



Social Foundations of Education
DOCTORAL STUDENT HANDBOOK



School of Educational Foundations,
Leadership & Aviation

College of Education and Human Sciences

OKLAHOMA STATE UNIVERSITY

Updated: 6/2023

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Welcome to Social Foundations!

The Social Foundations of Education (SCFD) is an interdisciplinary field that draws from a range of theoretical traditions and academic disciplines (including history, sociology, philosophy, and anthropology) to *examine, critique, and situate* educational processes—including research design and practice—in their historical and cultural context(s).

SCFC asks fundamental questions such as:

- What are the historical, philosophical, sociological, and anthropological bases of education and research approaches? How have such approaches evolved over time?
- What are the social, cultural, and political dynamics of research practice in and for education? Who do they serve and for what purpose?
- How do identities such as race, ethnicity, gender, sexuality, socioeconomic class, religious beliefs, and dis/abilities shape education and research?

At Oklahoma State University, SCFD is a broad, interdisciplinary program that pursues rigor and excellence in teaching and research. Our respected faculty members possess broad research and methodological expertise to support your development as a scholar and an advocate. SCFD faculty are committed to educate theoretically-sound and methodologically well-informed educational scholars, researchers, leaders, and advocates. Through course design and degree requirements, SCFD promotes a culture of research and scholarship in a supportive, collegial, collaborative, and intellectually-challenging environment. Program graduates include K-16 educators and administrators, community activists, educational leaders, policy makers, and analysts.

Ultimately, OSU's SCFD program strives to promote a more equitable, just, peaceful, and democratic society and world.

Welcome to the program. We're glad you're here.

Organizational Structure & Office Information

About the University, College, School, Program, and Degree

The University	Proud of its land-grant heritage, Oklahoma State University (OSU) advances knowledge, enriches lives, and stimulates economic development through instruction, research, outreach, and creative activities.
The College(s)	<p>The College of Education and Human Sciences (CEHS) at OSU promotes academic excellence with a strong focus on service and community. With a commitment to diversity and inclusion, the college advances the University’s land-grant mission by developing socially-responsible lifelong learners and scholars who serve others to enhance the education, health, and well-being of individuals, families, and communities.</p> <p>Additionally, the Graduate College at OSU works to provide students with the best post-baccalaureate education possible, both in formal coursework and in the research and creative experiences associated with thesis and dissertation work.</p>
The School	Within the OSU’s CEHS, the School of Education Foundations, Leadership and Aviation (SEFLA) is committed to providing the highest quality educational experience by developing and expanding programs that are accessible, flexible, and meet the needs of today’s student.
The Program	Within SEFLA, the Social Foundations of Education (SCFD) program offers the only master’s and doctoral programs of its kind in Oklahoma. It explores how historical, philosophical, socio-cultural, political, and international forces shape research, educational processes, and experiences—as well as how education shapes society.
The Degree	The degree in which you are enrolled is Ph.D. in Education, Social Foundations of Education (SCFD) option.

School of Education Foundations, Leadership and Aviation (SEFLA)	
School Head, SEFLA	Associate School Head
Chad Depperschmidt, Ph.D. Office: 207 Willard Hall Phone: (405) 744-6632 chad.depperschmidt@okstate.edu	Kerri Kearney, Ph.D. Office: 315 Willard Hall Phone: 405-697-8263 kerri.kearney@okstate.edu
SEFLA Administrative Support Staff	
Amber Grim Office: 204 Willard Hall Phone: (405) 744-6278 amber.grim@okstate.edu	Pat Karcher Office: 204 Willard Hall Phone: (405) 744-6632 patricia.karcher@okstate.edu

College of Education and Human Sciences (CEHS)	
Dean, College of Education and Human Sciences	
Jon Pedersen, Ph.D. Office: 106 Nancy Randolph Davis Phone: 405-744-9805 jon.pedersen@okstate.edu	
Associate Dean for Academic Affairs	Associate Dean of Research and Graduate Studies
Adrienne Sanogo, Ph.D. Office: 109 Nancy Randolph Davis Phone: (405) 744-5056 adrienne.redmond@okstate.edu	Stephen Clarke, Ph.D. Office: 339 Willard Phone: (405) 744-1744 Stephen.clarke@okstate.edu
Graduate Coordinator (Contact for graduate student academic matters in our college) ehsadrgrs@okstate.edu	

Social Foundations Faculty

Guoping Zhao, Ph.D.

