools; policy studies, school reform, critical pedagogy, teacher credentialing and biliteracy issues of K-12 classrooms)
- **CJ Pascoe** (Sociology Dept.; masculinity, youth, homophobia, sexuality and new media)
- **Scott Pratt** (Philosophy Dept.; Transformative role of pragmatism, American idealism, African American, feminist and indigenous philosophy on American tradition of resistance)
- **Jerry Rosiek** (Qualitative research and cultural foundations of education; concepts & research practices that can enhance teachers' practical knowledge)
- **Jennifer Ruef** (Student and teacher practices & beliefs supporting productive classroom discourse and sense-making for effective mathematical learning)
- **Leilani Sabzalian** (How K-12 schools reproduce colonial discourses through educational policy and practice; counter storytelling as a way to denaturalize those practices so that educators can imagine and enact more promising alternatives)
- **Sarah Stapleton** (Using critical and participatory methodologies to explore social contexts and inequities around science and environmental education; food and agriculture as learning contexts for science and environmental education)

Affiliated (non-Core) EDST faculty member

- **Ed Madison** (School of Journalism and Communication; network television/film; digital storytelling as a tool for secondary educators)

Institutional Representative: a tenure-related member of the UO graduate faculty from a **department other than** Education Studies (another department within the College of Education could serve in this capacity).

If a desired committee member is not on the Graduate School's approved UO Graduate Faculty, the student must submit a *Dissertation Committee Service Nomination Form* (available on the Graduate School website) for the person, along with a **CV** and **rationale statement**, to the Department Head for approval and signature. Once approved, this package will be forwarded to the College of Education Dean's office for approval and signature, and then sent to the Graduate School for final approval before service on the committee can be finalized. The CSSE Administrator can facilitate this approval process once the Nomination Form, CV and rationale have been assembled.

Graduate School Approval of Dissertation Committee

Once all members have consented to serve, the student is responsible for submitting a completed [Formation of Dissertation Committee Form #4-01](#), (see page 46) to the CSSE Administrator for entry into GradWeb and official Graduate School approval. **Students may not defend their dissertation until at least six months after their committee has been approved in GradWeb** (indicated by Graduate School email notification).

Students are eligible to defend their dissertation proposal when they meet the following conditions:

- Successful advancement to candidacy
- Completion of all programmatically required courses and credits (except dissertation credits) as set out in Table 1 (pp. 5-6)
- Students cannot defend their proposal in the same quarter they advance to candidacy

Dissertation Proposal

Once the committee is formed, the student's Dissertation Chair will provide direction in the development of the dissertation proposal and will determine when the student and proposal are adequately developed to convene a proposal defense. It is the responsibility of the Dissertation Chair to convene this meeting. Three results are possible in a proposal defense: *Pass*, *Pass with Revisions*, and *No-Pass*.

- **Pass:** Submit *Dissertation Proposal Approval* form (#4-02, see p. 47) signed by committee members, the student and CSSE Program Director to the CSSE Program Administrator for recording in student's file.
- **Pass with Revisions:** Revisions do not require the dissertation committee to be reconvened unless a committee member requests it. The revisions must be reviewed and approved by the chair, at which time the [Dissertation Proposal Approval form #4-02](#) should be signed off and forwarded to the CSSE Program Administrator for recording in the student's file.
- **No-Pass:** In the event of a no-pass grade, students will be required to rewrite the proposal and conduct a full proposal defense again. At the proposal defense, the student and committee members will make a plan for proceeding with the dissertation. This plan should include who will read drafts of the dissertation and how often, as well as the expectations of the student and each committee member.

At the proposal defense, the student and committee members will make a plan for proceeding with the dissertation. This plan should include who will read drafts of the dissertation and how often, as well as the expectations of the student and each member.

UO Institutional Review Board (IRB)

An Institutional Review Board (IRB) is a committee established to review and approve research involving human subjects. The purpose of the IRB is to ensure that all human subject research be conducted in accordance with all federal, institutional, and ethical guidelines. The University of Oregon's IRB is the Committee for Protection of Human Subjects (CPHS), which is supported by [Research Compliance Services \(RCS\)](#).

Students must apply for and obtain IRB/CPHS approval before conducting their research. The [applications for IRB/CPHS approval](#) shall not be submitted prior to the successful defense of the dissertation proposal.

Research & Writing

The student will spend most of their dissertation time collecting research data, analyzing that data, writing, and repeatedly refining drafts based on scholarly feedback from their dissertation committee.

Students are expected to follow the [Thesis and Dissertation Style Manual](#) available on the *Graduate School website*. Be sure to take advantage of the prefatory templates, FAQ pages and additional resources available on the website in addition to the Style Manual. We recommend that students begin reviewing this material 1-2 terms

before completing and defending the dissertation, in order to be prepared. While the Graduate School no longer staffs a dedicated thesis and dissertation editor, you may email formatting questions to gradedit@uoregon.edu for assistance. The Graduate School is able to provide in-person meetings and preliminary electronic evaluations of your formatted document as staff availability allows. Workshops on document editing and preparation may also be available throughout the year and will be announced on the Graduate School's website and other communications.

Dissertation research conducted within the UOTeach master's and licensure program or the Educational Foundations undergraduate program requires advance approval; see the UOTeach Policy and required forms on pp. 34-38 or contact the CSSE Administrator for appropriate EdFoundations research request forms.

Dissertation Defense

With the Dissertation Chair's consent, the defense will be scheduled on a day and time mutually agreed upon by the student and all committee members. The oral defense should be scheduled to happen by week 8 of the quarter. The student must *Apply for Oral Defense* on [GradWeb](#), entering a specific date and time, and committee members must also respond to email invitations subsequently generated by GradWeb to log in and sign off on the agreed-upon date and time.

Per departmental requirements, a final draft of the dissertation with complete citations must be provided to the dissertation committee members **6 full weeks before the oral defense** of the dissertation. (This is a departure from the Graduate School requirement of 3 weeks prior to the defense.)

