Doctor of Philosophy
In
Critical and Sociocultural Studies in Education (CSSE)

Program Handbook
Fall 2015 (Cohort IV)
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PROGRAM OVERVIEW

Purpose

The Ph.D. in Critical and Sociocultural Studies in Education at the University of Oregon 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.

To this end, a student’s program of study will include extensive study of the literature in the psychological, social, cultural, and political foundations of education, in the contemporary literature on curriculum and teacher education, as well as rigorous preparation in qualitative and quantitative research methods.

Philosophy

The Ph.D. in Critical and Sociocultural Studies in Education at the University of Oregon emphasizes the development of expertise in research on curriculum, instruction, and teacher education. The 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 affects 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.

This program takes the examination of injustice in our schools and the promotion of social justice in and through educational scholarship as a core ideal. The program’s conception of justice includes ideals such as providing equal educational opportunity to all students. It also includes questioning prevailing notions of expected educational outcomes, asking how those outcomes were determined, whose voices were heard in that determination, and whose interests they serve.

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 Ph.D. students have access to sustained and substantive mentorship from active scholars in the department.
Course & Credit Requirements

Credits
The Ph.D. in Critical and Sociocultural Studies in Education (CSSE) requires successful completion of a minimum of 135 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.

Course Category Requirements
CSSE students must complete the course category, credit hour, and specific course requirements shown below in Table 1. These include:
- 45 credits of core courses
- 40 credits of research courses
- 12 credits of cognate courses
- 16 credits of electives
- 22 credits of advancement hours

Table 1 –Standard Requirements to Complete the CSSE Program

<table>
<thead>
<tr>
<th>General Area</th>
<th>Course Categories</th>
<th>Credit Hours</th>
<th>Specific Courses &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (45 hours)</td>
<td>Required Core Courses</td>
<td>12</td>
<td>EDST 662. Curriculum Theory: Contesting Educational Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDST 654. Learning and Motivational Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDST 661. Sociology: From Reproduction to Resistance</td>
</tr>
<tr>
<td></td>
<td>Elective Core Courses</td>
<td>12</td>
<td>Three additional core courses in EDST from two of these emphasis areas:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cultural and Linguistic Context of Schools (CLS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psychological Studies in Education (PS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Social Context of Education (SC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher Education (TE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(See Table 2 below for the list of specific courses)</td>
</tr>
<tr>
<td></td>
<td>Grant Writing Seminar</td>
<td>4</td>
<td>EDST 667</td>
</tr>
<tr>
<td></td>
<td>Thesis Writing Seminar</td>
<td>4</td>
<td>EDST 666</td>
</tr>
<tr>
<td></td>
<td>Professional development seminars</td>
<td>6</td>
<td>EDST 607: 2-credit courses taken the first year of the program</td>
</tr>
<tr>
<td></td>
<td>Research Apprenticeship</td>
<td>7</td>
<td>EDST 601: Fall-2 credits, Winter-2 credits, Spring-3 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>taken during the second year of the program (beginning with Cohort IV)</td>
</tr>
</tbody>
</table>

(Table 1 continued on next page)
Table 1 – Standard Requirements to Complete the CSSE Program – cont’d

<table>
<thead>
<tr>
<th>Research Courses (40 hours)</th>
<th>Philosophy of Research</th>
<th>4</th>
<th>EDST 670. Philosophy of Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Qualitative Research Courses</td>
<td>EDUC 630. Qualitative Methodology I: Interpretivist Inquiry EDUC 632. Qualitative Methodology II: Postcritical Inquiry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Quantitative Research Prerequisites</td>
<td>EDUC 612. Social Science Research Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Quantitative Research Courses</td>
<td>EDUC 614. Educational Statistics EDUC 640. Applied Statistical Design and Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Research Methodology Courses</td>
<td>Four additional courses focused on either qualitative or quantitative research chosen with consent of advisor. May include courses from other departments outside the department and College of Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categorize Qualitative options: EDUC 634-Qualitative Methodology III: Posthumanist Inquiry EDST 636-Advanced Qualitative Methodology: New Materialisms EDST 673-Advanced Qualitative Methodology: Arts-Based Approaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categorize Quantitative options: EDUC 642-Multiple Regression EDUC 644-Multivariate Statistics EDUC 646-Advanced Research Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categorize</td>
<td>Discipline Oriented</td>
<td>12</td>
<td>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.)</td>
</tr>
<tr>
<td>Elective</td>
<td>Interest Oriented</td>
<td>16</td>
<td>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.</td>
</tr>
<tr>
<td>Advancement (22 hours)</td>
<td>Comprehensive Exam</td>
<td>4</td>
<td>EDST 605: Read Comp Exam – Students enroll in this course during the quarter they plan to take their comprehensive exam.</td>
</tr>
<tr>
<td>Dissertation Hours</td>
<td>EDST 603: Dissertation - 18 is the minimum number of total dissertation credits in which students must enroll while writing their dissertation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits required</td>
<td>135</td>
<td>This is a minimum requirement; students frequently take more than 135 credits.</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Core Courses**

Core elective coursework will take place in four emphasis areas:

- **Cultural and Linguistic Studies in Education (CLS)** – Study of the cultural and linguistic foundations of educational processes.

