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Welcome to Social Foundations!

Social Foundations of Education is an interdisciplinary field concerned with diverse factors that profoundly influence education. We explore how historical, philosophical, socio-cultural, political, economic, and religious elements shape educational processes and experiences and how education, in turn, influences society. As a field, we are ultimately striving for a more equitable, just, peaceful, and democratic society and world. Our graduates are higher education and K-12 educators, community activists, educational leaders and policy analysts. Access the Social Foundations website [here](#).

The Graduate College [website](#) and [OSU Catalog](#) should also be consulted for general requirements of the Graduate College, specific course descriptions, and other useful information (e.g., publications on the Appeals Procedure, Graduate Assistant Handbook). In Stillwater, the Graduate College office is located in 202B Whitehurst, 405/744-6368. In Tulsa, the Graduate Student Services Center is located in North Hall 130, 918/594-8455.

Careful study of this handbook, the University Catalog, and the Graduate College web pages will aid students with long-term planning of their program of study, help them to avoid misunderstanding of requirements and expectations, and increase the likelihood that students will have a highly positive experience as graduate students in the Social Foundations of Education Program.

**Note:** Graduate students are expected to be aware of and satisfy all regulations governing their work and study at the university. The STUDENT is responsible for keeping up to date with all program, college, and university requirements and deadlines. Not doing so can result in substantial financial consequences and delays to a student’s graduation timeline.
The degree in which you are enrolled is a Ph. D. in Education, with the Social Foundations of Education option (SCFD). The Social Foundations of Education academic program is in the School of Educational Foundations, Leadership, and Aviation or SEFLA. The Interim School Head is Dr. Kathy Curry. SEFLA is in the College of Education, Health, and Aviation (EHA) Currently EHA and College of Human Sciences at OSU are being merged into one college and the new structure will take shape soon.
Administration and Office Information

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Social Foundations Faculty

Guoping Zhao, Ph.D.
Professor and Program Coordinator
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Dr. Zhao is an internationally recognized scholar in the fields of philosophy of education, comparative philosophy, and Chinese education. Her work covers a broad range of topics including the theories of the subject, ethics, spirituality, democracy and the politics of education, and philosophical dialogue between Western modern and postmodern philosophy and Chinese philosophy. She has also critically analyzed Chinese education to re-envision its promise and possibilities. In multiple areas, Dr. Zhao’s substantive and well-regarded work is moving the discipline in new directions.

Lucy E. Bailey, Ph. D.
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Dr. Bailey’s expertise includes the theoretical foundations of inquiry and a range of (non) positivist qualitative inquiry approaches, particularly those that work “with rather than on people” (Lather, 1997). She teaches courses in feminist, narrative, auto/biography, historical, critical and poststructuralist theories and methodologies. Her scholarship draws from theoretical approaches in gender, race, and sexuality studies, cultural studies and anthropology to examine both current and historical diversity issues. She is the Director of Gender and Women’s Studies at OSU and a strong voice in the OSU’s effort to retain more women of color, white women, and men of color in the STEM fields.
Benjamin Bindewald, Ph. D.

Assistant Professor
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Dr. Bindewald’s research addresses tolerance, ethics, and epistemology in public education within the context of pluralist, democratic societies. He takes an interdisciplinary approach to scholarship that employs philosophical, qualitative, and historical methods to analyze educational policy and practice. His teaching interests include philosophical foundations of inquiry, religious and ideological diversity in public education, qualitative research, and philosophy and history of education. A former secondary social studies teacher, he is deeply committed to the project of public education and, particularly, to equality of educational opportunity and fair treatment of students and teachers.

Denise Blum, Ph.D.

Associate Professor
206 Willard Hall
405-744-9192

d.blum@okstate.edu

Dr. Blum is an educational anthropologist. Her ethnographic fieldwork includes Mexico, Cuba and with immigrant groups in the United States. She specializes in critical ethnography and emancipatory methodological approaches. Her scholarship is interdisciplinary, drawing from anthropology, sociology, political economy, and comparative education. Her teaching interests include qualitative methodologies, anthropology of education, sociology of education and popular culture. She is the faculty advisor for OSU Cineculture: documentary film screenings with discussion to raise awareness. She is affiliate faculty with the School of Global Studies and Partnerships.
SCFD Mission

SCFD at OSU is recognized for its rigorous program, its broad, interdisciplinary nature of study, and its excellence in teaching and research. We are committed to educate theoretically-sound and methodologically well-informed educational scholars, leaders, and advocates. With our course design and degree requirements, the SCFD Ph.D. and MA program options intend to create a research culture and an environment of collaboration. Our respected team of scholars has research expertise in a broad range of areas and methodologies that can support individual students’ development as scholars and advocates.

SCFD Coursework and Degree Requirements

All students admitted into the Ph.D. degree option in Social Foundations are expected to meet all university requirements and the requirements for admission to the Ph.D. in Education. Students with little or no background in education may be required to take additional leveling coursework. The Social Foundations admission committee determines such prerequisite considerations. Specific graduate courses that may be required as leveling courses include:

- SCFD 5223 Role of Teachers in American Schools
- SCFD 5873 Culture, Society, and Education
- SCFD 5990 Problems and Issues in Social Foundations

Students will be expected to use technology resources appropriately in course projects, assignments, and research.

Ph.D. in Education, Social Foundations of Education Option
(69 credit hours minimum, with typically no more than 2-5000 level courses (in addition to SCFD 5713, SCFD 5883, if these courses are taken as part of Ph.D. coursework).

Note: Leveling courses are not included in the 69 hours.