All members of the dissertation committee should be physically present for the oral defense of the dissertation, *although there are provisions for remote attendance or absence for certain members*. Three results are possible in a dissertation defense: *Pass, Pass with Revisions, and No-Pass*.

- **Pass:** Chair submits signed *Certificate of Completion* to the Graduate School
- **Pass with Revisions:** Revisions do not require the dissertation committee to be reconvened unless a committee member requests it. Revisions must be reviewed and approved by at least one committee member by the end of the quarter of the defense.
- **No-Pass:** In the event of a no-pass grade students will be required to significantly rewrite the dissertation and conduct a full oral defense again at a later date.

Submission of Dissertation to the Graduate School

The CSSE program is **not** complete until:

- The committee-approved dissertation (with revisions, if required) has been uploaded to the [ProQuest/Electronic Thesis or Dissertation](#) site by the term deadline
- [Thesis/Dissertation Submission Form and Document Approval](#) forms have been completed, signed (one requires the dissertation committee chair signature) and submitted by the [term deadline](#)
- All required formatting revisions required by the Graduate School (via email notification to student after submission of dissertation) are completed and submitted within the deadline

The Graduate School will provide email confirmation when this process is complete and the Registrar has been notified.

Graduation

- **Actual**

The PhD degree is granted at the end of the term in which all degree requirements are satisfied. A diploma, with this date, is issued by the university Registrar. At this time, *Incomplete* grades for Dissertation credits will be converted by the Registrar to *Passing* grades.

- **Ceremonial & Celebratory**

In addition to the University of Oregon commencement ceremony, the official College of Education commencement ceremony in full academic regalia is held in June each year. At this ceremony, successful PhD candidates are traditionally hooded by their faculty advisors. Students who are unable to participate in the ceremony for any reason may still have their names printed in the commencement program; see the CSSE Administrator for details.

EDST ADMINISTRATIVE POLICIES

CSSE Admissions Deferment Policy

In general, the Department of Education Studies is cautious about approving requests for deferment of admissions into the CSSE program. Any request for deferment requires the approval of the CSSE Program Director in consultation with core CSSE faculty. Requests for deferment of admissions will be considered in the following situations:

Deferment due to medical issues: Upon documentation of such issues and recommendation by the Director, deferment of admission up to three academic quarters may be allowed.

Deferment due to extraordinary special circumstances: Upon proper justification and recommendation by the Director, deferment of admission up to three academic quarters may be allowed.

Any deferment is contingent upon the availability and willingness of the assigned faculty advisor and is only allowable within the span of the academic year for which deferment would be approved. The department will not be able to delay the timeframe of any assistantship awarded at the time of admission, and the student will lose such award for the quarters through which the admission is deferred. There is no guarantee on the part of the department that required courses will be offered every year and this may result in deferred students taking longer to complete the program since students who defer will not be able to do independent readings or supplement other courses to make up for required courses.

Students approved for admission deferment will be required to apply to the Graduate School to gain admission after the deferment period, which shall be communicated in a letter from the CSSE Program Director to the applicant. All posted deadlines must be met. It is the student's responsibility to submit all application materials by the posted deadline.

Adequate CSSE Program Progress Policy

Students making adequate progress toward completing the CSSE program must meet the timely progression benchmarks listed below. In addition, students should not have any current evidence of the following issues in their student file or current transcript:

- Incompletes (“I” grades) for programmatically required courses/credits
- Concerns about professionalism

Table 3 - Timely Progression Benchmarks

End of Year #	Benchmark
1	Pass annual review with no concerns or a plan to resolve them
2	Pass annual review with no concerns
3	Pass comprehensive exams, complete all coursework except dissertation hours, and complete advancement to candidacy
4	Dissertation committee approved by Graduate School, and dissertation proposal approved by the committee
5/6	Dissertation defense approved by committee, and dissertation submitted to Graduate School

With the recommendation of their faculty advisor, students can petition to avoid or remove “Inadequate Progress” status from their record by decision of the CSSE Faculty Committee.

Per UO Graduate School policy, students are required to enroll in each term of the academic year (Fall, Winter, and Spring) from their first term until all requirements in the program have been completed (i.e., until receipt of the degree). Once students have advanced to candidacy, they must enroll in a minimum of 3 dissertation credits per term; students with a GE appointment must enroll in a minimum of 9 credits each term. Approved leaves of absence are the only exception to the Continuous Enrollment policy (See *On-Leave status*, p. 27)

Failure to Meet Standards and Dismissal Policy

It is our ambition and expectation that every student accepted into the PhD in Critical and Sociocultural Studies in Education will be successful. Students are evaluated for adequate progress in the program at the end of each academic year. The basis for these evaluations is listed above (*Adequate CSSE Program Progress Policy*). In the event that concerns arise during the year about a student’s adequate academic performance or a student not maintaining minimal standards of professionalism in classes or program activities, the following will occur.

1. When a student’s performance in coursework, fieldwork or Graduate Employment (as an Instructor, Teaching Assistant, Research Assistant or Administrative Assistant) shows serious deficiency or minimal expectations for professionalism not being met, the Doctoral Program Director and the Graduate School will be notified and a meeting will be called. The purpose of this meeting will be to review the concerns and prepare a plan to remedy the concerns. Those attending this meeting will be: the student, the academic advisor, and, at the request of the Doctoral Program Director, other supervising faculty with whom the student has worked