Professor and
Program Coordinator

211 Willard Hall
405-744-9897
zhaog@okstate.edu



Dr. Zhao is an internationally recognized scholar in the fields of philosophy of education, comparative philosophy, and comparative education. Her work covers a broad range of topics, including theories of subjectivity, ethics, spirituality, democracy, and dialogue between the Western and Chinese philosophies. She is the author of a recent book, *Subjectivity and Infinity: Time and Existence* (2020, Palgrave MacMillan), and the editor of several other books. She teaches Theoretical Foundations of Inquiry, Educational Philosophy, Diversity and Equity Issues of Education, among others. She is affiliate faculty with OSU Global.

Lucy E. Bailey, Ph. D.

Professor

215 Willard Hall
405-744-9194
lucy.bailey@okstate.edu



Dr. Bailey's expertise includes diversity and equity issues in historical and contemporary context, intersectionality studies, theoretical foundations, and a range of qualitative inquiry approaches that work "with" rather than "on" people (Lather, 1997). She teaches courses from a non-positivist perspective in varied creative, relational, narrative, visual, cultural, and ethnographic methodologies. Recent work includes serving as co-editor of an international book series on life writing research and education and a book in progress on methodological engagements with family inquiry. She is the Director of Gender, Women's, and Sexuality Studies at OSU, a member of the Center for Humanities advisory board, and a strong voice in the importance of interdisciplinary scholarship and teaching across academic fields.

Denise Blum, Ph.D.

Professor

206 Willard Hall
405-744-9192
d.blum@okstate.edu



Dr. Blum's research focuses on the role of markets, governments and political economy in structuring education, socializing cultural identity(ies) and affecting equity issues in societies. She conducts ethnographic fieldwork in Mexico and Cuba and with immigrant groups in the United States. She specializes in critical ethnography and emancipatory methodological approaches. As a former school teacher in the US and abroad, her teaching interests include transformative pedagogies, service-learning, popular culture, urban education and comparative education. She is the faculty advisor for OSU Cineculture, film screenings with discussion to raise awareness, and is affiliate faculty with OSU Global.

Don C. Murray, Ph.D.

Assistant Professor

213 Willard Hall
405-744-3461
don.c.murray@okstate.edu



Dr. Murray's work critically explores the history and ethics of education, especially education as a contested instrument of social, cultural, and political power. His work primarily centers on historiography and critical discourse/critical policy analysis. Dr. Murray has taught courses in the social foundation of education, foundations of education in global contexts, ethics and values in education, leadership and management, and qualitative research. Prior to academia, Dr. Murray spent over two decades in the US Navy, including tours in Korea, Japan, Singapore, and Italy.

Program Overview: Coursework and Degree Requirements

Students admitted into the SCFD Ph.D. degree option must meet SCFD program, graduate college, and university requirements.

Ph.D. in Education, Social Foundations of Education Option

69 credit hours minimum, with typically no more than two 5000 level courses (in addition to SCFD 5713, SCFD 5123, and SCFD 5883, if these courses are taken as part of Ph.D. coursework). Leveling courses and REMS prerequisite courses, which may be required for a student's degree program, 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 the 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 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 6163 Ethnography
SCFD 6173 Visual Methodologies
SCFD 6183 Narrative Research Methodologies
SCFD 6190: Selected Methods in Qualitative Research (Case Study Research, Document Analysis, Autoethnography, 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 5123, 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). Additional SCFD courses in methodology beyond research requirements can also count in this category. *Must take if no equivalent course has been taken in Master's program.

SCFD 5123 History of Education (H)*
SCFD 5713 Educational Philosophy (P)*
SCFD 5883 Educational Sociology (S)*
SCFD 6853 Anthropology of Education (A)*
SCFD 5023 Comparative Approach: Theory, Method, and Practice
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 5993 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 6990 Seminar in Social Foundations (topics vary: e.g., Gender, Theory and Education; Democratic Education; Immigration and Education; History of Education of Women; Body Politics in Education)
Any SCFD 6000 level research courses taken beyond required research hours.