Common Program Core: 9 credit hours (typically taken within the first 3 semesters)

- SCFD 6983 Diversity & Equity Issues in Education
- SCFD 6113 Theoretical Foundations of Inquiry
- CIED 6503 Doctoral Seminar

Research Courses: 12 credit hours, at least one qualitative and one quantitative course at 6000
level. (Note: all 6000-level REMS quantitative courses require prerequisites of REMS 5013 & 5953, which will not count towards the 69 total hours). Only one 5000-level course (excluding REMS 5013 and 5953) may count toward the required coursework in this category. Pending committee approval, appropriate courses include the following:

CIED 6073 Advanced Pedagogical Research
CIED 6163 Advanced Research Strategies in Curriculum
CIED 6523 Designing and Conducting Mixed Methods Research
HESA 6910 Practicum in Dissertation Proposal Writing (this course is taken last term of coursework or during Dissertation hours)

HIST 5023 Historical Methods
REMS 6373 Program Evaluation I
REMS 6383 Program Evaluation II

Quantitative Approaches
REMS 6003 Analysis of Variance (requires REMS 5013 & 5953 as pre-req)
REMS 6013 Multiple Regression Analysis (requires REMS 6003 as pre-req)
REMS 6663 Applied Multivariate Research (requires REMS 6013 as pre-req)
STAT 5033 Nonparametric Methods
STAT 5043 Sample Survey Designs

Qualitative Methodologies
GEOG 5423 Geographic Renderings in Qualitative Methods
SCFD 5913 Introduction to Qualitative Methods
SCFD 6123 Qualitative Research I (Research Design and Data Collection)
SCFD 6133 Qualitative Interviewing
SCFD 6163 Ethnography
SCFD 6173 Visual Methodologies
SCFD 6183 Narrative Research Methodologies
SCFD 6190: Selected Methods in Qualitative Research (Case Study Research, Document Analysis, Phenomenology, Life Story Research…)
SCFD 6193: Qualitative Research II (Data Analysis)
SOC 6853: Symbolic Interactionism

Social Foundations Core: 24 credit hours, at least one 6000 level course (except for SCFD 5713, 5883) from each of the four areas of Social Foundations: Philosophy of Education (P), History of Education (H), Anthropology of Education (A), and Sociology of Education (S).
*Must take if no equivalent course has been taken in Master’s program.
SCFD 5713 Educational Philosophy (P)*
SCFD 5883 Educational Sociology (S)*
SCFD 6823 History of Education (H)*
SCFD 6853 Anthropology of Education (A)*
SCFD 5873 Culture, Society, and Education
SCFD 5923 Popular Culture in Education
SCFD 5990 Problems and Issues in Social Foundations (topics vary; eg. Religion and Education)
SCFD 5998 Urban Education
SCFD 6023 Comparative Education
SCFD 6443 Ethics and Moral Education (P)
SCFD 6850 Directed Readings (topics vary)
SCFD 6883 Transforming Pedagogies
SCFD 6630 Topics in Philosophy of Education (P)
SCFD 6973 Gender, Theory and Education
SCFD 6990 Seminar in Social Foundations (topics vary; e.g. Democratic Education; History of Education of Women; Body Politics in Education)

**Cognate Area**: 9 credit hours
Students take 9 credit hours in a concentration or cognate area based on their research interest and in consultation with their advisor and dissertation committee. These areas are available in the College of Education, Health and Aviation (EHA) and in the College of Arts and Sciences (CAS) at OSU. They can be, but are not limited to, the following areas:
- History
- Philosophy
- Sociology
- International Studies
- Comparative Education
- Gender and Women Studies
- Higher Education
- Educational Administration
- Educational Technology
- Pedagogy
- STEM Education
- College Teaching
- Qualitative Inquiry
- Research, Evaluation, Measurement, and Statistics
- Special Education
- Curriculum Studies
- Media and Culture

**Independent Research**: 15 credit hours
SCFD 6000 Dissertation

**Research and Scholarship Preparation**
In addition to the requirements listed above for degree completion, students must have (a) presented at a national or international conference and (b) submitted an article to a peer-reviewed journal for publication.
Faculty will support and mentor candidates through these processes.
For more information, visit the program web site at [https://education.okstate.edu/scfd/index.html](https://education.okstate.edu/scfd/index.html)

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**The Admission Process**
Where to Begin?

Complete the online application found on the OSU Graduate College website. You will be asked to upload official transcripts, a current resume, and a goals statement with your application and to identify individuals to provide a letter of recommendation. You will also be required to pay the application fee before your materials will be released for review. Indicate a preference for a Ph.D. in Education, Social Foundations of Education option.

Application Procedures

Those wishing to apply for the Social Foundations of Education degree option should submit all application materials through the online application portal https://gradcollege.okstate.edu/apply. Please check that all materials are complete and accurate (the Graduate College is unable to upload any supplemental materials for you). Letters of recommendation must be uploaded directly by the individual providing the recommendation. They will receive instructions how to do so through email, so please make sure all email addresses are accurate.

A document for printing is available at https://education.okstate.edu/scfd/

Documents Required for Admission Review

- Upload all official transcripts from all institutions of higher education. (Note: A minimum grade point average in graduate coursework of 3.50 on a 4.00 scale is required.) If you are having difficulty submitting any of the following items (#3-7) to the online application process, please email DIRECTLY to the College of Education Graduate Records Office, coe.grad.studies@okstate.edu, 325V Willard Hall, Stillwater, OK 74078, (405) 744-9483.
- GRE or MAT test scores completed within the past 5 years (For the GRE, a score of 151 verbal and 150 quantitative is expected and 4.5 on the analytical scale. For the MAT, a raw score of 400 is expected.)
- Submit three professional recommendations from the major advisor and faculty for any graduate work completed. These references should include statements relating to a) the applicant’s success in professional settings or commitment to professionals allied with the disciplines in the College of Education, b) the applicant’s prior academic record as a reflection of ability to succeed in a doctoral program, and c) the applicant’s potential for success in research, writing, and coursework at the doctoral level.
- Additional letters may be submitted from faculty members familiar with the applicant’s academic career or from professionals capable of addressing the applicant’s ability to successfully complete a doctoral program.
- Submit a two-page statement clearly articulating how the Social Foundations Ph.D. program will contribute to your future goals. The statement should include an explanation of your goals and expectations for doctoral study and how prior academic and professional experiences have prepared you for your chosen area of study.
• Submit an academic or scholarly paper you have written recently.
• Current and complete resume/vita
• TOEFL or IELTS (if required to establish English proficiency)