2. The concerns related to the student's performance will be presented to the student in a letter with a copy sent to the Department Chair and the Academic Affairs Manager at the Graduate School. The letter will include:
 - a. A description of the issues of concern
 - b. A description of prior efforts to address each issue
 - c. A plan for addressing each issue and/or clear expectations for future conduct.
 - d. The criteria for determining whether the issues have been remedied
 - e. A reasonable timeline for remedy of the issues
 - f. Consequences that will result if issues and concerns are not addressed by the student in a timely and satisfactory manner.
3. The letter will be signed by the student only to acknowledge receipt of this information, not necessarily agreement. The academic advisor and the Doctoral Program Director will also sign the letter and a copy will be placed in the student's file. (Note: Student refusal to sign the document will not invalidate the process.)
4. In the event that the student fails to make adequate progress after Step 1, the Doctoral Program Director and the student's advisor will meet with the student to consider additional appropriate steps. After that meeting, the Doctoral Program Director will notify the student, the Department Chair and the Academic Affairs Manager at the Graduate School in writing of their decision. Options include but are not limited to: retaking courses, completing additional fieldwork, referral to the University-wide process of student conduct review, and/or dismissal from the program.
5. When this process results in a decision to dismiss a student from the program, the Department Chair will send a letter to that effect to the student, the Academic Affairs Manager at the Graduate School, and to the Associate Dean for Academic Affairs of the College of Education (COE).
6. All College of Education and University of Oregon procedures regarding student grievance rights apply throughout the dismissal procedures described here. If the student does not agree with the description of problems or the corrective action and has exhausted corrective mechanisms found within his or her program option, he or she may seek mediation or may file a grievance.

CSSE Doctoral Program Reinstatement Policy

From time to time there may be reasons that a student leaves a Doctoral program before finishing. This generally happens in one of four ways: 1) a student applies for and is granted a leave of absence; 2) a student leaves without a leave of absence or remains unenrolled past the specified term of a leave of absence; 3) a student is exited from the program for failure to make adequate academic progress, or 4) a student is exited for violating the university student code of conduct. For each manner of leaving, a different reinstatement policy applies and there is no entitlement to reinstatement in any case. A student may only apply for reinstatement one time, under cases 2) and 3) below.

- 1) In the first case, a student has not actually left the program and so no formal re-instatement is needed. A process for continuing the program is prescribed when the leave of absence is granted and may happen without a probationary period upon restarting the program of study. We include it here just to prevent

misunderstanding. (See “Graduate School Policies-taking Leave” section in this Handbook)

- 2) In the second case, if the student has left the program in good academic standing for personal reasons, they may apply for reinstatement. A student’s application for readmission will be granted if: 1) at least three faculty are willing to advise and form a program, comps, and/or dissertation committee for the student, 2) a majority of the faculty vote in favor of reinstatement, and 3) the Graduate School does not prohibit the reinstatement. Depending on the length of time away from the program, some courses may need to be repeated in compliance with graduate school rules and CSSE program director assessment.

If readmitted, the following conditions apply: 1) the student will be on probationary status the full year following their readmission. During that time any incomplete grades, grades below a B, or failing grades in P/F courses will result in dismissal from the program, 2) students must also achieve and maintain good standing with the Graduate School as soon as possible, including bringing their GPA to 3.0 or higher within a year, retaking and passing any courses in which they have received a failing grade at the first opportunity, and maintaining continuous enrollment, 3) the student is no longer guaranteed graduate employee funding by the CSSE program. If a reinstated student fails to meet the terms of probation or leaves the program for other reasons, a second reinstatement will not be possible.

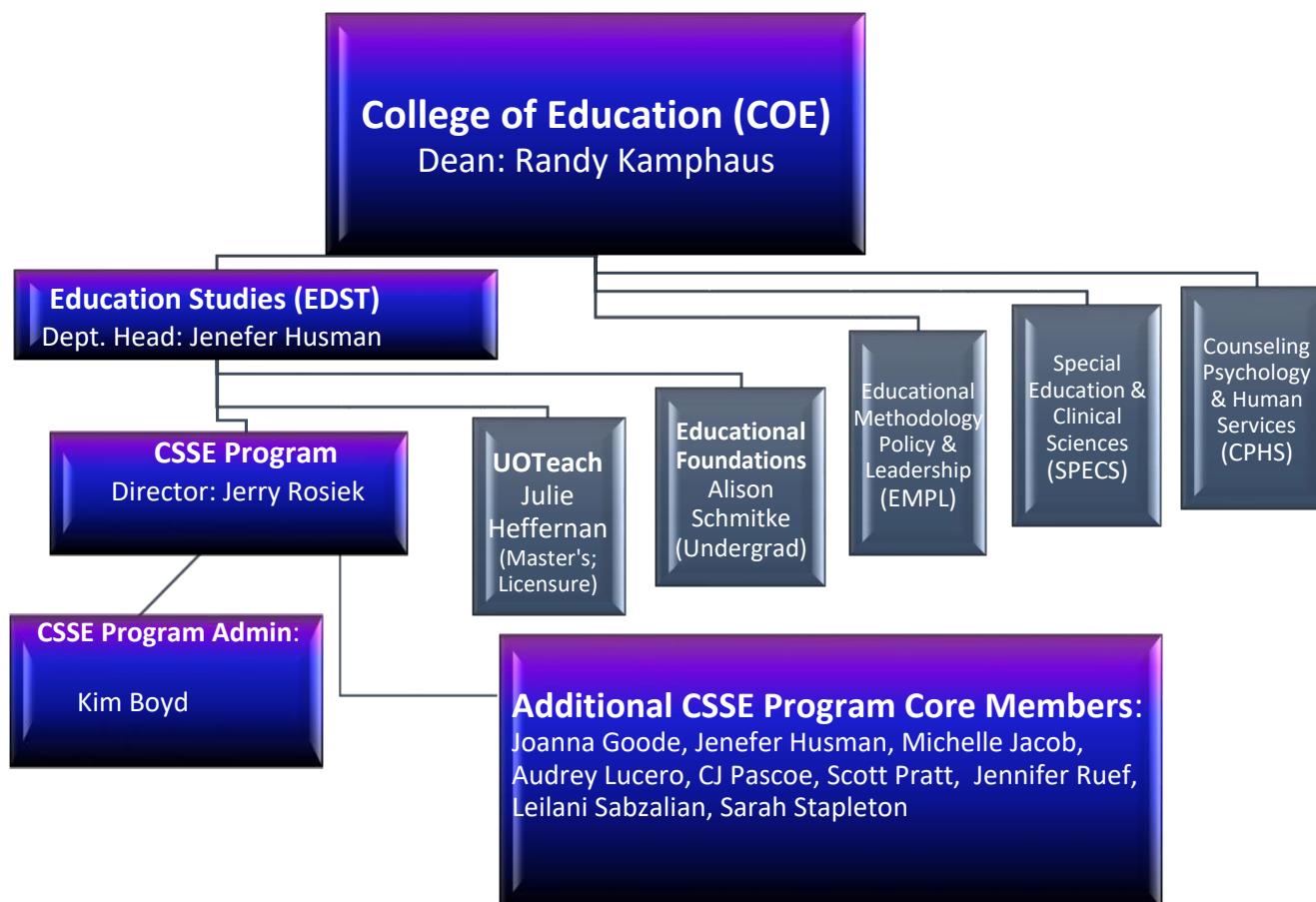
- 3) In the third case, a student will have already gone through a process of probation and will have failed to meet the probationary standards. To apply for reinstatement, the student will have to meet two conditions: 1) they have completed all outstanding work within a period of one year of being exited from the program, and 2) they provide a written explanation to be included in their file of why previous poor performance occurred and will not continue in the future.

