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Philosophy
The PhD 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 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.

Purpose
The PhD 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.
COURSE AND CREDIT REQUIREMENTS

The PhD 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
- 36 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>
</table>
| Core Courses | Required Core Courses | 12 | EDST 662-Curriculum Theory: Contesting Educational Content  
EDST 654-Learning and Motivational Sciences  
EDST 661-Sociology: From Reproduction to Resistance |
|              | Elective Core Courses (select with advisor consent) | 12 | Three additional core courses in EDST from at least two of these emphasis areas:  
- Cultural and Linguistic Context of Schools (CLS)  
- Psychological Studies in Education (PS)  
- Social Context of Education (SC)  
- Teacher Education (TE)  
(See Table 2 on p. 7 for the list of specific courses)  
Chosen with consent of advisor. May not be transferred in. May include courses in other departments and colleges, if courses are education related, and if approved by advisor. |
|              | Grant Writing Seminar | 4 | EDST 667-Grant Writing: Finding Funders |
|              | Thesis Writing Seminar | 4 | EDST 666-Thesis Writing |
|              | Seminar: Scholarly Development | 6 | EDST 607-Seminar: 2-credit courses taken the first year of the program |
|              | Research Apprenticeship | 7 | EDST 601-Research: Fall-2 credits, Winter-2 credits, Spring-3 credits taken during the second year of the program |

(Table 1 continued on next page)
<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><strong>Research Courses</strong></td>
<td>Philosophy of Research</td>
<td>4</td>
<td>EDUC 616- Philosophy of Research</td>
</tr>
<tr>
<td></td>
<td>Required Qualitative Research Courses</td>
<td>8</td>
<td>EDUC 630- Qualitative Methodology I: Interpretivist Inquiry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDUC 632- Qualitative Methodology II: Postcritical Inquiry</td>
</tr>
<tr>
<td></td>
<td>Quantitative Research Prerequisites</td>
<td>3</td>
<td>EDUC 612- Social Science Research Design</td>
</tr>
<tr>
<td></td>
<td>Required Quantitative Research Courses</td>
<td>6</td>
<td>EDUC 614- Educational Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDUC 640- Applied Statistical Design and Analysis</td>
</tr>
<tr>
<td></td>
<td>Additional Research Methodology Courses</td>
<td>15</td>
<td>At least 15 additional credits 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 or College of Education.</td>
</tr>
<tr>
<td><strong>Cognate</strong></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.) 500-level courses may be approved by advisor or program director.</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>Interest Oriented (select with advisor consent)</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><strong>Advancement</strong></td>
<td>Comprehensive Exam</td>
<td>4</td>
<td>EDST 605- Reading for Comprehensive Exam: Students enroll in this course during the quarter they plan to take their comprehensive exam.</td>
</tr>
<tr>
<td></td>
<td>Dissertation Hours</td>
<td>18</td>
<td>EDST 603- Dissertation: 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.</td>
</tr>
<tr>
<td><strong>Total Credits required</strong></td>
<td></td>
<td>130</td>
<td>This is a minimum requirement; students frequently take more than 130 credits.</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-Bilingualism &amp; Biliteracy (4)</td>
<td>Cultural &amp; Linguistic Studies</td>
</tr>
<tr>
<td>EDST 663-Education and Immigration (4)</td>
<td></td>
</tr>
<tr>
<td>EDST 610: TBD (4)</td>
<td>Psychological</td>
</tr>
<tr>
<td>EDST 655-Creativity &amp; Conformity in Classrooms (4)</td>
<td></td>
</tr>
<tr>
<td>EDST 660-Urban Schools: History and Politics (4)</td>
<td>Social Context</td>
</tr>
<tr>
<td>EDST 610-Participatory Research (4)</td>
<td>Teacher Education</td>
</tr>
<tr>
<td>EDST 650-Teacher Education: Policy and Practice (4)</td>
<td></td>
</tr>
<tr>
<td>EDST 652-Teacher Education: Analyzing Foundational Concepts (4)</td>
<td></td>
</tr>
</tbody>
</table>

**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**

Students will enroll in EDST 607-Seminar: Scholarly Development, 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 enroll in three consecutive terms of EDST 601: Research Apprenticeship for a total of seven 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 (4 cr.). After passage of 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 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. 30) is required to pay required Graduate School fees (currently $15) and file a Permission to Re-Register form (available at the Graduate School website).