**Ph.D. Program Admission Deadlines**

Application Deadlines: Rolling admission until July 1 for Fall admission. Rolling admission until December 1 for Spring admission. Priority deadlines for scholarship applications: January 15 for Fall admission. September 15 for Spring admission. For international applicants, see the Graduate College requirement at [https://gradcollege.okstate.edu/apply/](https://gradcollege.okstate.edu/apply/)

**NOTE:** Incomplete applications will not be reviewed.

**Admission Decisions**

Within four weeks of the application deadline, candidates will be notified via a letter about admission status. Admission decisions are based on appropriate academic, scholarly and research alliances among the student, the faculty and the focus of the Ph.D. program in Education. Available resources and current enrollment within the program play a significant role in the admission decision. The graduate faculty in the program of Social Foundations will determine the number of students that may be admitted at any given time. In order to ensure appropriate mentoring and guidance to Ph.D. students, each faculty member should have no more than five or six active Ph.D. advisees at any one time.

**Request for additional information.** If the admissions committee determines that additional information is needed before a final decision is rendered regarding admission status, the committee may request a phone, skype, or on-campus interview with members of the admissions committee. If an interview is required, you will be contacted, and arrangements will be made.

**Standards for provisional admission.** Provisional admission may be recommended for an applicant who shows excellent promise but does not meet all of the standards listed above. In order to be granted unqualified admission, applicants admitted on a provisional basis must, within one calendar year, earn a minimum GPA of 3.5 in nine hours of doctoral coursework designated by the admissions committee.

**Leveling courses.** For students with limited or no academic background in education, 1 to 2 leveling coursework may be required. Those course hours do not count towards the 69 coursework hours required for the degree. The admission committee determines such prerequisite considerations. Specific graduate courses that may be required as leveling course include:
- SCFD 5223: Role of Teachers in American Schools
- SCFD 5873 Culture, Society, and Education
- SCFD 5990 Problems and Issues in Social Foundations

**Funding**

OSU Financial Aid & Scholarships
For information and application help, contact the OSU Scholarships & Financial Aid Office, 119 Student Union, 405/744-6604. For information about COE Scholarships, call 405/744-3355 or visit http://education.okstate.edu/students/scholarships.

**College of Education, Health, & Aviation**

- Scholarships: [https://education.okstate.edu/scholarships](https://education.okstate.edu/scholarships)

- Technology provides equipment checkout, a fully equipped computer lab, presentation poster printing and other services: [https://education.okstate.edu/tech](https://education.okstate.edu/tech)

**School of Educational Foundations, Leadership, & Aviation (SEFLA) Graduate Student Travel Grant**

The SEFLA Grant is offered as a means of reimbursement for SEFLA graduate students with costs associated with presentation of research at a state, regional, national, or international conference. Applicants may receive one grant award per academic year, up to the amount of $500 dollars. Review of applications is by a faculty committee representing all SEFLA programs. Application requires confirmation or acknowledgment of conference research presentation, copy of the conference registration document to include registration cost, lodging, and travel expenses. (Receipts are not needed for the purpose of this application.) Travel arrangements are the responsibility of the student. Grants will be awarded based on demonstration of need and available funding.

Application form: [https://education.okstate.edu/stles_grad_travel.html](https://education.okstate.edu/stles_grad_travel.html)

Paid receipts are required when reimbursement requests are submitted after travel has been completed. Reimbursement requests are submitted to the SEFLA administrative offices in 204 Willard Hall.
Post Admission & Milestones

Upon admission to the program, student-scholars are assigned a temporary advisor. It is not uncommon for student-scholars to change their advisor once they have become familiar with the research interests of SCFD faculty and their own research emphasis. The advisor will assist with submitting a plan of study, successful completion of qualifying exams and successful submission of proposal and defense of dissertation research.

A. First semester items to complete

1. Contact temporary advisor and arrange for a meeting. The SCFD faculty information can be found on page 4 and is also available on the SCFD faculty webpage.

2. Review and activate O-Key Account, which provides access to enrollment, course sites, e-mail and other student services.

3. Discuss initial courses with advisor. Coursework can be found on page 7 and scheduled course offerings can be found on the program webpage.

4. Complete RCR training during first semester. Please visit the https://research.okstate.edu/compliance/rcr/training.html and select “RCR course” to complete the online module.

5. Review Institutional Review Board (IRB) Policies & Procedures. Students are required to submit an application for IRB approval when they intend to present or publish academic work that involves human subjects. For more information visit the OSU IRB homepage.

B. Before end of third semester (excluding summer)

1. The Graduate College of Oklahoma State University requires all doctoral students to file a plan of study prior to completing their third semester. By that time, students should meet regularly with their temporary advisor, who will aid them in choosing and scheduling courses, answer questions about program requirements, and discuss their specific research focus and interests. Become familiar with all of the faculty members of SCFD to thoughtfully choose an advisor and build a doctoral committee.

2. Review the list of core and specialization courses, cognate options, and research hours required for graduation. Prepare the plan of study with temporary/new advisor. Click here for degree requirements specific to the Social Foundations of Education option.
3. Choose Committee Members: The Graduate College requires students to have at least four committee members comprised of OSU tenure-track graduate faculty. One of those members must be an “outside” member, meaning a faculty member from outside the School of Educational Foundations, Leadership and Aviation.

4. Social Foundations requires at least two committee members from the social foundations faculty. The 3rd faculty member can be from social foundations, specialization, or another area of study appropriate for supporting students’ academic progress and professional development. Each student will identify and invite faculty to serve on their committee. For more information about the role of committee members, please click here.

5. Review and download the Doctoral Degree Plan of Study form here.

6. Schedule a Plan of Study meeting with committee members to discuss Plan of Study prior to submitting it for approval. It will take time to negotiate the time and date of this meeting. The student must be flexible and plan accordingly.

7. File the completed, committee approved Plan of Study electronically through the graduate college system. Each committee member will receive the Plan of Study electronically, review and sign it electronically.