A student’s application for readmission will be granted if: 1) at least three faculty are willing to advise and form a program, comps, and or dissertation committee for the student, 2) a majority of the faculty vote in favor of reinstatement, and 3) the Graduate School does not prohibit the reinstatement.

If readmitted, the following conditions apply: 1) the student will be on probationary status the full year following their readmission. During that time any incomplete grades, grades below a B, or failing grades in P/F courses will result in dismissal from the program, 2) students must also achieve and maintain good standing with the Graduate School as soon as possible, including bringing their GPA to 3.0 or higher within a year, retaking and passing any courses in which they have received a failing grade at the first opportunity, and maintaining continuous enrollment, 3) the student is no longer guaranteed graduate employee funding by the CSSE program. If a reinstated student fails to meet the terms of probation or leaves the program for other reasons, a second reinstatement will not be possible.

- 4) In the fourth case, no readmission is possible.

CSSE Contact Information



Name	Title	Email	Phone
Joanna Goode	Professor	goodje@uoregon.edu	541-346-2826
Jenefer Husman	Professor & EDST Dept. Head	jhusman@uoregon.edu	541-346-9564
Michelle Jacob	Professor	mjacob@uoregon.edu	541-346-9572
Randy Kamphaus	Dean, College of Education	randyk@uoregon.edu	541-346-1601
Audrey Lucero	Associate Professor	alucero@uoregon.edu	541-346-8069
Lisa A. Mazzei	Professor	mazzei@uoregon.edu	541-346-5834
Edward M. Olivos	Associate Professor	emolivos@uoregon.edu	541-346-2983
CJ Pascoe	Associate Professor, Sociology	cpascoe@uoregon.edu	541-346-1384
Scott Pratt	Professor, Philosophy	spratt@uoregon.edu	541-346-2800
Jerry Rosiek	Professor & CSSE Director	jrosiek@uoregon.edu	541-346-2330

Jennifer Ruef	Assistant Professor	jruef@uoregon.edu	541-346-2847
Leilani Sabzalian	Assistant Professor	leilanis@uoregon.edu	541-346-2645
Sarah Stapleton	Assistant Professor	sstaplet@uoregon.edu	541-346-5834

Graduate School Resources: gradschool.uoregon.edu

The Graduate School as a Resource

The Graduate School, housed in Susan Campbell Hall, is led by Interim Vice Provost Andy Karduna. The Graduate School's core purpose is to promote graduate education by fostering excellence, innovation, and inclusive communities. The graduate school values discovery, inclusiveness, service, fairness, responsibility, excellence, and community, and makes these core purposes evident through:

- Providing fellowships and awards to support graduate student research, recruitment of diverse students and administrative GE positions
- Organizing events that enrich the academic, career development and student life opportunities for graduate students (e.g., orientations, workshops and the annual [Graduate Student Research Forum](#))
- Providing students, faculty and staff with information and support in dealing with a host of issues related to graduate education and graduate student experiences
- Committing to advocacy, policy development and data analysis and support of excellence in graduate education at UO; see the One Stop Graduate Student Resources [website](#) for more details about services provided

About GradWeb

GradWeb is a web-based software program designed to automate graduate school processes. It provides for electronic interaction between the Graduate School, the Education Studies department, students, faculty, the Office of Admissions, and the Office of the Registrar. Students will use [GradWeb Department Login](#) to track progress and administrative records throughout the PhD program, and to apply for admission to the Graduate School, for oral dissertation defense, and finally for the advanced degree/graduation at the completion of the doctoral program.

Accessing GradWeb

Use your Duck ID credentials (the same information used to login to your e-mail) to login to [GradWeb](#).
<http://gradweb.uoregon.edu>

Helpful University of Oregon Website Links:

- [CSSE Blog for current students](#)
- [Graduate School](#)
- [College of Education Home Page](#)
- [Education Studies Home Page](#)
- [CSSE Program Home Page](#)
- [Registrar Home Page](#)
- [UO Registrar's Office Calendars](#)

FINANCES & FUNDING

Graduate Employees (GEs)

General Information

[Graduate Employee \(GE; formerly GTF or Graduate Teaching Fellow\)](#) is the term used at the University of Oregon (UO) for teaching, research, and administrative graduate assistantships. [UO GEs receive a competitive compensation package](#) that includes a monthly salary, full-time tuition waiver, mandatory fees subsidy, sick leave and health insurance premium coverage (with subsidized health insurance premium coverage for dependents).

The Graduate Teaching Fellowship Federation (GTFF)

All 1400+ teaching, research and administrative GEs at the University of Oregon are represented by a labor union, the [Graduate Teaching Fellows Federation](#) (GTFF). The GTFF typically contacts new GEs with information about active membership, fair share dues, and insurance.

Collective Bargaining Agreement (CBA)

Every two years, the GTFF and university negotiate an agreement that addresses such topics as work environment, personnel files and performance evaluations, grievances, appointment and reappointment procedures, minimum salary, tuition and fees, and the university's contribution to the GE insurance plan and premiums. The GTFF is a resource for GEs with regard to interpretation and application of the UO-GTFF Collective Bargaining Agreement (CBA).