- **Psychological Studies in Education (PS)** - Study of the psychology of learning, motivation, teacher decision making, and assessment.
- **Social Context of Education (SC)** - Study of the social and economic influences on teaching learning, and schooling.

- **Teacher Education (TE)** – Study of the scholarship of preparing teachers to instruct in K-12 classrooms.

Elective core courses are listed in Table 2 below along with the emphasis areas they satisfy.

### Table 2 - Elective Core Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Emphasis Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST 610: Second Language Literacy (4)</td>
<td>CLS</td>
</tr>
<tr>
<td>EDST 662: Curriculum Theory: Contesting Educational Content (4)</td>
<td>CLS—Required</td>
</tr>
<tr>
<td>EDST 663: Education and Immigration (4)</td>
<td>CLS</td>
</tr>
<tr>
<td>EDST 654: Learning and Motivational Sciences (4)</td>
<td>PS—Required</td>
</tr>
<tr>
<td>EDST 610: TBD (4)</td>
<td>PS</td>
</tr>
<tr>
<td>EDST 660: Urban Schools: History and Politics (4)</td>
<td>SC</td>
</tr>
<tr>
<td>EDST 661: Sociology: From Reproduction to Resistance (4)</td>
<td>SC—Required</td>
</tr>
<tr>
<td>EDST 610: Participatory Action Research (4)</td>
<td>TE</td>
</tr>
<tr>
<td>EDST 650: Teacher Education: Policy and Practice (4)</td>
<td>TE</td>
</tr>
<tr>
<td>EDST 652: Teacher Education: Analyzing Foundational Concepts (4)</td>
<td>TE</td>
</tr>
</tbody>
</table>

**Availability of Courses**

Education Studies (EDST) and College of Education (EDUC) Ph.D.-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 Ph.D. classes reach the minimal enrollment needed to be offered. One Ph.D.-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. Summer courses are also offered as need and resources permit.

**Seminar: Scholarly Development – Year 1**

Students will be responsible for enrolling in a 2-credit per term professional development seminar during their first year. 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 be responsible for enrolling in three consecutive terms of EDST 601: Research Apprenticeship for a total of seven credits for the academic year. This is a new course beginning with Cohort IV to give students “hands on” scholarly research experience. The apprenticeship will involve partnering with a particular faculty member to work on their research project over the course of the academic year.
**Comprehensive Exams, Advancement to Candidacy & Dissertation**

Upon completion of 100 credits of coursework, a student may request to take their comprehensive exams during the fall or spring terms. After passage of the comprehensive exams, completion of all required courses (except dissertation credits) and advancement to candidacy, a student begins the dissertation process.

**General Program Information**

**Continuous Enrollment Policy**

To remain in compliance with the Graduate School’s Continuous Enrollment Policy, doctoral students are required to be continuously enrolled 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 taking exams or submitting documents for advancement to candidacy). A graduate student who fails to maintain continuous enrollment or obtain On-Leave status (p. 24) is required to file a Permission to Re-Register form and petition for reinstatement.

**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 course work as well as answer 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.

**Comps Advisor (Formerly known as the PoS Advisor)**

At the end of the second year or beginning of the third, students ask any tenure-track faculty member to be their Comps Advisor. This relationship is initiated by students and is formed by mutual consent. The Comps Advisor will then identify two other faculty members to form the student’s Comprehensive Exam committee. The Comps Advisor chairs the Comprehensive Exam Committee and together these three faculty members design and evaluate the student’s comprehensive exams that must be completed during fall or spring term of the third year in order to maintain adequate progress (see Adequate Program Progress Policy, pp. 22-23).

**Dissertation Advisor**

Once students are advanced to candidacy (or just prior), they may ask any 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, research, and finally writing and defending the dissertation itself.
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 in a formal letter or memorandum to the student. Minimally, the letter/memo will include: student’s name, reviewer’s name & title, date, CSSE course category towards which the credits apply, transfer course number & name, transfer course title, and number of credits. When complete, the letter/memo will be provided to the student with a copy to the CSSE Administrator for inclusion in the student’s file.