8. Change of Committee Members: It is not uncommon for Ph.D. students to change their committee members during the program due to shifts in dissertation foci, research emphasis, faculty leave, and other matters. SCFD faculty are here to support students’ work regardless of whether we have a role on their committee. If a student needs to change committee members during their program, they should discuss the potential changes with their advisor, contact prospective new committee members to ask if they are available to serve, contact each of the current committee members to alert them of the change, and complete a Committee Change form. Like the POS form, this form can be submitted and initialed electronically. Access the electronic Committee Change Request here.

C. Annual progress reports and appeal

The Graduate College Policy requires each program to assess a learner’s progress towards degree completion at least once annually. Annual review of students and candidates is an important part of the Social Foundations of Education program. The annual review serves to provide feedback regarding your progress in the program as well as steps that can be taken to maintain that progress and/or meet personal and career goals. In order to provide feedback regarding their progress, students need to follow a two-step process.

Step One: complete a survey with a series of questions about their academic progress and accomplishments during Spring semester each year.

Step Two: send materials to advisor (or temporary advisor for Ph.D. students who have not yet filed a Plan of Study). The survey link and details regarding specific materials will be sent during Spring Semester.
If it is determined that the student is not making adequate progress, then a plan to address and correct any inadequacies will be prepared in a written document provided to the student and the Dean of the Graduate College no later than June 30 of each year. Failure to correct these inadequacies may result in termination from the graduate program and/or Graduate College.

**Appeal Process:** In the event that inadequate progress toward degree completion remains unresolved after the deadline for the remediation plan has passed, the program will proceed with dismissal. The student will be notified in writing and given 14 calendar days to request an appeal with the Coordinator of the Social Foundations of Education program. S/he will notify the student of a decision for this request within 14 calendar days. If the decision is made to uphold the move to dismiss, the student will be given an additional 14 days to request and appeal with the Head of the School of Educational Foundations, Leadership, and Aviation. The School Head will notify the student of a decision for this request within 14 calendar days. Once the appeal process has been exhausted at the school-level, the student may appeal to the Dean of the Graduate College.

In addition to program dismissal, this policy also applies to situations such as program requirements, plans of study, and procedural issues pertaining to qualifying exam and dissertation defenses. Click [here](#) to see the Graduate School’s Appeals Policy for more general guidelines regarding crafting an appeal as well as specific information about time frames, documentation, etc.

**D. Leave of absence provisions**

The Graduate College requires that graduate students maintain continuous enrollment throughout the degree program. The specific requirements for continuous enrollment and progress to degree can be found on the [Graduate College website](http://gradcollege.okstate.edu/leave-absence-policy).

If students are unable to maintain continuous enrollment, they should consider requesting a Leave of Absence. The Graduate College policies on Leave of Absence can be found at [http://gradcollege.okstate.edu/leave-of-absence-policy](http://gradcollege.okstate.edu/leave-of-absence-policy). Approval of a student Leave of Absence from the SCFD is contingent upon good academic standing as defined by the Graduate College. In order to be reinstated at the end of the Leave of Absence, students must meet the admissions criteria in place at the time of their initial admission to the program. In addition, they must meet the conditions set forth by their graduate advisory committee (or academic advisor in the case that the committee has not yet been formed) as indicated in the letter from the committee/advisor that must be attached to the Leave of Absence Request Form. Students whose military orders call for deployment are automatically approved for a leave of absence for the duration of the deployment, but they will need to notify their academic advisor/advisory committee members of the planned leave. Their Leave of Absence will not be counted toward the time-to-degree limits.

**E. Qualifying examination**

**Doctoral Qualifying Examination:** The primary purpose of the Qualifying examination is to provide the student-scholar with the opportunity to demonstrate the development and attainment
of specific competencies which include core Social Foundations knowledge in order to proceed to the dissertation phase of his/her program. The Qualifying Examination will offer student-scholars a way to document their own development and achievements accomplished during the doctoral learning process and their preparation for dissertation research. The exam questions are designed to measure the students’ proficiency in the field of specialization, the breadth and depth of their education background, knowledge of cognate subjects, and their readiness to conduct dissertation research and write up a formal research report. Typically, the content of the qualifying exam is based on program core coursework, area of specialization and cognate, and an overview of foundational components of their planned dissertation research.

**Registration for the Exam:** The exam is usually held on two dates per year: the second-to-last week of September and the second week of March. Dates fluctuate so students must check with the College of Education, Health & Aviation Graduate Studies Office to schedule.

1. **Students must register for the exam before taking it.** Please pay attention to the registration deadline for the exam. Students’ advisor/committee chair will assist them in choosing an appropriate timeline for their exams. With advisor/committee’s approval, please contact Kristin Kulling, the coordinator for graduate student services and principal person of contact regarding course actions, curricular actions, plans of study, degree requirements, graduation clearance requirements and other academic services, to schedule the exams.

   **Kristen Kulling, Coordinator, Graduate Student Services**
   Office: 102A Willard Hall
   Phone: (405) 744-9483 Fax: (405) 744-6399
   Eha.grad.stuies@okstate.edu

2. **Description of Qualifying Exams:** The format required by the Ph.D in education is a split sit-in and take-home exam. The first part of the exam is taken in a 1 day sit-in written format in a Willard Hall classroom on a computer. The exam consists of a series of questions related to the degree core. The second part of the exam is in a written take-home format, in which students receive the take home questions related to their specialization and dissertation research at the end of the day after their sit-down exam is complete. The purpose of the question/s focused on dissertation research is to provide a preliminary written overview of the foundational components of their planned project. Students will complete the take-home portion of their exam within two weeks of having taken the sit-down portion of their exams. This format and timeline may be adjusted based on student’s request and committee decision. See Appendices for examples of qualifying exam core course questions and evaluation rubric.