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 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 Advisor
As students transition from the end of year two to the beginning of year three, they may ask any CSSE tenure-track 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 during fall or spring term of the third year in order to maintain adequate progress (see Adequate CSSE Program Progress Policy, p. 28 and Benchmarks, p. 29).
**Dissertation Advisor**

Once students are advanced to candidacy (or just prior), they may ask any CSSE core 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. 52) 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.

**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. 48) 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.

**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 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.45), 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. 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. 5-6) will require documented approval via a completed Program of Study Exception Request Form (#1-03; see p. 49). 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**

In Spring of the first two years of the program, annual reviews provide an opportunity to reflect on progress in the doctoral program and receive feedback from the Initial Advisor in the first two years of the program. 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

At the end of the narrative review, the Initial Advisor will indicate whether there are “concerns” or “no concerns” regarding the student’s progress in the program.

**Concerns**

If there are concerns, the CSSE Program Director 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. 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.
**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 2019 can successfully complete their program is the end of the Summer 2022 term.

**Maximum Time**

All doctoral students at the UO must complete their program within seven calendar years. Students beginning their CSSE program in Fall 2019 have until the end of the Summer 2026 term to complete the program on time (see chart below). Students who have been approved for on-leave status generally do not have the seven-year time limit extended. For details, please see the Graduate School policy: [http://gradschool.uoregon.edu/policies-procedures/leave](http://gradschool.uoregon.edu/policies-procedures/leave)

**Table 3: Program Time Limits**

<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 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>
<tr>
<td>Fall 2017</td>
<td>Summer 2020</td>
<td>Summer 2024</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Summer 2022</td>
<td>Summer 2026</td>
</tr>
</tbody>
</table>

**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.

[Doctoral Degree Completion Deadlines](#)
**CSSE Program Flow**

**Step 1 - Courses**

- **Year 1**
  - Residency
  - PoS plan & transfer credits*
  - EDST 607 Doc seminars
  - Annual review*
- **Year 2**
  - EDST 601 Research apprenticeship
  - Annual review*
  - Establish Comps Advisor & Committee by mutual consent

**Step 2 - Comprehensive Examination**

- **Year 3**
  - At 96 graduate credits earned
  - Fall or Spring term
  - EDST 605
  - Written essay exam
  - Discussion of essays with committee*
  - Possible revisions, within deadline
  - Finish remaining PoS course requirements (if needed)

**Step 3 - Advancement to Candidacy**

- **Year 3**
  - "Comps" complete
  - PoS complete
  - "I" grades resolved
  - **Required administrative process before dissertation:** *Advancement to Candidacy Checklist form completed*^*
  - Grad School Amendment Letter for GTF III promotion (if applicable)*

**Step 4 - Dissertation**

- **Year 4**
  - Secure Chair/Advisor
  - Committee formed & approved*
  - Dissertation proposal defense*
- **Year 5-6**
  - Final dissertation oral defense*
  - Submit dissertation to Grad School*
  - Approval = PhD

---

**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 completed 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. 45; see also Program of Study Plan, p. 10)

**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. 7 and 8)

---

*Form required: see CSSE Administrator for assistance*
**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. 11). 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**
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 and 9)

**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. 14). 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-answer exam (with a follow-on oral component) designed to examine the student’s broad knowledge of relevant literature and ability to analyze and evaluate other’s thoughts, as well as write about and discuss evolving ideas in a scholarly manner with faculty, and, perhaps most important, prepare students to move forward into the dissertation process. Comps are only offered fall and spring quarters.
**Requirements for Comps**

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

- 96 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 96 credits by the end of the quarter in which they take their comprehensive exams.
- There are no outstanding incompletes (“I” grades) on transcript for programmatically required courses.