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 term of study, each student should partner with their Initial Advisor to complete a PoS plan. The PoS plan should list all courses transferred in (or planned to be transferred in), courses taken, and courses planned to be taken to fulfill program requirements. All information will be documented on a PoS Plan & Progress Form (see Appendix B), then signed and dated by the student, the Initial Advisor and the CSSE Program Director. The CSSE Administrator can help with obtaining the Program Director’s signature and will then file a copy in the student’s file.

Working the Plan

While completing or updating a PoS Plan, students and advisors must keep in mind that there is no guarantee that the courses on the PoS will be offered at times convenient to students’ timely progress. Course schedules can change at the last minute for a plethora of reasons, including, but not limited to faculty availability and needs of the department, college or university. 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. 4-5) will require documented approval via a completed PoS Exception Request Form (see Appendix B). 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 being submitted to the CSSE Administrator for inclusion in the student’s file. Often supporting documents, such as syllabi or transcripts, may be required to be attached.
Annual Reviews

Purpose
Annual reviews of student progress are conducted in order 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 past year and goals for upcoming year

The CSSE Administrator emails these documents, along with a copy of the student’s current transcript, and any relevant notes to the Initial Advisor who then composes 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

Concerns
At the end of the narrative review the Initial Advisor will indicate “concerns” or “no concerns”. If there are concerns, the CSSE committee will meet with the student and advisor to prepare a formal Student Support Plan containing specific tasks, supports, and a timeline for remedying the concerns.

No Concerns
If there are no concerns, the faculty advisor will meet with the student to discuss and sign the annual review document. The Advisor turns in the review document to the CSSE Administrator for placement in the student’s academic file.
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 2015 can successfully complete their program is the end of the Summer 2018 term.

Maximum Time
All doctoral students at the UO must complete their program within seven calendar years. Students beginning their CSSE program in Fall 2015 have until the end of the Summer 2022 term to complete the program on time (see chart, p10).

<table>
<thead>
<tr>
<th>Program Start Term</th>
<th>Minimum/Earliest Grad End of Term:</th>
<th>Maximum On Time End of Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>Summer 2012</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Summer 2014</td>
<td>Summer 2018</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Summer 2016</td>
<td>Summer 2020</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Summer 2018</td>
<td>Summer 2022</td>
</tr>
</tbody>
</table>

Over the 7-year Limit
Going over the 7-year limit requires submission and approval of a petition to the Graduate School. 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. On occasions when these petitions are approved, the student may be required to complete a second year of residency or a new set of comprehensive examinations or both.
PROGRAM FLOW

Step 1 - Courses

Year 1
- Residency
- PoS plan
- Doc seminars
- Annual review

Year 2
- Research apprenticeship
- Annual review
- Establish Comps Advisor & Committee by mutual consent

Step 2 - Comprehensive Examination

Year 3
- At 100 graduate credits earned
- Fall or Spring term
- 4 credits
- Written essay exam
- Discussion of essays with committee
- Possible revisions
- Finish PoS course requirements afterwards (if needed)

Step 3 - Advancement to Candidacy

Year 4
- "Comps" complete
- PoS complete
- "I" grades resolved
- **Required administrative process before dissertation**

Step 4 - Dissertation

Year 5
- Chair/Advisor
- Committee formed & approved
- Dissertation proposal defense

Year 6
- Final defense
- Submit to Grad School
- Approval = Ph.D.

Step 1 - Courses

Year 1

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 completed with your Initial Advisor, ideally by the end of your first term of study (usually the fall term) using Form #1-01, PoS: Plan & Progress (available on the CSSE website). (Refer back to PoS Plan, p. 8)

Doc Seminars
It is the student’s responsibility to 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. 6)
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.

Year 2

Research Apprenticeship
It is the student’s responsibility to enroll in EDST 601: Research during the fall (2 credits), winter (2 credits) and spring (3 credits) terms of their second year in the program. (See Research Apprenticeship, p. 6)

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, 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.

Comps Advisor & Committee...maybe

Fall Term Comps
If the student wants to take their comps during fall term of Year 3, they should establish their Comps Advisor by mutual consent during spring term of Year 2. The student and Comps Advisor will identify at least two professors to form a Comprehensive Exam Committee and the student should meet with each of these three faculty members individually to discuss comps preparation.

Occasionally, faculty may be available during the first portion of summer term to discuss comps, but students should not plan on this.

Winter Term
Comps are not offered during winter term.