3. **Qualifying Exam/Oral Defense:** Social Foundations students also defend their written qualifying exams orally. The oral defense is scheduled approximately one month after students complete their exams. Each committee member will evaluate the written portion of the exams (both in-session and take home) in a period of approximately two weeks after submission. After the evaluation is complete, the student’s chair/committee chair will instruct them to schedule a date and room for an oral defense with the administrative assistant from Willard Scheduling: **Casey Powell**, 405-744-8037, willard.scheduling@okstate.edu.
After consulting with their advisor about scheduling, the student will use that information to contact the other committee members to schedule a common meeting time. Students commonly use doodle polls to initiate this work: http://doodle.com/

Admission to Doctoral Candidacy: Once you have successfully defended your qualifying exams, you become a doctoral candidate. The Graduate College requires that, to be admitted to candidacy, a doctoral student must have 1). An approved Plan of Study 2). An approved dissertation outline or proposal 3). Successful completion of qualifying exams. For SCFD doctoral students, admission to candidacy status occurs after successful completion of all parts of their qualifying exams. Doctoral candidacy forms are available in the Graduate Studies Office in the College of Education in room 102A Willard Hall or here. This form should be completed by all members of your advisory committee at the end of the oral defense meeting, assuming that you have already successfully passed your qualifying exams. You should be familiar with Graduate College requirements regarding deadlines for submitting this form.

Students must receive formal admission to doctoral candidacy 6 months prior to graduation (see Graduate College Academic Calendar for exact dates). During candidacy, students must maintain continuous enrollment (two graduate credit hours qualifies as full-time enrollment) in every fall and spring semester until graduation. Click here for the Graduate College Academic Calendar; you are responsible for knowing the deadlines to submit each document for graduation.

F. Dissertation

As partial fulfillment of your Ph.D. degree, you are required to complete a dissertation. According to the OSU Catalog, the dissertation has three main functions: (1) training in research, (2) promoting professional growth, and (3) contributing to the professional knowledge in education. Ultimately, the purpose of the dissertation is to provide an opportunity for you to integrate and apply a wide range of research skills in a special area of interest directly related to the social foundations of education. Although initial groundwork for the dissertation can occur early in your program, the formal work usually occurs during your third year.

Dissertation Course: Several programs in the college offer dissertation proposal development courses (e.g. EDLE 6910), at least once per year. This 3-credit hour seminar course allows students to work collaboratively on their proposals with the guidance of a faculty member. Social foundations students who have taken this course have found it very helpful.

Dissertation Proposal and Defense

The dissertation proposal should be developed in consultation with your advisory committee chairperson and/or dissertation advisor. The proposal must consist of an introduction, review of the literature, methodology, references and appendices. The introduction and method sections of the dissertation proposal should be written to be consistent with manuscript submission requirements for peer-reviewed journals.

The dissertation proposal must be approved by your advisory committee and prepared under the direction of the committee members and the close supervision of the dissertation advisor. You
must demonstrate initiative, creative intelligence, and the ability to plan and carry out scholarly research in the field of Social Foundations of Education. See Appendices for dissertation proposal defense evaluation rubric.

**Application for Approval of Research**

After your advisory committee has approved your proposal, you should submit an application for approval of research to the [OSU Internal Review Board (IRB)](http://www.osu.edu/). If the research involves human subjects, you are required to successfully complete or update online IRB research [training](http://www.citiprograms.org). Before you can submit the IRB application, after the IRB approves the proposal, you may begin collecting and analyzing the data in order to complete the results and discussion section of the dissertation. When the committee chairperson or dissertation advisor believes the dissertation is ready for final consideration by the advisory committee, a final oral defense of the dissertation is scheduled and conducted. Details and deadlines are located here: [Graduate College Dissertation Guidelines](http://www.gradcollege.okstate.edu/).

**Conducting Dissertation Research and Writing**

Stay in regular contact with your chair/advisor during the research and writing process regarding your progress and questions. Remember to sign up for dissertation hours each term, including any summer you are working on your dissertation. Some advisors have specific requirements and timelines for revisions and feedback.

Like the proposal process, it takes time to collect data, analyze and write, and revise your dissertation draft in line with your committee members’ feedback. We recommend forming writing groups and working with program colleagues to stay connected and make progress on your research.

There are a variety of resources to use to support your progress, including dissertation writing groups available online and structured workshops through the graduate program. You’ll be well on the way to finishing a product of which you will be proud. We recommend that you follow the dissertation template from the Graduate College, which offers a clear and organized format for completing your dissertation. To access this document, select “Dissertation Template” at this link:

[https://gradcollege.okstate.edu/content/thesis-and-dissertation-templates](https://gradcollege.okstate.edu/content/thesis-and-dissertation-templates)

**G. Dissertation Defense**

The final step is the oral defense of the dissertation. You will provide a copy of the dissertation to your advisor and each committee member at least two weeks in advance to your defense meeting. The dissertation defense is open to the public. Visitors, other than committee members, are not permitted to vote and will be excused at the discretion of the Committee Chair. The Chair is the person responsible for the conduct of this final examination. The oral defense should be announced at least two weeks in advance with a posting on the SEFLA and the College of Education, Health and Aviation bulletin boards.
The committee will notify the Graduate College immediately of the results of the final defense on the appropriate form. [https://gradcollege.okstate.edu/resources/current-student-resources.html](https://gradcollege.okstate.edu/resources/current-student-resources.html)

After you have successfully completed the final defense, you will make all changes required by the committee and by the Graduate College and electronically submit the dissertation in the final form to the Graduate College.

Note about summer: Defenses should be scheduled in Spring and Fall terms. Only in rare exceptions do faculty hold summer dissertation defenses because faculty are attending to other job responsibilities. In the event that a summer defense is considered, it is only possible if all committee members agree. The chair will not go forward without that agreement, and a member of the Advisory Committee may not be replaced for non-agreement to a summer defense.