The Graduate Duties Responsibilities Statement (GDRS)

Each GE hiring unit must prepare a **General Duties and Responsibilities Statement** (GDRS) as called out in Article 9, Work Assignment/Work Agreement, in the CBA between the University and the GTFF. Updated annually, this document describes the conditions under which GE appointments and reappointments are made, evaluations are performed, etc. The GDRS is not a job description. In a grievance situation or dispute, however, the hiring unit will be held to the policies and procedures outlined in its GDRS. The GDRS is updated annually, and the current version can always be found at the Graduate School's website: <http://gradschool.uoregon.edu/gtf/rights-and-responsibilities/gdrs>

GE Positions in the Education Studies Department

The Education Studies department has GE appointments available each academic year, posted on the College of Education website: coe.uoregon.edu/gtf/. See the [AY 2019-20 EDST GDRS](#) for details on availability, application and appointment processes.

****NOTE**** For best results when emailing a completed GE application to coesas@uoregon.edu, please copy the CSSE Administrator (kboyd3@uoregon.edu).

GE Positions in Other Departments/Colleges

There are GE positions (mostly administrative in nature) open to all graduate students, regardless of major. These are posted on the Graduate School website for a minimum of 10 business days. See [current GE openings](#) on the Graduate School homepage.

COE Travel Conference Awards

Each year there are a number of College of Education Conference Travel Awards available for COE doctoral students to fund travel to professional conferences for the express purpose of presenting a paper/poster. Submit both documents at least 2 weeks before the first day of travel. All funding subject to constraints and availability.

[CSSE Application for Departmental Funding](#) Packet and [EDST Travel Authorization and Planning Worksheet](#)

COE Doctoral Research Awards

The College of Education provides some awards for doctoral research projects. Projects must be approved by students' dissertation committees. [Award applications](#) are open twice each year, in December and March.

COE Student Scholarships List

The College of Education scholarship program provides a significant number of donor-supported awards to COE students. Most awards are from \$1,500–\$10,000. Total financial support in the previous academic year was \$670,000.

For more information, contact the COE Scholarship Program Administrator, Andrea Olson, at coescholarships@uoregon.edu, 541-346-5943.

Graduate School Fellowships & Awards

Annual Fellowships & Awards

There are a variety of fellowships and awards offered annually through the Graduate School that are open to doctoral students at the University of Oregon. More information on financing graduate education is available on the Graduate School's Funding & Awards page: <http://gradschool.uoregon.edu/funding-awards>

FAMILY RESOURCES

Graduate Families Listserv

The Graduate School sponsors a listserv for graduate students with families, where you can receive information about funding and financial assistance for childcare, earned income tax credits, and the graduate student assistance fund, which is available to help with expenses of a new child, medical issues or other qualifying events. The listserv also provides information on child care resources and family-friendly events across campus. To subscribe, email:

familyGE@uoregon.edu

<https://gradschool.uoregon.edu/campus-life/eugene/families>

[Work-Life Resources Page](#) with information about child care, family-related events and programs, elder care, employee assistance programs, schools, lactation support and other family support programs and services on campus: <http://hr.uoregon.edu/hr-programs-services/work-life-resources>

IMPORTANT GRADUATE SCHOOL POLICIES

Continuous Enrollment:

Unless on-leave status (see below) has been approved, doctoral students are required to be continuously enrolled (for a minimum of 3 graduate credits) until all requirements have been completed. Summer session registration is not required unless the student is using university facilities or faculty or staff services (for example, doctoral students taking exams or submitting papers for advancement to candidacy). See Policy and Procedures <http://gradschool.uoregon.edu/policies-procedures/enrollment-residency>

On-Leave Status:

The one exception to the continuous enrollment policy is [On-Leave Status](#) which may be requested in cases of serious health/medical conditions, parenting needs during the 12 months immediately following the arrival of a child, family emergencies, for conducting independent research or other reasons.

On-leave status has many implications including access to faculty and university services, and impact on the time limit for program completion, and is generally **not** extended except in certain circumstances.

Obtaining on-leave status requires:

1. Completion of a leave request form, available on GradWeb, prior to the last day to register for classes in the term for which leave is requested,
2. Departmental approval, and

3. Graduate School approval.

On-Leave requests will only be granted to students in good standing. Students applying for leave should be sure to read the entire Graduate School policy, <http://gradschool.uoregon.edu/policies-procedures/leave>

Satisfactory Progress & Good Standing:

The Graduate School and University have a number of policies that together determine whether or not a student is considered to be “in good standing.” A violation of any **one** of these policies puts the student into “**not** in good standing” status. These policies include but are not limited to:

- Continuous enrollment
- Course load
- Grades
- Time limit
- [Student Conduct Code \(dos.uoregon.edu/conduct\)](http://dos.uoregon.edu/conduct)
- <http://gradschool.uoregon.edu/policies-procedures/satisfactory-progress>

Making the Most of Your PhD Program

This PhD program is designed to prepare you as a scholar who will most likely work at a university or in a context where research and scholarship are required as part of your job description.

Scholarship and research are things done in and with communities of inquiry known as disciplines or fields of study. Some of these fields of study are relatively new. Some are very old. All of them have traditions, signature practices and assumptions, vocabularies, a history of evolution and struggle, and a story of why they are important to the future of our society. Some of these fields complement one another. Some operate without awareness of each other. And some are in direct conflict, often competing over resources and influence over institutions like schools.

While research may be personally fulfilling, it is not designed for the sake of personal fulfillment. Research is conducted in an effort to persuade, influence, and move these communities of inquiry, who in turn can help us influence practitioners and policy makers. This means that research is conducted with an eye towards a very particular audience. You have a wide, but not infinite, variety of audiences to choose from in this regard.