Spring Term Comps
If the student wants to take their comps during spring term of Year 3 (comps are not offered during winter term), then the Comps Advisor and committee do not need to be selected until winter term of Year 3.

Step 2 – Comprehensive Examination (“Comps”)

The CSSE comprehensive examination, more commonly known as “comps”, is an essay-answer exam (with a follow-on oral component) designed to examine your broad knowledge of relevant literature, allow you to demonstrate your ability to analyze and evaluate other’s thoughts as well as write about and discuss your resultant ideas in a scholarly manner with faculty, and, perhaps most important, prepare you to move forward into your dissertation.
Requirements

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

- 100 credits of coursework that fulfills PoS requirements has been completed
  - Occasionally, with the consent of the Comps Advisor, a student can simultaneously take coursework that will lead to completion of 100 credits by the end of the quarter in which they take their comprehensive exams.
- No outstanding Incompletes (“I” grades) on transcript for programatically required courses

Process & Timing

Planning a Term Ahead

Students should plan at least a term ahead for their comps: spring term (not summer) for fall comps, winter term for spring comps. Comps are not offered during winter term. During the planning term, the following activities should occur:

- Establish Comps Advisor by mutual consent
- With Comps Advisor, identify Comps Committee
- Meet individually with each member of Comps Committee to discuss expectations of and general topics for the exam. Students will not be provided with specific questions.
- Read any required/suggested literature in preparation for exam
- With Comps Advisor, identify the exam format (see below) and establish a timeline for completing the comps by the end of the exam term.
- Notify the CSSE Program Director via email by Week 5 of the prior academic year term (not summer) during which they want to sit for the exam.

Registration

Make sure to notify the CSSE Administrator of the upcoming comps. The CSSE Administrator will enter an override in the registration system so that the student can enroll in EDST 605: Read Comp Exam for 4 credits for the exam term.

Written Exam Formats

Comps can take two forms, a sit-down exam or a take-home exam.

Sit-down exam – initial writing phase takes 1-2 days

**Process**

On the day of the exam the student will be given access to a computer in a private office within the COE and the questions. The student may bring books, notes, and other resources to the exam.

The student has up to four hours to write an essay answer to each question. Writing will stop at the end of four hours and there will be a break of at least 1 hour between questions. If more than one day of writing is required, there will be no more than one full working day between questions. For example: if the exam is scheduled for Tuesday and the student needs a second day to finish, they may take Wednesday off, but must complete the exam no later than Thursday. Exams scheduled for Thursday must be completed on Friday.
Evaluation
The essay answer for 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.

Take-home exam – initial writing phase takes up to 4 weeks

Process
On the mutually agreed upon start day, 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. Any text over the limit will not be assessed.

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
Once the committee members have evaluated the student’s answers, the Comps Advisor will set up a group meeting of the committee and the student. 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 Appendix B).

Revisions
If revisions are required, the student must submit them by the deadline for their exam format:

- Sit-down exam: 1 week per question.
- Take-home exam: 2 weeks per question.

Failure to submit the revisions by the deadline will result in assignment of a No pass grade. Upon receiving a revised exam, committee members will re-evaluate and assign a Pass or No Pass final result.

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 their comps, students need to turn their attention back to their PoS. Any students who have not yet completed all their required courses and/or credits (except dissertation credits), must get those remaining courses completed before moving on to Step 3.
Step 3 – Advancement to Candidacy

This is a critical administrative process involving the student, the Comps Advisor, the Program Director, the CSSE Administrator, sometimes the 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

Departmental requirements to advance to candidacy are:

- Completion of all programatically required courses and credits (except dissertation credits) as set out in Table 1 (pp. 4-5) and demonstrated by:
  - Passing grades on the student’s UO Duckweb transcript, or
  - Transfer or Table 1 exception credits supported by written approval of the CSSE Program Director.
- Passed comprehensive examination as documented by a signed Comprehensive Examination Completion form (Form #2-01, see Appendix B).

Process

Once a student has met these requirements, the student must file an Advancement to Candidacy Checklist (Form #3-01, see Appendix B) with the CSSE Administrator. The entire advancement administrative process may take up to four weeks. Once officially advanced to candidacy by the Graduate School (indicated by an email from the Graduate School declaring such), the student may register for EDST 603: Dissertation credits. In fact, after advancement, the student may only register for dissertation credits. A minimum of 18 dissertation credits are required to graduate.

Step 4 - Dissertation

Process Overview

See Appendix A for an overview of the academic and administrative process steps, and how they relate to one another, that comprise the overall dissertation process. This document, Process from Dissertation Idea to Successful Defense & Graduation is also posted on the CSSE website on the Current Students page.