**File for Your Diploma:** Yes, you will have completed your journey through the Social Foundations program. [Apply to Graduate!](https://gradcollege.okstate.edu/resources/current-student-resources.html)
Appendices

A. Qual Exams Core Course Question Examples

SCFD 6113: Theoretical Foundations of Inquiry
SCFD 6983: Diversity and Equity Issues in Education

SCFD 6113: Theoretical Foundations of Inquiry

1. At this point in your doctoral program, what would you consider to be your theoretical perspective? This could be a theoretical perspective that has meaning for you, or maybe it is one that you would like to use for your dissertation. Explain the components of this theoretical perspective, including the underlying epistemology or theory of knowledge, the way in which this theoretical perspective frames the social world, and the methodologies consistent with this theoretical perspective. Explain why this theoretical perspective is particularly meaningful to you and/or your research interests.

2. In conducting research, what epistemological questions do we need to consider and how will the answers affect the choice of our methodology, including choice of data collection, data analysis, and claim of results? Use an example to explain.

3. Using Crotty’s terminology, we define theoretical perspective as the philosophical stance that provides justification, criteria, and logic for a study’s methodology. Then what are the differences between theoretical perspective and theoretical framework of a research’s particular topic? How do we identify a study’s theoretical perspective?

4. Why is "fit" or logical coherence among epistemology, theoretical perspective, methodology, and methods important in research design? Describe what these terms mean and explain their relationship. Provide examples from a hypothetical or actual research design in your area of interest that demonstrate "fit" and explain why it matters.

5. Describe the central components of the theoretical perspective/paradigm of critical theory and explain how it differs from interpretivism and post-positivism. How are the concepts of critique and change central to this theoretical perspective? How might a study designed within this paradigm differ from others? Describe possible components of a research study conducted within this paradigm.

SCFD 6983: Diversity and Equity Issues in Education
1. How do you understand the concept that the categories of difference (e.g. race, class, gender, religion, dis/ability, sexuality…) are socially constructed and used to organize a social order in which power and privilege are distributed to serve the elite group’s interests? Explain how differences are social and culturally constructed but sometimes naturalized as biological differences to justified inequity and domination? Choose race or gender as an example, describe how it is constructed historically, the shifting meanings at different historical moments. Elucidate how the constructed differences serve social, political, and economic purposes of the elites.

2. How do you understand racism, sexism, ableism, and other -isms as systems of privileges and domination, rather than individual prejudices and actions? Yet how do individual beliefs and actions interact and participate in the system, either to maintain and strengthen it or to resist and change it? Explain how you understand the statement: we are either part of the problem, or part of the solution.

3. Using concepts/theories from Paulo Freire’s *Pedagogy of the Oppressed*, Foucault’s *Discipline and Punish, History of Sexuality*, OR another theorist from your Diversity and Equity class as your theoretical lenses, analyze an educational issue of your choice. Please make sure you select a work through which you can illuminate something of educative significance. Identify the meaning and value of your analysis.

4. In your field of study, which diversity issues are particularly visible or significant right now? Explain how this issue is affecting your field. What may be at the root of the problem and what can be done about it? Use at least two relevant theoretical frameworks to analyze the issue.

5. Scholars in different theoretical traditions argue that education can challenge or perpetuate inequities on the basis of human differences (e.g. race, class, gender, religion, dis/ability, sexuality, nationality…). Draw from relevant scholars, examples and readings in your doctoral coursework to discuss this argument.
B. Qualifying Exams Evaluation Rubric

QUALIFYING EXAM EVALUATION
PhD in Education

Student Name: _____________________ Date:

__________________________________
Advisor Name: _____________________ Evaluator Name:

Overall evaluation: ☐ Meets expectations ☐ Does not meet expectations

Question(s) that need(s) to be retaken (if does not meet expectations):

The PhD in Education program’s qualifying exam is based on three primary areas -- program core coursework, area of specialization, and research -- and is administered two questions in a sit-down format (“closed-book” on campus one day) and two questions in a take home format (“open-book” with higher expectations for references and writing). Within program options, variations may be made with committee approval.

Each question will be scored individually for Theoretical Grounding, Reflection of Scholarly Writing, and Comprehensiveness. Additionally, all four questions will be scored holistically in terms of addressing diversity and equity, theoretical foundations of inquiry, and scholarly knowledge of the program option and cognate. In addition, the responses as a whole should be scored according to the four graduate program goals of Research, Pedagogy, Diversity, and Agency. Please check, circle, or highlight the Evaluation Score (Meets expectations/Does not meet expectations) for each category and write comments as needed. Rubrics follow.

<table>
<thead>
<tr>
<th>Meets expectations</th>
<th>meets the target criteria listed in the left-hand column</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations</td>
<td>is lacking in breadth or depth of response in some areas or does not address all essential components</td>
</tr>
</tbody>
</table>

The committee chair will compile all committee feedback and provide the student with a summary rubric that includes the compiled feedback.

Students requiring reexamination will be permitted to retake all or part of the examination at its next offering the following semester as determined by the committee chair. Students must apply to retake the examination indicating a second or third retake on the application form. A third and final retake requires approval from the Graduate Dean. Additionally, a student must remain enrolled as a degree candidate for at least two semester hours per semester or six credit hours per year until requirements are completed.

Program Objectives, Goals, and Elements across Courses: The areas below are core components of the PhD in Education degree program and need to be addressed across the body of exam questions.
## Comprehensive Target Criterion