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 and Human Science (CEHS) 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, Women's and Sexuality 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

For degree completion, students must also (a) present at two conferences (at least one national or international conference) and (b) submit 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>

Leveling Coursework: Students with little or no background in education may be required to take additional leveling coursework. The SCFD admission committee determines such prerequisite considerations. Required leveling courses vary based on applicant's educational background and could include one or more of the following:

SCFD 5223: Role of Teachers in American Schools
SCFD 5873 Culture, Society, and Education
SCFD 5923 Popular Culture and Education
SCFD 5990 Problems and Issues in Social Foundations
SCFD 5993 Urban Education

The Admission Process

Where to Begin? Application Procedures

To begin the application, please visit the OSU Graduate College [website](#). 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>. 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. Please check that all materials are complete and accurate (the Graduate College is unable to upload any supplemental materials for you). Those individuals writing letters of recommendation for you must upload those letters directly; applicants cannot do so. Individuals providing letters of recommendation will receive instructions through email, so please ensure email addresses are accurate.

You will need to pay the application fee before the graduate college will release your materials for SCFD program review. Indicate a preference for a Ph.D. in Education, Social Foundations of Education option.

Documents Required for Admission Review

1. 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.)
2. Submit three professional recommendations from the major advisor, other faculty, and/or professional references 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 SCFD, 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.
3. 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.
4. 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.
5. Submit an academic or scholarly paper you have written recently.
6. Current and complete resume/vita
7. TOEFL or IELTS (if required to establish English proficiency)

Ph.D. Program Admission Deadlines

Application Deadlines (rolling applications are considered as they are received with the following deadlines):

Fall semester: July 1st (Jan 15th for priority scholarship applications)

Spring semester: Dec 1st (Sep 15th for priority scholarship applications)

For international applicants, see the Graduate College requirement at

<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 SCFD program.** 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 we can admit at any given time. To ensure appropriate mentoring and guidance to Ph.D. students, each faculty member shall have typically no more than six active Ph.D. advisees at any one time.

Request for Additional Information. If the SCFD admissions committee determines that additional information is needed before a final decision is rendered regarding admission status, the committee may arrange an interview (phone, virtual, or in-person) with the applicant.

Leveling courses. For students with limited or no academic background in education, leveling coursework *may be required* (see page 8 for more details).

Transferring Credits. The social foundations doctoral program will accept up to 9 hours of credit transferred from a previous program or institution. After admission, the student's advisory committee will evaluate each course to determine whether it is appropriate for transfer at the Plan of Study stage.

Funding

OSU Financial Aid & Scholarships

For information and application help, contact the OSU Scholarships & Financial Aid Office, 119 Student Union, 405/744-6604.

College of Education and Human Sciences

- Scholarships: <https://education.okstate.edu/scholarships>
 - o Please note: CEHS scholarship applications must be turned in early January each year. Please contact the scholarship office, noted above, for yearly deadline.

- Technology provides equipment checkout, a fully equipped computer lab, presentation poster printing and other services:
<https://education.okstate.edu/about/technology/index.html>

Travel Support

Modest travel support is available for graduate students to attend professional meetings and conferences. See each funding source's website/link for details. Students can receive funding from multiple sources provided they meet each source's requirements.

- College: Up to \$400 per academic year is available from the College Graduate Student Travel Grant (<https://education.okstate.edu/graduate-students/travel-support.html>)
- School: Up to \$500 per OSU fiscal year (ending Jun 30th) is available from the School of Educational Foundations, Leadership and Aviation (SEFLA)
<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://education.okstate.edu/sites-files/documents/sefla/sefla-travel-grant-procedures-22-23.pdf>
- Graduate and Professional Student Government Association (GPSGA): Applicants may also apply for travel support from the GPSGA
<https://gradcollege.okstate.edu/gpsga/funding-and-awards.html>

GRAs and GTAs

SCFD program has limited GRA (graduate research assistant) and GTA (graduate teaching assistant) positions. Assistantships are typically .25 FTE (full time equivalency - i.e., 10 hrs/week) positions and come with a monthly stipend. Students may hold two graduate assistant positions (.5 FTE, 20 hrs/week), which qualifies them for a tuition waiver and health insurance benefits. Descriptions and benefits about GRA and GTA can be found [here](#). The program assigns GRA and GTA positions every semester. Please indicate in your application if you desire a GRA/GTA position. If requesting a GTA, please indicate your background and teaching experiences that may qualify you for our teaching positions.