**Process for Comps**

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

Students should plan to spend time preparing for their comps during the regular academic term preceding the comps term: spring term (not summer) for fall comps, winter term for spring comps. Comps are not offered during winter term. During the preparation 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 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 and CSSE Administrator via email by Week 5 of the prior academic year term (not summer) 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.

**Written Exam Formats**

Comps can take two forms for the written component: a sit-down exam or a take-home exam. Both forms will conclude with the oral component for the comps committee evaluation of the written exam.

**Sit-down exam – writing phase: 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 College of Education, 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 – writing phase: up to 4 weeks

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. 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: committee evaluation**
Once the committee members have evaluated the student’s answers, and by week 8 of the quarter, 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 p.47)

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

- **Sit-down exam:** 1 week
- **Take-home exam:** 2 weeks

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. The Comps Advisor will notify the CSSE Administrator regarding final grade assignment 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 required courses and/or 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

CSSE requirements to advance to candidacy are:

- Completion of all programmatically required courses and credits (except dissertation credits) as set out in Table 1 (pp. 5-6) and demonstrated by:
  - Passing grades on the student’s UO DuckWeb transcript, or
  - Transfer or Table 1 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)
  - Resolution of all Incompletes (“I” grades) on transcript (recommended)
  - Passing the comprehensive examination as documented by a signed Comprehensive Examination Completion form (#2-01)

Process for Advancement

Once a student has met these requirements, the student must prepare an Advancement to Candidacy Checklist form (#3-01, see Appendix B, p. 51), along with their Comps Advisor and CSSE Program Director, 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. In fact, after advancement, the student may only register for dissertation credits. A minimum of 18 dissertation credits are required to graduate.

YEARS 4-5

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.

Dissertation Grades

Students making satisfactory progress toward 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 the tenure-track 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 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; counterstorytelling 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 members

- **Ed Madison** (School of Journalism and Communication; network television/film; digital storytelling as a tool for secondary educators)
- **Michael Musheno** (School of Law, perspectives on conflict, resolution, social agency of youth)

**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 49) 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).

**Dissertation Proposal**

Once the dissertation committee is formed, and the student has developed a dissertation proposal, a dissertation proposal defense will 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**: Submit [Dissertation Proposal Approval form (#4-02)](#) 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, and then writing, and repeatedly refining drafts, based on scholarly feedback from their dissertation committee.

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 p. 37 or contact the CSSE Administrator for appropriate EdFoundations research request forms.

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 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 dissertation 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. Revisions must be approved 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, and
- 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.
### CSSE Contact Information

**College of Education (COE)**  
Dean: Randy Kamphaus

**Education Studies (EDST)**  
Dept. Head: Jenefer Husman

**CSSE Program**  
Director: Audrey Lucero

**UOTeach**  
Julie Heffernan (Master's; Licensure)

**Educational Foundations**  
Alison Schmitke (Undergrad)

**Special Education & Clinical Sciences (SPECS)**

**Educational Methodology & Leadership (EMPL)**

**Counseling Psychology & Human Services (CPHS)**

### Additional CSSE Program Core Members:
Joanna Goode, Jenefer Husman, Michelle Jacob, Audrey Lucero, CJ Pascoe, Scott Pratt, Jerry Rosiek, Jennifer Ruef, Leilani Sabzalian, Sarah Stapleton

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
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<td>Position</td>
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The Graduate School as a Resource

The Graduate School, housed in Susan Campbell Hall, is led by Dean Janet Woodruff-Borden. The Graduate School’s core purpose is to promote graduate education by fostering excellence, innovation, and inclusive communities. The 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
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 GE at the University of Oregon are represented by a labor union, the Graduate Teaching Fellows Federation (GTFF). The GTFF typically contacts new GE 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 GE 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/ghtf/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/ghtf/. 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 Program Assistant (kokkeler@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

COE Doctoral Research Awards
The College of Education provides some awards some 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, 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 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
**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 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 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 4 - Timely Progression Benchmarks

<table>
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<th>End of Year #</th>
<th>Benchmark</th>
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<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, complete all coursework except dissertation hours, and complete advancement to candidacy</td>
</tr>
<tr>
<td>4</td>
<td>Dissertation committee approved by Graduate School, and dissertation proposal approved by the committee</td>
</tr>
<tr>
<td>5/6</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 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. 33)

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 reinstatement 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 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.
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, which 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 (see next section). 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://gradschool.uoregon.edu/policies-procedures/satisfactory-progress
PhD STUDY AND DISSERTATION ADVICE

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 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.