Students should expect to be educated about these communities of inquiry that will constitute the audience for their research. You should expect to learn about the history of the academic disciplines you will seek to influence, their traditions, and the styles of argument and presentation of evidence considered persuasive in these traditions. You should also expect to learn about academic traditions with which you do not choose to identify, but with which you will likely encounter in your work as a scholar. This is what a robust PhD program should accomplish.

To these ends, students are expected to understand that a PhD study is preparation for work within an already existing tradition or community of thought. We recommend that you start as early as possible identifying not just writings that you like, but the audiences those writings are seeking to address. Ask questions that help you identify the professional associations in which the scholars you respect participate. Identify your intellectual home communities and professional allies early. Ask for help in doing this. Go to conferences. Talk to people at other universities. This will enhance your experience of the PhD program greatly.

Dissertation Advice

- Take research methodology classes early. Consider all classes preparatory for your dissertation in some way.
- Look at the kind of research you would like to produce, and ask the people doing it how they prepared to do that work.
- Professors in the department can best serve you when your research agenda dovetails in some way with their work. The closer the match, the more helpful we can be in providing resources in the literature and facilitating professional connections in the communities that support us. That being said, you should identify a research agenda that you earnestly believe merits your time and attention. Ideals without practical attention to career realities are often ineffective.

- Recognize that choosing a research agenda to develop through your dissertation means letting go of many other fine and viable directions your scholarship could have taken you. This will be experienced by some students as a loss. We encourage you to recognize it also as an important trade off, and that what you gain is an experience of in-depth knowledge of a particular topic that will eventually inform how you understand other topics or issues that are important to you.
- Once dissertation data collection and writing begin, maintain regular (minimum every other week) contact with your dissertation chair. The most common mistake at this stage is for students to become confused or anxious and disappear for months at a time, then show back up in a state of panic as deadlines loom. Don't do this. Make appointments even when you haven't made progress on your work. Writing stalls are nothing new. We want to help.
- Maintain regular contact with others who are doing doctoral work. Community is the very essence of scholarly work. Isolation is debilitating for a scholar. You need to have people you can discuss your ideas and your writing process with. Friends and family who have not done a dissertation will often be polite but will find it difficult to sympathize and sometimes will not understand the nuances of your research project. Having friends who know what you are doing humanizes and enlivens the process.
- Your work on your dissertation is important, but it is not the only scholarly writing you will ever do. Do not try to make the dissertation do more than it was meant to do. Take it for what it is: one more step on the journey of learning, the outcomes of which you cannot entirely predict.
- In preparation for writing your dissertation, read some well-written dissertations from the department. Ask your advisor for recommendations; all are available through the UO Library institutional repository, Scholar's Bank: <http://scholarsbank.uoregon.edu>
- Spend at least 30 minutes a day WRITING on your dissertation. This is not a situation where last-minute binge-writing will suffice. Make daily writing a habit! Join a university writing group to help cement your commitment to regular writing. Or form your own writing group with cohort members – anything that helps to provide supportive accountability to write every day for at least 30 minutes

POLICY FOR CONDUCTING PRIMARY RESEARCH IN UOTEACH

Overview

The central purpose of UOTeach is the preparation of University of Oregon graduate students to receive Oregon k-12 teaching licenses. UOTeach is a state approved teacher education program for general education K-12 preliminary teaching licenses with added endorsement focus in specific subject areas. The Teacher Standards and Practices Commission (TSPC) of Oregon issues teaching licenses for the State of Oregon. This is a government institution in Salem, Oregon with responsibility for licensing all Oregon educators. TSPC requires all new teachers to complete an *approved teacher education* program to obtain the Oregon Preliminary Teaching License.

There is no unrestricted right to access UOTeach students, staff, field placements, facilities or data for research purposes. Access is granted when determined to be in the best interest of the UOTeach graduate program's students as determined by the research review committee. If access is granted, a researcher may only access the specific data approved by the University of Oregon human subjects approved application.

Research Review Committee

The research review committee consists of the Education Studies Department Head, the Director of UOTeach, the director of Educational Foundations, the Director of the CSSE doctoral program and the Dean's TSPC commission appointee who oversees all teacher licensure accreditation concerns for the COE.

This committee is chaired by the UOTeach program director who will gather all necessary materials from research applicants and organize the Research Review meeting date for all research requests. These reviews and approvals will be done online where there is unanimous consent to the approve or deny the request.

Program Criteria for Research

- (1) The proposed research is aligned with UOTeach priority and goals
 - a. providing successful academic preparation of candidates for an Oregon teaching license
 - b. providing comprehensive coursework in education and curriculum
 - c. supporting a learning environment conducive to academic and professional success
- (2) The proposed research should not intrude upon instructional time or disrupt the educational process.
- (3) The research is not duplicative or unnecessarily burdensome to teacher candidates or program faculty and personnel
- (4) The proposed research provides the Research Review Committee with an explicit set of departmental protocols for the protection of student privacy to ensure compliance with FERPA.
- (5) The proposed research provides the Research Review Committee with the IRB in draft form and the final approved IRB prior to the start date of the research.

Applying to Conduct Research in UOTeach

Research applicant must submit a two-page proposal no less than one term prior to the term they are intending to obtain IRB approval. This is the first step in this process. (See **Appendix 1** below)

This request will be reviewed by the UOTeach Research Review Committee. This committee will respond with one of the following: 1. clarification questions, 2. approval to move forward with the application or 3. denial of request to the applicant within 4 weeks of the initial request.

Once an initial request is moved forward the applicant can go through the IRB process. While completing the IRB they should simultaneously prepare the supplemental information in the application for submission (see **Appendix 2** below)

Research Application Timeline

Related Activity	Estimated timeline
Submit Primary Research Initial Request	A minimum of 1 academic term (10 weeks) prior to planned project.
Meeting with Program Director to Review Request	Two to four weeks following submission.
Respond to Feedback on Request	TBD by researcher.
Submit Formal Research Proposal	TBD by researcher.
Research Review Committee reviews Formal Proposal	Two to four weeks upon receipt.
Provide Feedback on Proposal	Two to four weeks following submission.
Submit IRB	TBD by researcher
Present IRB Approval to Program Director	Upon approval by IRB
Initiate Research	Upon written acknowledgement/approval by program director.