Post Admission & Milestones

Upon admission, the program assigns student-scholars 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. Before and During the First Semester

1. Once you accept the admission offer, contact your temporary advisor and arrange for a meeting. The SCFD faculty information can be found on pages 4-5 and is also available [on the SCFD faculty webpage](#). Discuss initial courses in the meeting. Coursework is listed on pages 6-8 and [scheduled course offerings are located on the program webpage](#). Following the meeting, your advisor will remove the temporary hold the graduate college has placed on you, to allow you to begin enrolling in classes.
2. Review and activate [O-Key Account at: https://it.okstate.edu/services/orange-key-account-services/index.html](https://it.okstate.edu/services/orange-key-account-services/index.html), which provides access to enrollment, course sites, e-mail and other student services.
3. Complete RCR training during the first semester. Please visit the <https://research.okstate.edu/compliance/rcr/training.html> and select “RCR course” to complete the online module.
4. If you are a GRA, complete RCR training by September 30th of each year of employment.
5. Complete student online training on sexual violence, mental health awareness and cybersecurity <https://1is2many.okstate.edu/student-training.html>
6. 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 the End of the 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 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 the SCFD degree. Prepare the plan of study with your temporary/new advisor. Please find the degree requirements specific to the program on page 6-8.
3. Choose Committee Members: As you prepare to choose committee members, first, review the document describing doctoral advisory committee roles through the graduate college website. <https://gradcollege.okstate.edu/resources/best-practices-advisory-defenses.pdf>. This document details best practices and specific roles of each committee member who will support your dissertation. The Graduate College requires students to have at least four committee members comprised of OSU tenure-track graduate faculty. One member must be the “Graduate College Representative,” meaning a faculty member from outside the academic unit or graduate program of either the graduate student, Advisor or the Chair of the Advisory Committee, to ensure that appropriate academic standards are applied in evaluating the student, and that the student is dealt with in a fair manner consistent with OSU policies. Although committees are almost always made up of OSU faculty members, occasionally dissertation topics may warrant asking a faculty member from another university to serve as an “expert” member. In such cases, the committee must approve that faculty member. In addition, the non-OSU faculty member must apply for graduate faculty membership at OSU on a temporary basis.
4. Social Foundations requires at least two committee members from the SCFD faculty. The 3rd faculty member can be from social foundations, specialization, or another area of study appropriate for supporting students’ academic progress and research interests. Each student will identify and invite faculty to serve on their committee.
5. Review and download the Doctoral Degree Plan of Study form [here](#).
6. Prepare to present your Plan of Study (POS) to your committee and your rationale and thoughts about cognate and specialization courses. Schedule a Plan of Study meeting with committee members to discuss the Plan of Study prior to submitting it for approval through the graduate college electronic system. Negotiating the time and date of this meeting with faculty can take time. The student must be flexible and plan accordingly.

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/>

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. The committee or graduate college will notify the student whether it has accepted the document or it needs revisions.

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. Students have a right to make a change at any time. If a student needs to change their advisor or other committee members during their program, they should generally 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 SCFD program. The annual review (meeting and document) provides feedback regarding your progress in the program as well as steps you can take to maintain that progress and/or meet personal and career goals. This process occurs late every Spring semester. To provide feedback regarding their progress, students will follow a two-step process.

Step One: In each spring semester, students complete a survey with a series of questions about academic progress and accomplishments for their previous academic year. Your advisor or program coordinator will send the survey link and details regarding specific materials.

Step Two: send materials to advisor (or temporary advisor for Ph.D. students who have not yet filed a Plan of Study). These are due by May 1. Note: Students keep a record of these materials as a baseline to assess your progress each year.

If the advisor/committee determine the student is not making adequate progress, they will prepare a plan to address and correct any inadequacies in a written document provided to the student and 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. The Coordinator 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.