• 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.
**CSSE: Admission to Graduation Overview**

**Year 1: Residency**
- Complete residency during 3 consecutive terms of full time enrollment during Year 1

**Year 1: PoS**
- Review and approve transfer credits; form Program of Study plan during Fall of Year 1

**Year One**
- EDST 607 Seminar Scholarly Development; Annual Review

**Year Two**
- EDST 601 Research; Program of Study review; Annual Review; plan for Comps (Advisor, committee)

**Year Three**
- Comprehensive exam after 100 grad credits; EDST 605 Reading Comp Exam Fall or Spring term

**Year Four**
- Advance to Candidacy when comp and Program of Study complete. Form dissertation committee and defend proposal.

**Year Five**
- Apply to graduate; dissertation defense.

**Year Six**
- Apply to graduate; dissertation defense.

**Forms**
- Form 1-01, 1-02, 1-03
- Form 1-01
- Form 2-01
- Form 3-01, 4-01, 4-02
- Form 4-02
- GradWeb
UOTEACH POLICY FOR CONDUCTING PRIMARY RESEARCH

Overview

The central purpose of UOTeach is the preparation of University of Oregon graduate students to receive Oregon k-12 teaching licenses. UOTeach is an Oregon 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.
Process for Research Applicant

Research applicant must submit a two page [Primary Research Initial Request] 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 with 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 [UOTeach Formal Research Application] for submission. (see Appendix 2 below)

Research Application Timeline

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

Primary Research Requests and Inquires about Primary Research in UOTeach should be directed to the UOTeach Program Director or the Department Head of the Department of Education Studies.

Contact information:

Julia 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

Julia Heffernan, PhD  
Graduate Director of UOTeach Licensure Program

Jenefer Husman, PhD  
Department Head, Department of Education Studies

Alison Schmitke, PhD  
Undergraduate Degree Program Director

Audrey Lucero, 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

¹The 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 seeking 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
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)
The initial research request for the project titled: ____________________________

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:
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:
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____________ Audrey Lucero, PhD
Doctoral Director of Critical and Sociocultural Studies in Education

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

☐ Approval: Research may begin following submission of IRB approval

☐ Pending Approval: Need more information see notes on the following page

☐ Denial: This project is not approved for the UOTeach program
          see on the following page
#1-01 CSSE Program of Study Plan and Progress

**Student Name:**

<table>
<thead>
<tr>
<th>Program Requirement: Core Courses 45 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRSE #</strong></td>
</tr>
<tr>
<td>Required - EDST 662: Curriculum Theory: Contesting Educational Content (4 cr)</td>
</tr>
<tr>
<td>Required - EDST 654: Learning &amp; Motivation Sciences (4 cr)</td>
</tr>
<tr>
<td>Required - EDST 661: Sociology: From Reproduction to Resistance (4 cr)</td>
</tr>
<tr>
<td>Three additional core courses in EDST from two of these emphasis areas (12 cr) chosen with consent of advisor.</td>
</tr>
<tr>
<td>Cultural and Linguistic Studies in Education (CLS)</td>
</tr>
<tr>
<td>Psychological Studies in Education (PS)</td>
</tr>
<tr>
<td>Social Context of Education (SC)</td>
</tr>
<tr>
<td>Teacher Education (TE)</td>
</tr>
<tr>
<td>Required EDST 667 (4 cr)</td>
</tr>
<tr>
<td>Required EDST 666 (4 cr)</td>
</tr>
<tr>
<td>Required - EDST 607: Seminar: Scholarly Development (6 cr, 2 per term)</td>
</tr>
<tr>
<td>fall</td>
</tr>
<tr>
<td>winter</td>
</tr>
<tr>
<td>spring</td>
</tr>
<tr>
<td>Required - EDST 601: Research Apprenticeship (7 cr)</td>
</tr>
<tr>
<td>fall</td>
</tr>
<tr>
<td>winter</td>
</tr>
<tr>
<td>spring</td>
</tr>
<tr>
<td>Core Subtotal:</td>
</tr>
</tbody>
</table>