Research Submission Contact Information

Julie Heffernan, PhD
UOTeach: Graduate Director of Curriculum and Teaching
jheffern@uoregon.edu

Jenefer Husman, PhD Department Head
Department of Education Studies jhusman@uoregon.edu

UOTeach Research Review Committee¹

Julie Heffernan, PhD
Graduate Director of UOTeach Licensure Program

Jenefer Husman, PhD
Department Head, Department of Education Studies

Alison Schmitke, PhD
Undergraduate Degree Program Director

Jerry Rosiek, PhD
Doctoral Director of Critical and Sociocultural Studies in Education

Julie Wren, PhD
Director of Institutional Assessment, Office of the Dean

UO Office of Research Compliance

Sheryl Johnson, CIP, CHES Director
Research Compliance Services
University of Oregon
Phone: 541-346-3106
Email: sherylj@uoregon.edu
Web: www.rcs.uoregon.edu

¹ The EDST undergraduate Educational Foundations program will use the same policy for conducting research. The one distinction between the programs is the elimination of the need for the Director of Institutional Assessment (Julie Wren) from the Research Review Committee for undergraduate research projects.

Application to Conduct Research Cover Sheet

☐ I am a graduate student seeing to conduct research in UOTeach in order to fulfill an academic degree or course requirement. I understand that the information provided in this research request will be reviewed by the UOTeach Research Review Committee for UOTeach to consider my request to conduct research of students, faculty, curriculum, or other aspects of this program.

Or

☐ I am faculty seeking to conduct research in UOTeach. I understand that the information provided in this research request will be reviewed by the Research Review Committee for UOTeach to consider my request to conduct research of students, faculty, curriculum, or other aspects of this program.

I understand that upon clearance of this Initial Request I will be required to go through the New Research Application Process where my final materials will again be verified by the Research Review Committee.

I understand that I am not to conduct any research within the UOTeach program until I have final approval from the Research Review Committee.

Print Name / Title or Advisor / Institution / Dept.

Signature

Date

Contact information cell/email

UOTeach Primary Research Initial Request

(page 2 of 3)

1. Date: _____
2. Proposed Title of Study: _____
3. Circle Core Subject of Research:
teachers, math curriculum, science curriculum, clinical practice,
Other: _____
4. Researcher Name/title: _____
5. Email: _____
6. University: _____
7. College/Department: _____
8. Advisor name and email if applicable: _____
9. Proposed study subjects/participants: _____
 - ☐ Students
 - ☐ Instructors
 - ☐ Supervisors
 - ☐ Clinical Partners
 - ☐ Administrators
 - ☐ Other _____
10. Summary of study (200 words)
11. Research question/s:
12. Rational of UOTeach as Research Site (200 words)
13. Brief description of research activities including timeline and involvement of UOTeach students and staff (300 words)
14. Supporting Documents: Any letter/s of support (advisor or other)

UOTeach Primary Research Initial Request Response

(page 3 of 3)

The initial research request for the project titled: _____
(project name)

Submitted by: _____
(name of proposing scholar)

- ☐ Approval: Prepare materials to move forward to formal proposal and IRB see timeline below
- ☐ Pending Approval: Need more information see notes below
- ☐ Denial: This project is not approved for the UOTeach program see notes below

Reviewer: _____
(Program director)

Review Date: _____
(Date)

Specific proposal areas to address:

Specific program timeline demands:

Recommendations related to denial:

UOTeach Formal Research Proposal Template

(page 1 of 3)

Final Research Proposal Table of Contents: Outline

- I. Application to Conduct Research Cover Page
- II. Approved IRB
- III. Supplemental Program Information for Formal Proposal
 - i. Identified benefit of Study to Participants and to Program(including incentives)
 - ii. Identified burden of participation in study to participants and to program
 - iii. Additional Details Related to Compliance Plan for FERPA When the researcher is a graduate student or faculty within the department associated with UOTeach, it is necessary for the research application to explain in detail how student confidentiality and student assessment will be addressed during and following the project.
 - iv. Explicit Timeline of Research Conduct in Relation to Program Staff, Students, and Curriculum

UOTeach Research Review Committee Notes:

Specific proposal areas to address:

Specific program timeline demands:

Recommendations related to denial:

UOTeach Formal Research Proposal Response

(page 2 of 3)

Project titled: _____
(name of research project)

Submitted by: _____
(name of proposing scholar)

UOTeach Research Review Committee

Signature _____

Date _____ Julia Heffernan, PhD Graduate
Director of UOTeach Licensure Program

Signature _____

Date _____ Jenefer Husman, PhD Department
Head, Department of Education Studies

Signature _____

Date _____ Alison Schmitke, PhD Undergraduate
Degree Program Director

Signature _____

Date _____ Jerry Rosiek, PhD
Doctoral Director of Critical and Sociocultural Studies in Education

Signature _____

Date _____ Julie Wren, PhD
Director of Institutional Assessment, Office of the Dean

-
- | | |
|--|---|
| <input type="checkbox"/> Approval: | Research may begin following submission of IRB approval |
| <input type="checkbox"/> Pending Approval: | Need more information see notes on the following page |
| <input type="checkbox"/> Denial: | This project is not approved for the UOTeach program
see on the following page |

#1-01 CSSE Program of Study: Plan & Progress Form

Student Name _____

Program Requirement <i>Credits shown in parentheses</i>	Course Numbers, Titles and Terms	UO Credits	Transfer Credits*
Core Courses: 48 Credits			
Required - EDST 662: Curriculum Theory: Contesting Educational Content (4)	Term:		
Required - EDST 654: Learning & Motivational Sciences (4)	Term:		
Required - EDST 661: Sociology: From Reproduction to Resistance (4)	Term:		
Required - EDST 675: Indigenous Methodologies (4)	Term:		
Three additional core courses in CSSE (12 credits), chosen with consent of advisor.	Term:		
	Term:		
	Term:		
Required - EDST 667: Grant Writing: Finding Funders (4)	Term:		
Required - EDST 666: Thesis Writing (4)	Term:		
Required - EDST 607: Seminar: Scholarly Development (6 credits, 2 per term)	Term:		
	Term:		
	Term:		
Required - EDST 601: Research Apprenticeship (6 credits, 2 per term)	Term:		
	Term:		
	Term:		
Core Subtotal		0	

* All transfer credits and course substitutions must be approved in writing by the CSSE Program Director.