<table>
<thead>
<tr>
<th>Comprehensive Target Criterion</th>
<th>Committee Member’s Comments</th>
<th>Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong>&lt;br&gt;Demonstrates clear understanding of conceptual fit appropriate for their inquiry (e.g., epistemology, theoretical perspective, and methodology). Exhibits knowledge of foundational components of inquiry aligned for their project and a preliminary overview of a researchable or conceptual project aligned with social foundations.</td>
<td>☐ Meets expectations&lt;br&gt;☐ Does not meet expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Pedagogy</strong>&lt;br&gt;Demonstrates advanced understanding of the social, psychological, cultural, moral, and ethical dimensions of teaching and learning.</td>
<td>☐ Meets expectations&lt;br&gt;☐ Does not meet expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Diversity</strong>&lt;br&gt;Demonstrates clear understanding of the pedagogical implications of diversity and individual differences.</td>
<td>☐ Meets expectations&lt;br&gt;☐ Does not meet expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Agency</strong>&lt;br&gt;Writing is from the perspective of a proactive agent who has the background, skill, and will to provide leadership for needed improvement, change and transformation in educational settings.</td>
<td>☐ Meets expectations&lt;br&gt;☐ Does not meet expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Specialization</strong>&lt;br&gt;Demonstrates clear understanding of the option area’s approach to educational issues. Proficient elaboration of how the option area examines and analyzes educational processes and systems.</td>
<td>☐ Meets expectations&lt;br&gt;☐ Does not meet expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Cognate</strong>&lt;br&gt;Exhibits sufficient understanding of the cognate as an area of educational study, its main concepts, theories, approaches, and how the student’s research in the area fits within the broader scholarship in that field.</td>
<td>☐ Meets expectations&lt;br&gt;☐ Does not meet expectations</td>
<td></td>
</tr>
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</table>

### Evaluation by Question

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Committee Member’s Comments</th>
<th>Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grounded in Theory and Research:</strong></td>
<td>Committee Member’s Comments</td>
<td>Evaluation Score</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Response is grounded in the appropriate theory and research of the relevant discipline. May include both foundational and contemporary sources.</td>
<td>☐ Meets expectations&lt;br&gt;☐ Does not meet expectations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Scholarly Writing:</strong></th>
<th>Committee Member’s Comments</th>
<th>Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing is clear, coherent, and well organized. Response reflects wide scholarly reading (e.g., primary sources, theory, research) and comprehension of the material. Analysis and synthesis of information and concepts are evident. Proper grammar is used, and APA formatting is followed. For take home exams, complete bibliographies in APA format are included.</td>
<td>☐ Meets expectations&lt;br&gt;☐ Does not meet expectations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Comprehensive Response:</strong></th>
<th>Committee Member’s Comments</th>
<th>Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate and complete response that thoroughly addresses all components of the question.</td>
<td>☐ Meets expectations&lt;br&gt;☐ Does not meet expectations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Question 2</strong></th>
<th>Committee Member’s Comments</th>
<th>Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grounded in Theory and Research:</strong></td>
<td>☐ Meets expectations&lt;br&gt;☐ Does not meet expectations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Question 3</strong></th>
<th>Committee Member’s Comments</th>
<th>Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grounded in Theory and Research:</strong></td>
<td>☐ Meets expectations&lt;br&gt;☐ Does not meet expectations</td>
<td></td>
</tr>
</tbody>
</table>

| **Scholarly Writing:** | ☐ Meets expectations<br>☐ Does not meet expectations | |
|------------------------|------------------|
comprehension of the material. Analysis and synthesis of information and concepts are evident. Proper grammar is used, and APA formatting is followed. Take home exams have complete APA style bibliographies.

<table>
<thead>
<tr>
<th>Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.</th>
<th>☐ Does not meet expectations</th>
<th>☐ Meets expectations</th>
<th>☐ Does not meet expectations</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Question 4</th>
<th>Committee Member’s Comments</th>
<th>Evaluation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grounded in Theory and Research: Response is grounded in the appropriate theory and research of the relevant discipline. May include both foundational and contemporary sources.</td>
<td>☐ Meets expectations</td>
<td>☐ Does not meet expectations</td>
</tr>
<tr>
<td>Scholarly writing: Writing is clear, coherent, well organized, and employs proper grammar. Response reflects wide scholarly reading (e.g. primary sources, theory, research) and comprehension of the material. Analysis and synthesis of information and concepts are evident. APA formatting is followed. For take home exams, complete bibliographies in APA format are included.</td>
<td>☐ Meets expectations</td>
<td>☐ Does not meet expectations</td>
</tr>
<tr>
<td>Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.</td>
<td>☐ Meets expectations</td>
<td>☐ Does not meet expectations</td>
</tr>
</tbody>
</table>

Doctoral Committee Chair: __________________________

Proctored questions:

Take-home questions:
C. Dissertation Proposal Evaluation Rubric

DISSEPTION PROPOSAL EVALUATION

Student Name: ________________ Chair Name: ________________
Advisor Name: ________________ Date: ________________
Evaluator Name: ________________

The dissertation demonstrates the culminating effort of your Ph. D. degree. It may be a written report of a research-based original study or a conceptual study presenting original ideas on a topic relevant to SCFD. A research report generally consists of five chapters: (1) Introduction to the Study, (2) Literature Review, (3) Methodology, (4) Findings (or Results), and (5) Implications of the Study, while the conceptual essay typically consists of (1) Introduction (background and thesis), (2) Literature review, (3) Main body of argument, (4) Conclusion. These formats are only suggestive; the diversity of contemporary inquiry supports a variety of research styles. The advisory committee will also consider students’ ideas for other thesis formats. This rubric is designed for conventional research reports, as an example of how the work may be evaluated.

<table>
<thead>
<tr>
<th>TARGET/CRITERIA</th>
<th>COMMENTS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background/Intro:</strong></td>
<td></td>
<td>□ outstanding</td>
</tr>
<tr>
<td>Sufficiently establishes the context</td>
<td></td>
<td>□ acceptable</td>
</tr>
<tr>
<td>and ground for the study</td>
<td></td>
<td>□ unacceptable</td>
</tr>
<tr>
<td><strong>Purpose of the Study and Inquiry Questions:</strong></td>
<td></td>
<td>□ outstanding</td>
</tr>
<tr>
<td>Purpose demonstrates a SCFD approach,</td>
<td></td>
<td>□ acceptable</td>
</tr>
<tr>
<td>sufficiently addressing the problem/issue</td>
<td></td>
<td>□ unacceptable</td>
</tr>
<tr>
<td><strong>Problem (if appropriate):</strong></td>
<td></td>
<td>□ outstanding</td>
</tr>
<tr>
<td>Clearly contextualizes and demonstrates</td>
<td></td>
<td>□ acceptable</td>
</tr>
<tr>
<td>significance of the problem (if appropriate)</td>
<td></td>
<td>□ unacceptable</td>
</tr>
</tbody>
</table>
### Theoretical Framework:
In the case when a theoretical framework is needed, it functions well to support the hypothesis, the lens, or the inquiry questions.