* All transfer credits and course substitutions must be approved in writing by the CSSE Program Director.
Research Course Credits: 36 Credits

<table>
<thead>
<tr>
<th>CRSE #</th>
<th>Title</th>
<th>Term</th>
<th>UO Cr.</th>
<th>Transfer Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required- EDUC 616: Philosophy of the Foundations of Social Science (4 cr.)</td>
<td>EDUC 616</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Quantitative Methodology Prerequisite - EDUC 612: Social Science Research Design (3 cr.)</td>
<td>EDUC 612</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required Quantitative Research Methodology Courses**

- EDUC 614: Educational Statistics (3 cr.)
- EDUC 640: Appl Stat Design & Analysis (3 cr.)
- EDUC 630: Qual Methodology I (4 cr.)
- EDUC 632 Qual Methodology II (4 cr.)

**15+ Additional Research Methodology Credits**

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 Ed. List courses#, title and term taken.

**Research total**

**Cognate: 12 Credits**

Cognate courses approved by advisor. List courses below.

Cognate courses approved by advisor. List course #, title and term taken

**Cognate Subtotal**

**Electives: 16 Credits**

Electives chosen by students in consultation with advisor. List course #, title and term taken

**Elective Subtotal**
## Advancement Requirements: 22 Credits

<table>
<thead>
<tr>
<th>CRSE #</th>
<th>Title</th>
<th>Term</th>
<th>UO Cr.</th>
<th>Transfer Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Comprehensive Examination EDST 605:</strong> Read Comps (4 cr), Fall or Spring term only.</td>
<td>EDST 605</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Dissertation - EDST 603:</strong> Dissertation (1-16). 18 credits required (min)</td>
<td>EDST 603</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Advancement Subtotal

### Total Completed Credits to Date - UO & Transfer

### Projected TOTAL Program Credits

Minimum 130 credits required (combined UO and Transfer credits). Minimum of 80 credits taken at the UO.

---

**Signatures:**

Student: ___________________________ Date: ____________

Advisor: ___________________________ Date: ____________

CSSE Program Director: ________ Date: ____________

Page 3 of 3
#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 # ______

<table>
<thead>
<tr>
<th>Transfer Course Information</th>
<th>CSSE Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Credit Hours</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Additional Notes:

Signature________________________________ Date ________________

CSSE Program Director

Form #1-02 CSSE 9.23.19
#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 III  ○ Cohort IV  ○ Cohort V  ○ Cohort VI

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

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 complete.
- Written exam submitted to advisor date: ________________
- All PoS (96 credits) coursework is complete with no incompletes date: __________

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

Type of Exam:  ☐ Sit-down exam   ☐ Take-home exam

☐ Verbal Exam Date: ________________ Please contact Ann Kokkeler for room reservation

Committee (print names)

Comps Advisor/Chair: ________________________________
  Co Advisor: ________________________________

Member 1:______________________________

Member 2:______________________________

Decision

☐ Pass

☐ No Pass
In the event of a No pass, 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.

☐ Pass with Revisions    Deadline Date: ________________
Deadline 14 days from verbal exam date. 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 as final result.

Revisions approved by: ________________________ Date: ________________

Comps Advisor/Chair Signature: ________________________ Date: ________________

CSSE Program Director Signature: ________________________ Date: ________________

Audrey Lucero

-Submit this form to the CSSE Administrative Assistant-
#3-01 CSSE Advancement to Candidacy Checklist

Student Name (print): ___________________________ ID: ___________________________

Requirements

1. Successful completion of all programmatical 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: __________

Audrey Lucero

Return this form with the CSSE Admin Program Assistant 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.
#4-01 CSSE Formation of Dissertation Committee
GradWeb Policy: [https://gradschool.uoregon.edu/academics/policies/doctoral/dissertation-committee-policy](https://gradschool.uoregon.edu/academics/policies/doctoral/dissertation-committee-policy)

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 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. Copy of form on backside if needed.