Dissertation Grades

Students making satisfactory progress toward the completion of the dissertation will receive a grade of “I” (Incomplete) each term for EDST 603: Dissertation. The Incompletes will be replaced by a grade of “P” (Pass) only after the Graduate School has accepted the dissertation and awarded the doctoral degree.

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 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. Please note that faculty members typically are not active chairs of more than three dissertations at any given time.

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

- **Core Members**: two tenure-related faculty members, at least one of which must be from the Education Studies department.
- **Institutional Representative**: a tenure-related member of the UO graduate faculty from a department other than Education Studies.
- **Additional Core Members**: optional. Remember that the more people on your committee, the more difficult it will be to find a time when everyone can meet.

Graduate School Approval
Once all members have consented to serve, the student is responsible for submitting a completed Formation of Dissertation Committee form (Form #4-01, see Appendix B) 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.

Dissertation Proposal
Once the dissertation committee is formed, and the student has developed a dissertation proposal, a dissertation proposal defense may be scheduled. 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**: self-explanatory
- **Pass with Revisions**: Revisions do not require the dissertation committee to be reconvened unless a committee member requests it. It does require that the revisions be reviewed and approved by at least one committee member.
- **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 a later date.

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, and then writing, and repeatedly refining drafts, based on scholarly feedback from their committee, of their dissertation.
The Dissertation/Thesis Editor
It is never too early in the process for a student writing a dissertation to meet with the Graduate School’s Dissertation/Thesis Editor. A drop-in visit early in the process may save a lot of revision time later on.

Dissertation Defense
With the dissertation chair’s consent, the dissertation defense is scheduled at a time mutually agreed upon by the student and all committee members. There are a lot of administrative processes that must be considered and completed during this time. Make sure to regularly read the Process from Dissertation Idea to Successful Defense & Graduation document (see Appendix A) and consult with your advisor frequently as you proceed through the process. The CSSE Administrator and/or the Graduate School are also available resources if you have any questions or concerns about the administrative processes.

Per departmental requirements, a full 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. (The Graduate School requirement is 3 weeks prior to the defense.)

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

- **Pass**: self-explanatory
- **Pass with Revisions**: Revisions do not require the dissertation committee to be reconvened unless a committee member requests it. It does require that the revisions be reviewed and approved by at least one committee member.
- **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 has been uploaded to the ProQuest/UMI ETD site by the term deadline,
- required dissertation review forms have been completed and submitted by the term deadline, and
- all required formatting revisions are completed and submitted.

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.

Ceremonial & Celebratory
The official College of Education commencement ceremony in full academic regalia is held in June each year. Students who are unable to participate in the ceremony for any reason may still have their name printed in the commencement program; see the CSSE Administrator.
Resources

CSSE Organizational Chart & Contact Information

Meet our DH: Jill Baxter
Meet our CSSE Program Director: Lisa Mazzei
Meet our Dean: Randy Kamphaus
The Graduate School

Purpose
The Graduate School’s core purpose is to promote graduate education by fostering excellence, innovation, and inclusive communities. They value discovery, inclusiveness, service, fairness, responsibility, excellence, and community and work to serve their core purpose through service, advocacy, policy development & implementation, and data collection & dissemination.

Location & Leadership
The Graduate School, housed in Susan Campbell Hall, is led by Dean Scott L. Pratt.

About GradWeb
GradWeb is a customizable web-based software designed to meet the specific needs of graduate education and administration. GradWeb automates graduate school processes and provides for electronic interaction between the Graduate School, departments, students, faculty, Office of Admissions, and the Office of the Registrar.

How do I access GradWeb?
Use your Duck ID credentials (the same information used to login to your e-mail) to login to GradWeb. Link for current students: http://gradweb.uoregon.edu/main/mainStudent.asp

Helpful University of Oregon Map Links
- College of Education building complex map
- University of Oregon interactive campus map

Helpful University of Oregon Website Links
- College of Education Home Page
- Education Studies Home Page
- CSSE Program Home Page
  - CSSE important programmatic documents & forms
- Registrar’s Office Home Page
  - UO Registrar’s Office Calendars
Finances & Funding

Graduate Teaching Fellowships (GTFs)

General Information

Graduate Teaching Fellowship (GTF) is the term used at the University of Oregon (UO) for teaching, research, and administrative graduate assistantships. UO GTFs receive a competitive compensation package that includes a monthly salary, full-time tuition waiver, mandatory fees subsidy, and health insurance premium coverage (and subsidized health insurance premium coverage for dependents).