Note: In addition to annual progress, this appeal policy also applies to other program requirements, such as qualifying exam and dissertation defense. 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. Time to Degree

Students pursue Ph.D. Programs at varied rates based on their work, family, and embodied navigations. Some semesters students might choose to take 1 course while another semester they may choose as many as 3 courses. The advisory committee will aid in these decisions. As students progress through their programs, they must be aware of candidacy timelines and necessary time to prepare for and take qualifying exams. Students should generally plan to complete all coursework (other than dissertation hours) between 3-5 years to allow time for written qualifying exams, oral exams, proposal, and in-depth dissertation study.

There are firm time limits on completing doctoral programs. Per graduate college policy, Ph.D. students are expected to complete degree requirements within nine years of beginning their first program course. Additionally, all Plan of Study courses must be awarded credit within ten years of the first course (no outstanding grades of "incomplete," for example). Students requesting an extension of time-to-degree limits will submit a written petition to the Graduate College. The Graduate College Dean must approve any exceptions to these time limits. If the graduate college grants a petition to extend time limits, students should note that course credit only remains eligible to fulfill degree requirements with a ten-year time span. The extension of time-to-degree for the dissertation will not automatically cover credit from courses taken over 10 years ago. Students may need to retake those courses.

E. 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](#).

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>. Approval of a student Leave of Absence from the SCFD is contingent upon good academic standing as defined by the Graduate College, and students are strongly encouraged to consult with their advisor to determine whether requesting a Leave of Absence (LOA) is the most appropriate course of action. International students must consult with the International Students and Scholars (ISS) office to ensure compliance with Federal immigration policy. Example situations that may lead a student to explore a Leave of Absence request are medical, personal, employment, and military service. 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 must still notify their academic advisor/advisory committee members of the planned leave. Leave of Absence due to military orders will not be counted toward the time-to-degree limits.

F. Sick Leave for Graduate Assistants

Illness may sometimes interfere with your GRA/GTA responsibilities. If this is the case, please contact your GRA faculty supervisor so that they may accommodate and adjust responsibilities. With teaching appointments, please contact the program instructor supervisor to arrange a substitute instructor.

Extended Leave: There are times when extended leave, such as for the birth of a child or long-term illness, is necessary. In these cases, a formal leave of absence, temporary change of assignment, etc. may be appropriate. Please contact your supervisor for assistance.

G. Qualifying Examination

The Qualifying Exam consists of a written component and an oral defense. It is a milestone event that affords the student-scholar an opportunity to demonstrate their SCFD and cognate knowledge and readiness for dissertation research in the field of Social Foundations.

Qualifying Exam questions will evaluate the students' general understandings of social foundations, proficiency in the field of specialization, in-depth knowledge of cognate subjects, and 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.

Notification about the Exam: Students must notify their advisor and the SCFD program coordinator before taking exams. Students' advisor/committee chair will assist them in choosing an appropriate timeline for their exams.

Description of Qualifying Exams: The written exam will be fully take-home to promote depth of thinking in exam responses. The period for completing the exam is approximately 8 weeks though students can work with their advisor/committee if personal circumstances (ex., professional and/or family commitments) warrant a longer completion period. The chair/advisor will provide the questions to the student through email or in person with the relevant dates for their exam. When the student has completed the exam, they submit it to their chair/advisor.

While the qualifying exam may be taken in the fall, spring, or summer terms, a common practice is to schedule the exam during the summer and the oral defense in early fall. Summer dissertation defenses are extremely rare. As each individual committee members must agree to a summer defense, 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.

As the exam includes a dissertation prospectus, it is appropriate for students to enroll in dissertation hours dedicated to completing the exam. A common practice is to enroll in 3 credits of dissertation hours during the semester/term of the exam.

The exam will include a minimum of 4 major questions, including the following categories of questions. Led by the chair/advisor, each student advisory committee constructs the exam for that student. Students will write a total of approximately 75-100 pages for their exams:

- a. Question(s) related to SCFD core areas of specialization (history, philosophy, etc.)
- b. Question(s) that integrate aspects of the common core of Diversity & Equity.
- c. Question(s) related to cognate and potential connections to SCFD.
- d. Question/section that serves as the dissertation prospectus. This response will provide a detailed description of the proposed research. The components of the dissertation prospectus will depend on whether the project is philosophical or empirical. At minimum, the prospectus should include the conceptual framing, problem or issue, research purpose, research questions, methodology, significance of the project, and connection to SCFD. Students will integrate material related to the common core of Theoretical Foundations of Inquiry. See Appendices for select examples of qualifying exam core course questions and evaluation rubric.