**Committee – Print Names**

Dissertation Committee Chair: ____________________________________________________________________

Institution Representative: ___________________________________ 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

Institution Rep: ___________________________ Signature: ___________________________
Print

EDST Member: ___________________________ Signature: ___________________________
Print

Member: ___________________________ Signature: ___________________________
Print

Member: ___________________________ Signature: ___________________________
Print

☐ Pass
Student Signature: ___________________________ Date _____________

☐ Pass with Revisions
Due Date: ___________
Revision Timeline Notes:

Revisions approved by: ___________________________ Date _____________

CSSE Program Director Approval (if pass with revision, do not sign until revisions are approved).

Signature: ___________________________ Date _____________
Audrey Lucero

-Submit this form to the CSSE Administrative Assistant-
EDST Travel Grant Funds

The Education Studies travel grant provides funding opportunities to full-time CSSE doctoral students presenting at or attending professional academic conferences.

Priority for funding goes to students:

- attending high quality conferences
- presenting rather than attending
- focusing on a topic relevant to their dissertation
- assuming a primary lead in authorship

Funding is available only during the academic year. Applications will be accepted and reviewed from September 16 through May 31.

Ten travel/writing grants are funded per academic year to the extent the allocated budget allows. Standard awards are usually $200 but requests for more will be considered on a case by case basis.

Students will receive a maximum of one award per academic year.

Applications must be submitted a minimum of four weeks in advance of the first day of travel.

How to apply

- Print and complete application form with your advisor. The Faculty Recommendation portion of the application is to be completed by your advisor with a statement of support and signature.
- Attach the conference information and proof of attendance to the application.
- Submit application to CSSE Director, Audrey Lucero for approval.
- If approved, you will receive an email stating the award and amount.
- Your student account will be credited the awarded amount after the event has occurred.

Application on next page
Education Studies Travel Grant Application for Funding

Eligibility and Information

The purpose of this travel grant is to provide travel opportunities to full-time CSSE doctoral students so they can present at or attend professional academic conferences. Priority for funding goes to students: attending high quality conferences; presenting rather than attending; focusing on a topic relevant to their dissertation; and assuming a primary lead in authorship. Students requesting funding beyond these priorities should highlight other relevant issues in support of their application.

Application instructions

✓ Print and complete application form with your advisor. The Faculty Recommendation portion of the application is to be completed by your advisor with a statement of support and signature.
✓ Attach the conference information and proof of acceptance to the application.
✓ Submit application to CSSE Director, Audrey Lucero for signature of approval.
✓ If you are approved for funding, your student account will be credited the awarded amount after the event has occurred.

Application Information

Name: __________________________ Email address: __________________________

Program of Study: __________________________ Advisor: __________________________

Conference Information

Conference Name/Association: __________________________

Conference Dates: __________________________ Location: __________________________

Purpose of Travel: __________________________

Are you an invited presenter or lead presenter for a presentation? Y N

If yes, what type of presentation will you be giving? Paper symposium, Poster, Round Table, Plenary address, Panel discussion or other:

Presentation Title: __________________________

Contributing Authors: __________________________

Date of Presentation: __________________________
### Estimation of Cost of Trip

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Registration</td>
<td>$______</td>
</tr>
<tr>
<td>Airfare/Train/Bus</td>
<td>$______</td>
</tr>
<tr>
<td>Mileage (.54/mile)</td>
<td>$______</td>
</tr>
<tr>
<td>Car rental/taxi</td>
<td>$______</td>
</tr>
<tr>
<td>Lodging</td>
<td>$______</td>
</tr>
</tbody>
</table>

**Estimate Total:** $______

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### Faculty Recommendation

Nominated by: __________________________

Faculty Statement of Support:

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Amount Awarded: $______

Approval Signature: __________________________ Date: __________

Audrey Lucero