Research Courses: 36 Credits		UO Credits	Transfer Credits*
Required - EDUC 616: Philosophy of the Foundations of Social Science (4)	Term		
Required Qualitative Research Methodology Courses - EDUC 630 Qual Methodology I (4) EDUC 632 Qual Methodology II (4)	EDUC 630 Term:		
	EDUC 632 Term:		
Required Quantitative Methodology Prerequisite - EDUC 612: Social Science Research Design (3)	Term:		
Required Quantitative Research Methodology Courses - EDUC 614: Educational Statistics (3) EDUC 640: Appl Stat Design & Analysis (3)	EDUC 614 Term:		
	EDUC 640 Term:		
15+ Additional Research Methodology Credits <i>List course#, title and term taken.</i> Courses focused on qualitative, quantitative or psychometric research methods. These should be chosen with consent of the advisor and may include courses from other departments outside the department and College of Education.			
Research Subtotal		0	0
Cognate: 12 Credits			
Cognate courses approved by advisor. <i>List course #, title and term taken.</i>			
Cognate Subtotal		0	0
Electives: 12 Credits			
Electives chosen by students in consultation with advisor. <i>List course #, title and term taken.</i>			
Elective Subtotal		0	0

#1-02 CSSE Transfer Credit Memorandum

This form is to document transfer credits that will be applied toward the student's program requirements for the CSSE ***Program of Study***.

Student Name: _____ ID: _____

Cohort # _____

Transfer Course Information			CSSE Program	
Course Number	Credit Hours	Course Title	Credit Hours	Applies to PoS requirement:

Additional Notes:

Signature _____ Date _____

CSSE Program Director

#1-03 CSSE Program of Study Exception Request

This form is to request an exception to the program of study requirements as set out in Table 1 of the CSSE Handbook.

Student Name (print): _____ ID: _____

CSSE Handbook used: ☐ Cohort IV ☐ Cohort V ☐ Cohort VI ☐ Cohort VII

Explain the Program of Study requirement for which you are requesting an exception and why.

Explain your alternative for meeting this requirement.

Attachments: _____

Student Signature _____ Date _____

Initial Advisor Signature _____ Date _____

☐ Approve request ☐ Deny request ☐ More documentation needed

Notes:

CSSE Program Director Signature _____ Date _____

☐ Approve request ☐ Deny request ☐ More documentation needed

Notes:

#2-01 CSSE Comprehensive Examination Completion Form

Student Name (print): _____ ID: _____

Eligibility criteria to take comprehensive examination:

- Residency completed
- No outstanding incompletes ("I" grades) for programmatically required courses
- 96 credits of coursework completed *OR* written approval from Comps Advisor

Term of Exam: ☐ Fall 20____ or ☐ Spring 20____

Committee (print names)

Comps Advisor/Chair: _____

Member 1: _____

Member 2: _____

Decision

- ☐ Pass
- ☐ Pass with Revisions (Revisions approved by: _____)
Name Date
- ☐ No Pass

Comps Advisor/Chair Signature: _____ Date: _____

CSSE Program Director Signature: _____ Date: _____

#3-01 CSSE Advancement to Candidacy Checklist

Student Name (print): _____ ID: _____

Requirements

1. Successful completion of all programmatically required courses & credits (except dissertation credits) as set out in Table 1 of applicable CSSE Handbook demonstrated by:
 - a. Passing grades on UO DuckWeb transcript, and/or
 - b. Transfer or Table 1 exception credits supported by approved forms 1-02, 1-03

All required courses and credits completed as of the last day of: _____ Term

Transcript/PoS review conducted by: _____ Date: _____

2. Comprehensive Exam (including any required revisions) passed Date: _____

Committee Members (print names):

Comps Advisor/Chair: _____

Member 2: _____

Member 3: _____

Student Signature _____ Date _____

Comps or Dissertation Advisor Signature _____ Date _____

CSSE Program Director Signature _____ Date _____

#4-01 CSSE Formation of Dissertation Committee

Student Name (print): _____ ID: _____

**** NOTES ****

- It is **highly recommended** that students have their committee approved by the Graduate School **before** defending their proposal to avoid administrative delay, possible repetition of the proposal defense in whole or in part, and unnecessary stress.
- Students may **not** defend their dissertation until at least **six months** after their committee has been approved by the Graduate School in GradWeb. Committee approval by the Graduate School may take up to 8 weeks or longer after submittal.
- If a committee member is not a member of the UO graduate faculty, students must provide the CSSE Administrator with a **Dissertation Committee Service Nomination Form** as well as a CV and rationale statement in support of the nomination, **before** Graduate School approval can be obtained.

Committee – Print Names

Dissertation Committee Chair: _____

Institutional Rep: _____ UO Dept: _____

Core Member 1, EDST: _____

Core Member 2: _____

Member 3 (optional): _____

CSSE Program Director's Approval

Signature: _____ Date: _____

#4-02 CSSE Dissertation Proposal Approval

Student Name (print): _____ ID: _____

Working Title of Dissertation: _____

Dissertation Committee Approval of Proposal

Chair: _____ Signature: _____
Print

Institutional Rep: _____ Signature: _____
Print

EDST Member: _____ Signature: _____
Print

Member: _____ Signature: _____
Print

Member: _____ Signature: _____
Print

<input type="checkbox"/> Pass	<input type="checkbox"/> Pass with Revisions
--------------------------------------	---

(Revisions approved by: _____)
Name Date

Notes:

Student Signature: _____ Date _____

CSSE Program Director Approval

Signature _____ Date _____

Form #4-02

CSSE

7.2021