Qualifying Exam/Oral Defense: An oral qualifying exam defense and discussion is a required component for all students and will serve as the “the presentation of a written research proposal for doctoral research to the doctoral advisory committee” to fulfill the Graduate College Policy 21.9. The oral defense is scheduled approximately one month after students complete their exams. Each committee member will evaluate the written portion of the exams in a period of approximately two weeks after submission. After the evaluation is complete, the student’s chair /advisor will instruct them to schedule a date and room for an oral defense with the administrative assistant from Willard Scheduling: 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: SCFD doctoral students may apply for doctoral candidacy status after successfully completing all parts of the qualifying exam, including the dissertation prospectus and oral defense. The Graduate College requires that a doctoral candidate have: 1) an approved Plan of Study 2) an approved dissertation prospectus or proposal (written as part of the qualifying exams), and 3) successful completion of qualifying exams. Once the student has successfully completed their qualifying exam (including oral defense), they should apply to advance to doctoral candidacy by submitting an electronic form through the graduate college system. Members of the student’s advisory committee will receive and sign the form for approval electronically. The graduate college will alert the student when the candidacy form is approved.

During candidacy, students must maintain continuous enrollment (two graduate credit hours qualifies as full-time enrollment after advancing to candidacy) in every fall and spring semester until graduation. Students must receive formal admission to doctoral candidacy six months prior to graduation (see Graduate College Academic Calendar for exact dates). It is the student's responsibility to know and meet candidacy and graduation requirements.

The Graduate College Academic Calendar is available at this link:

https://registrar.okstate.edu/academic_calendar/.

Forms are available at the Graduate Studies Office in the College of Education and Human Sciences in room 102A Willard Hall (or at this link:

<https://gradcollege.okstate.edu/resources/student-resources.html>)

Retaking the Qualifying Exam: Students must pass the exam, including the prospectus component, to advance to candidacy. The program allows students to revise and resubmit responses that do not meet expectations. Revisions might include portions of responses, responses to one or more of the exam questions, or the full exam. Students can rewrite responses during the same semester or in a subsequent semester, at the discretion of the committee.

Failing the second attempt *may* result in a dismissal from the degree program. Failing a third and final attempt *will* result in dismissal. If the program decides to 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. See the "Appeal Process" above for additional information.

H. Dissertation

As partial fulfillment of a Ph.D. degree, students 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 students 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 and development of a dissertation can occur early in the program through courses, independent research and pilot studies, formal dissertation work usually begins during the third year of enrollment.

Dissertation Course: Several programs in the college offer dissertation proposal development courses (e.g., HESA 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. Many social foundations students report that they found the course very helpful.

Dissertation Proposal and Defense: The dissertation proposal will be developed in consultation with the advisory committee and prepared under the close supervision of the dissertation advisor. Students develop the proposal from the initial prospectus written during the qualifying exam, incorporating advisor and committee feedback offered during the exam process.

In the proposal, students shall demonstrate initiative, creative intelligence, and the ability to plan and carry out scholarly research in the field of Social Foundations of Education. The proposal structure and content will vary depending on the student's project. All projects will include an introduction, review of the literature, theoretical framework (if applicable), methodology, references, and appendices. The proposal is a formal, polished, well-developed, and formatted document that proposes a project the researcher will carry out as a dissertation. Students have the option of scheduling an informal pre-defense (a graduate college best-practice) to share their work to the committee for feedback and further development.

When the dissertation advisor believes the proposal is ready for full advisory committee consideration and approval, the student schedules an oral defense. The advisory committee typically has 2 weeks to read the proposal and the oral defense is typically 2 hours long. During the oral defense, the committee asks questions and offers comments. After the defense the committee may accept the proposal with minor revisions or may ask the student to revise and resubmit sections of the proposal before approval. If the committee does not approve the proposal and requires revisions, the student will use committee feedback to revise and resubmit the proposal. Depending on the type and scope of revisions, committee members may choose to evaluate the document through email or require another committee meeting and defense.