The Graduate Teaching Fellowship Federation (GTFF)

All 1400+ teaching, research and administrative GTFs at the University of Oregon are represented by a labor union, the Graduate Teaching Fellows Federation (GTFF). The GTFF typically contacts new GTFs 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 GTF insurance plan and premiums. The GTFF is a resource for GTFs with regard to interpretation and application of the UO-GTFF Collective Bargaining Agreement (CBA).

The Graduate Duties Responsibilities Statement (GDRS)

Each GTF 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 GTF 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.

GTF Positions in the Education Studies Department

The Education Studies department has GTF appointments available each academic year. See the AY 2015-16 EDST GDRS for details on availability, application and appointment processes.

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

GTF Positions in Other Departments/Colleges

There are GTF 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 GTF openings on the Graduate School homepage.
Education Studies Department Grants

Departmental funding (grants) are available to support full-time CSSE doctoral students’ emerging scholarship in the areas of conference travel and writing support. The CSSE Application for Funds with instructions is located on the CSSE website on the Information for Current Students page.

College of Education Scholarships & Grants

**COE Travel Conference Awards**
Each year there are a number of College of Education Conference Travel Awards of (usually) $500 each available for COE doctoral students to fund travel to professional conferences for the express purpose of presenting a paper/poster.

**Doctoral Research Awards**
The College of Education provides awards for doctoral research projects. Projects need to be approved by students' dissertation committees. Award applications are open twice each year.

**Students 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–$7,000. In 2014-15, approximately $438,000 was designated for student support.

For more information, contact the COE Scholarship Program Administrator, Andrea Olson, at coescholarships@uoregon.edu, 541-346-5943, 1215 University of Oregon, Eugene, OR 97403-1215.

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 master’s and doctoral students pursuing graduate degrees at the University of Oregon.

Campus Employment

Employment opportunities can be found through the UO Career Center and the Human Resources department.
Administrative Policies

Admissions Deferment Policy – Education Studies

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 the departmental tenure-track 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 adviser 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 go through 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 – Education Studies

Students making adequate progress towards 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 programatically required courses/credits
- Concerns about professionalism

Timely Progression Benchmarks:

<table>
<thead>
<tr>
<th>End of Year #</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pass annual review with no concerns</td>
</tr>
<tr>
<td>2</td>
<td>Pass annual review with no concerns</td>
</tr>
<tr>
<td>3</td>
<td>Pass comprehensive exams</td>
</tr>
</tbody>
</table>

(Table continued on next page.)
Timely Progression Benchmarks (continued):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Complete all coursework, except dissertation hours, and Complete advancement to candidacy</td>
</tr>
<tr>
<td>5</td>
<td>Dissertation committee approved by Graduate School, and Dissertation proposal approved by committee</td>
</tr>
<tr>
<td>6</td>
<td>Dissertation defense approved by committee, and Dissertation submitted to Graduate School</td>
</tr>
</tbody>
</table>

Students, with the recommendation of their faculty advisor, 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 quarter of the academic year (Fall, Winter, and Spring) from their first quarter until all requirements in the program have been completed (i.e., until receipt of the degree). Approved leaves of absence are the only exception to this Continuous Enrollment policy (See On-Leave status, p. 24).

Dismissal Policy – Education Studies

It is our ambition and expectation that every student accepted into the Ph.D. 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. Procedures for those evaluations are listed earlier in the handbook (Adequate Program Progress Policy, pp. 22-23). In the event that concerns arise during the year about a student’s adequate academic performance or a student is not maintaining minimal standards of professionalism in classes or program activities, the following will occur.

1. When a student’s performance in coursework or fieldwork shows serious deficiency or minimal expectations for professionalism are not being met, the Doctoral Program Director 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, any other faculty with whom the student has worked.

The concerns related to the student’s performance will be presented in a letter with a copy sent to the Department Chair. 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 result if issues and concerns are not addressed by the student in a timely and satisfactory manner.

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.)
2. 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 and the Department Chair 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.

3. 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 and to the Associate Dean of the College of Education (COE).

4. 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 problems’ description 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.

**A Few Graduate School Policies of Prime Importance**

**Continuous Enrollment** (again)

**On-Leave Status**
The one exception to the continuous enrollment policy is On-Leave status which requires:
1. completion of a leave request form on GradWeb,
2. departmental approval, and
3. Graduate School approval.
On-Leave requests will only be granted to students in good standing (see below). Use the link to read the entire policy. The CSSE Administrator can assist with answering questions.