### Literature Review:
Literature review is exhaustive, mapping out the gap(s) in the literature that is/are to be addressed by the current study.

### Research Design/Methodology:
Research design is appropriate for answering the research question(s).

### Significance/Contribution:
Overall, the study is likely to make a significant contribution to understanding a phenomenon or to existing literature on a topic or area of inquiry.

### Writing:
Writing is clear, coherent, thoughtful and well organized; employs proper grammar.
Professional Conferences and Publications

In addition to the requirements listed above for degree completion, students must have (a) presented at least two professional conferences (at least one national/international) and (b) submitted an article to a peer-reviewed journal for publication. Faculty will support and mentor candidates through these processes. We strongly recommend our students to begin these processes as early in program progression as possible. You can gain ideas for your conference presentation from your classes. Here are some conferences that our faculty members and students usually attend:

**National and international conferences:**
American Educational Research Association (AERA):  
[http://www.aera.net/](http://www.aera.net/)
American Educational Studies Association (AESA)  
American Anthropological Association (AAA)  
Philosophy of Education Society (PES)  
Philosophy of Education Society of Great Britain (PESGB)  
Philosophy of Education Society of Australasia (PESA)  
[https://pesa.org.au/](https://pesa.org.au/)
History of Education Society (HES)  
[https://www.historyofeducation.org/](https://www.historyofeducation.org/)
International Network of Philosophy of Education (INPE)  
International Standing Conference for the History of Education (ISCHE)  
International Society of Educational Biography (ISEB)  
Comparative & International Education Society (CIES)  
[http://www.cies.us/home.html](http://www.cies.us/home.html)
National Women’s Studies Association (NWSA)  

**Local and regional conferences:**
- Oklahoma Educational Studies Association (OESA)
- Ohio Valley Philosophy of Education Society  

Other academic conferences may fit to your area of interest. If you are interested in participating in a conference, please consult our faculty members for more information. Also, if your
conference proposal/research involve human subjects, you need to apply for an IRB for your study. Please go back to page 16 and click here for more important information.

**Publications**
There are a number of publication venues relevant to Social Foundations. Your advisor, instructors, or committee members may help you identify the appropriate journal for your work. There are some examples:

*Educational Theory; Educational Philosophy and Theory; Journal of Philosophy of Education; Philosophical Studies in Education; Anthropology & Education Quarterly; Comparative Education Review; American Journal of Education; Journal of Educational Controversy; Educational Studies; Intercultural Education; Teaching and Teacher Education; Teaching Education; Journal of Thought*
Resources

Graduate College

- Graduate College:  http://gradcollege.okstate.edu/
- OSU Catalog:  https://registrar.okstate.edu/University-Catalog
- Academic Calendar  https://gradcollege.okstate.edu/prospective-students/graduate-college-academic-calendar.html
- Fall/Spring/Summer Enrollment Guidelines:  https://gradcollege.okstate.edu/prospective-students/enrollment-guide.html
- Graduate Assistantships  https://gradcollege.okstate.edu/prospective-students/assistantships.html
- Graduate College Academic Calendar:  https://gradcollege.okstate.edu/prospective-students/graduate-college-academic-calendar.html
- Graduate Degree/Certificate Programs (Under Programs tab):  https://gradcollege.okstate.edu/
- Graduate Faculty Database:  https://gradcollege.okstate.edu/content/faculty-staff-resources
- Graduate Student Appeals Policy:  http://gradcollege.okstate.edu/content/appeals-policy
- Graduate and Professional Student Government Association (GPSGA) (includes application process for professional travel reimbursement):  http://temp-gpsga.okstate.edu/
- Graduate College Forms:  https://gradcollege.okstate.edu/resources/current-student-resources.html
- Graduate Student Appeals:  https://gradcollege.okstate.edu/site-files/docs/appeals-policy.pdf
- International Teaching Assistant Test:  https://gradcollege.okstate.edu/prospective-students/international-teaching-assistant-test.html
- Leave of Absence Policy:  https://gradcollege.okstate.edu/resources/current-student-resources.html
• OSU Best Practices: Advisory Committees and Defenses:  
https://gradcollege.okstate.edu/prospective-students/best-practices.html

• Test of English Language Proficiency:  https://uat.okstate.edu/testTELP

Oklahoma State University

• Career Services:  http://www.hireosugrads.com/StudentsAlumni/

• Edmon Low Library:  http://www.library.okstate.edu/

• Family Resource Center:  http://www.reslife.okstate.edu/frc/

• Health Insurance (Student):  https://hr.okstate.edu/benefits-education-student-health-insurance

• Information Technology:  http://www.it.okstate.edu/

• Institute for Teaching and Learning Excellence:  http://itle.okstate.edu/

• OSU Internal Review Board -  https://irb.okstate.edu/

• International Student and Scholars Office:  http://iss.okstate.edu/

• International Students Arrival and Orientation:  http://iss.okstate.edu/arrival-orientation

• Office of Multicultural Affairs:  http://icae.okstate.edu/

• OSU Writing Center:  http://osuwritingcenter.okstate.edu/

• Residential Life:  http://www.reslife.okstate.edu/

• Responsible Conduct Research Training:  
https://research.okstate.edu/compliance/rcr/training.html

• OSU Research Compliance, Human Subjects Research Design Guidance:  
https://research.okstate.edu/compliance/irb/research-design-guidance.html

• Seretean Wellness Center:  http://wellness.okstate.edu/

• Services for Students with Disabilities:  http://sds.okstate.edu/

• Student Affairs:  https://studentaffairs.okstate.edu/

• Student Code of Conduct:  https://studentconduct.okstate.edu/code
• The OSU Student Union: http://union.okstate.edu/
• University Counseling Services: http://ucs.okstate.edu/
• University Health Services: http://uhs.okstate.edu/
• University Parking Services: https://parking.okstate.edu/