**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 (one more time!)
- Course load
- Grades
- Time limit
- Student Conduct Code
Advice

Making the Most of Your Ph.D. Program

A Ph.D. Program is a professional degree program. It is designed to prepare you for a career. This Ph.D. 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, peculiar vocabularies, a history of evolution and struggle, 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 Ph.D. program should accomplish.

To these ends, students are expected to understand that a Ph.D. 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 Ph.D. 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 begins, 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.
## APPENDIX A

### Process from Dissertation Idea to Successful Defense & Graduation

#### ADMINISTRATIVE TASKS

Make sure you are officially Advanced to Candidacy by the UO Graduate School.

- You will have received an email from the Grad School congratulating you on your advancement. If you have not received such an email, check with the CSSE Administrative Program Assistant (APA).
- Enroll in EDST 603: Dissertation credits

Make sure you are complying with Grad School policy regarding dissertation committee chair.

- Keep Grad School policies in mind when identifying committee members.

#### ACADEMIC STEPS

Prepare a 5-page prospectus that briefly provides a preliminary overview of the proposed dissertation study. This prospectus should include a statement of the problem, research questions, relevant literature, and proposed methodological approach to gathering data for research study.

Using prospectus, identify faculty member who is willing and able to chair dissertation committee.

Meet with Chair to identify potential core and outside members of dissertation committee.

Using prospectus, secure other members and build committee.

Write first draft of dissertation proposal.

Give draft to Chair for review.

Continue to revise and review proposal with Chair.

Meet with individual committee members to discuss manuscript.

With Chair’s consent, schedule proposal defense.

Proposal distributed to committee members at least 2 weeks in advance of meeting.

Turn in signed Dissertation Committee form to the CSSE APA for entry into GradWeb system.

- You will receive an email once your dissertation committee is approved.
- Dissertation committees must be approved by the Grad School at least 6 months before dissertation defense.
- If your Institutional Representative member changes, the new person must be on the committee for at least 3 months before your final defense.

Request conference room reservation from APA.
Process from Dissertation Idea to Successful Defense & Graduation

**ADMINISTRATIVE TASKS**

- Turn in signed Dissertation Proposal Approval form to the CSSE APA.

- Obtain provisional agreement from your committee members that they will be available on the specified day & time
  - Usually you graduate in the same term in which you defend your dissertation.
  - However, if you hold your oral defense after the established term deadline (usually week 9 of the term), you will be considered an applicant for graduation for the next term and registration may be required. Check [Grad School deadlines](#).

- Request conference room reservation from APA.
  - Faculty reserves Lokey 120 for dissertation defenses and recommends this room. APA can help arrange another room if needed.
  - Do you need AV/IT support for your defense? Let the APA know now.

**ACADEMIC STEPS**

- Proposal defense meeting held.
- Make necessary revisions to proposal.
- Apply for and obtain IRB approval.
- Collect data.
- Analyze data.
- Distribute detailed outline of dissertation to Committee Members for feedback
- Write first draft of dissertation.
- Give first draft of dissertation/chapters to Chair for review.
- Meet with individual committee members to discuss manuscript
- Continue to revise and review with Chair.
- Consider meeting with the Grad School dissertation editor during drop-in hours during your final term to ward off later revision work.
- With Chair’s consent, schedule final dissertation defense meeting.
ADMINISTRATIVE TASKS

Using Grad Web, apply to graduate (Application for Advanced Degree) generally by the second Friday of the term.

- Generally, you must be registered for 3 credits in your final term. Check Grad School final term registration policy for exceptions.

Start process of “Application for Final Oral Defense” in GradWeb 4–5 weeks ahead of your scheduled defense meeting date.

- Your formal public defense must be approved by the Grad School at least 3 weeks prior to your defense date.

- Process steps:
  - All committee members must respond to a Grad School email to confirm their attendance at the defense using GradWeb,
  - CSSE APA prints “Application for Final Oral Defense for Doctoral Degree” from GradWeb
  - Department head signs application
  - CSSE APA submits signed application to Grad School
  - Grad School reviews & approves application

Check--- in with APA a day or two ahead of defense meeting about room/AV/IT requirements

Chair is responsible for obtaining signatures of committee members & DeptHead on Certificate of Completion (CoC) and returning it to Grad School within 2 weeks after defense or by the term deadline, whichever is earlier.

- CoC sent to Chair 1-- 2 weeks before defense date. It officially certifies the outcome of the defense.
- Any committee members attending remotely (i.e. Skype, Google Chat) must submit an approval letter in lieu of signing the CoC.

ACADEMIC TASKS

Full draft of dissertation with complete citations distributed to committee members at least 6 full weeks in advance of meeting

Dissertation defense meeting held.

Make necessary revisions to dissertation by term deadline.
Process from Dissertation Idea to Successful Defense & Graduation

**ADMINISTRATIVE TASKS**
Upload completed and approved dissertation to ProQuest/UMI ETD site by term deadline.

- [Detailed instructions](page1)
- Deadline is usually about 2 weeks before the end of the term. The actual deadline varies by term; make sure you know the deadline for your term.

Submit required forms by deadline to ensure review of your uploaded dissertation:

- Dissertation Submission Form (page1), and
- Document Approval Form (page 2)
- Link to [forms](page1)

Continue to check email for notification of any formatting corrections required by the Graduate School. Follow instructions that are emailed and re-upload the dissertation within new deadline given (typically 7 days).

- Once the Graduate School accepts your dissertation as final and complete you will receive an email congratulating you on acceptance from the dissertation editor.

**ACADEMIC TASKS**
File dissertation with the Graduate School

- Participate in graduation ceremony, if desired.
  - End of Spring and Summer terms only

Congratulations, Doctor!
## APPENDIX B

**CSSE DEPARTMENTAL FORMS LIST**

<table>
<thead>
<tr>
<th>Step #</th>
<th>Form #</th>
<th>Form Title</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-01</td>
<td>Program of Study: Plan &amp; Progress</td>
<td>*</td>
</tr>
<tr>
<td>1</td>
<td>1-02</td>
<td>Program of Study Exception Request</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>2-01</td>
<td>Comprehensive Examination Completion</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>3-01</td>
<td>Advancement to Candidacy Checklist</td>
<td>34</td>
</tr>
<tr>
<td>4</td>
<td>4-01</td>
<td>Formation of Dissertation Committee</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>4-02</td>
<td>Dissertation Proposal Approval</td>
<td>36</td>
</tr>
</tbody>
</table>

- Form #1-01: Program of Study: Plan & Progress, along with all the other forms listed, is available in fillable PDF format on the “Information for Current Students” page of the CSSE website.
Form #1-02: 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): ________________________________________________________________

Cohort #_____

Version of CSSE Handbook used: Cohort I  Cohort II  Cohort III  Cohort IV

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 ________________

Program Advisor Signature ___________________________________ Date ________________

Approve request  Deny request  More documentation needed

CSSE Program Director Signature _____________________________ Date ________________

Approve request  Deny request  More documentation needed
Form #2-01: CSSE Comprehensive Examination Completion Form

Student Name (print): ________________________________________________________

Eligibility criteria to take comprehensive examination:
- Residency completed
- No outstanding incompletes ("I" grades) for programmatically required courses
- 100 credits of coursework completed OR written approval from Comps Advisor

Term of Exam: □ Fall ______ (year) or □ Spring ______ (year)

Type of Exam: □ Sit-down exam or □ Take-home exam

Committee (print names)

Comps Advisor/Chair: ________________________________________________

Member 1:___________________________________________________________

Member 2:___________________________________________________________

Decision

  ○ Pass
  ○ Pass with Revisions
  ○ No-pass

Comps Advisor/Chair Signature: ________________________________ Date: ________

CSSE Program Director Signature: ________________________________ Date: ________  
Lisa Mazzei
Form # 3-01: Advancement to Candidacy Checklist

Student Name (print): _________________________________

Requirements

1. Successful completion of all programatically 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, or
   b. Transfer or Table 1 exception credits supported by written approval of the CSSE Program Director

   Transcript/PoS review conducted by: ________________________________ Date: ____________

2. Comprehensive Exam 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 ____________
   Lisa Mazzei
Form #4-01: Formation of Dissertation Committee

Student Name (print):________________________________________________________

**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.

Committee – Print Names

Dissertation Committee Chair: ________________________________________________

Institutional Rep: _________________________ UO Dept: _________________________

Core Member 1, EDST: _______________________________________________________

Core Member 2:_____________________________________________________________

Core Member 3(optional):___________________________________________________

CSSE Program Director’s Approval

Signature: ___________________________ Date: __________________

Lisa Mazzei
Form #4-02: Dissertation Proposal Approval

Student Name (print): __________________________________________________________
Working Title of Dissertation:

Dissertation Committee Approval of Proposal

Chair: ___________________________ Signature: ____________________________
        Print

Institutional Rep: _______________ Signature: ____________________________
        Print

EDST Member: _____________________ Signature: ____________________________
        Print

Member: ___________________________ Signature: ____________________________
        Print

Notes:

Student Signature: ___________________________ Date __________

CSSE Program Director Approval

Signature ___________________________ Date __________
Lisa Mazzei