Application for Approval of Research with Human Subjects: If your dissertation involves research with human subjects, you will need to submit an application for approval of research to the [OSU Institutional Review Board \(IRB\)](#). This process occurs after your advisory committee has approved your proposal. You are required to successfully complete or update online IRB research [training CITI Human Subjects Protection Training Program](#) before you can submit the IRB application. After the IRB approves the proposal, you may begin collecting and analyzing the data to complete the findings and discussion section of the dissertation.

Conducting Dissertation Research and Writing: Remain in regular contact with your chair/advisor during the research and writing process regarding your progress and questions. Turn to your committee for their specialization areas. 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 colleagues to stay connected and make research progress.

OSU has a variety of resources to support student progress, including dissertation writing groups and structured workshops. 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 Guidelines" at this link:

<https://gradcollege.okstate.edu/content/thesis-and-dissertation-templates>

I. Dissertation Defense

When the committee chairperson or dissertation advisor believes the dissertation is ready for advisory committee consideration, the student should consider requesting a pre-defense meeting with committee members to further develop the document (see graduate college guidelines for best practices). When the advisor or chair believes the document is ready for final consideration by the advisory committee, the student will schedule a final oral defense of the dissertation.

Once the dissertation advisor approves the dissertation for distribution to the committee, the student will provide a copy to their advisor and each committee member at least two weeks in advance to the oral defense meeting. The dissertation defense is open to members of the graduate faculty and the public with some discretion on the part of the committee. The committee may choose to include visitors for part or all of the defense process. Visitors, other than committee members, are not permitted to vote and will be excused at the discretion of the Committee Chair. The Chair is in charge of conducting the oral defense.

After successfully completing the final defense, the student 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.

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>

Additional Dissertation Defense: Students must successfully defend their dissertation before receiving their doctorate. If the advisory committee judges the defense to be inadequate, the committee will decide whether to hold an additional defense meeting. Failing the second attempt *may* result in a dismissal from the degree program. Failing a third and final attempt *will* result in dismissal. If the program decides to 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. See the “Appeal Process” above for additional information.

Public Notification of Dissertation Defense: The oral defense should be announced at least two weeks in advance. To advertise a defense throughout the College of Education and Human Sciences on digital screens in Willard Hall and Human Sciences, go to the [Dissertation/Thesis Template and Instructions](#) page to create a digital sign. Through the digital sign, the defense will also be posted on the college calendar.

File for Your Diploma: Congratulations! You have completed your journey through the Social Foundations program. [Apply to Graduate!](#)

Writing and Research Development

Writing Expectations and Development

Writing well across a range of genres is fundamental to doctoral work. Writing is an ongoing process that develops with practice, time, and attention throughout the doctoral journey. In this program, you are expected to develop, revise, and strengthen your writing in varied forms, in each course, independently, and with your colleagues.

The SCFD faculty is here to support you in this process. To improve your writing, the faculty may incorporate the following practices across courses, exams, the proposal, and the dissertation process:

1. In students' annual review at the end of the Spring term, holding an open conversation about your writing strengths, challenges, progression, and needs for formative development in future terms.
2. Incorporating a combination of pedagogies to support your writing development in each course. These may include instructor's clear guidance on writing; peer review; required revision and/or resubmission of papers in which writing needs improvement; practice with different styles of writing; and/or consecutive assignments in which one proposes, drafts, and then finalizes a paper throughout the program.
3. Open and ongoing discussion about writing strategies, strengths, and development in individual and/or group meetings.
4. Regularly communicating through SCFD channels about writing resources and workshops that students are encouraged to attend or take. These include OSU library workshops focused on literature reviews, visits to the writing center, writing accountability workshops, academic writing courses, grant writing courses and/or proposal/dissertation development workshops offered through the graduate college.
5. Encouraging students to work together to form writing and accountability groups, engage in research, writing, peer review, and discussion collaboratively.
6. Providing feedback at each stage of the dissertation development process: during the oral exam process, prospectus development, pre-proposal and proposal development, and dissertation stage (see section J).

Research and Dissertation Development

Our program encourages varied research pursuits; we structure opportunities throughout coursework and program activities to enable students to conceptualize and develop a trajectory of research. Some opportunities could contribute directly to dissertation development.

We support your dissertation development, with the follow practices:

1. **Course Opportunities.** We offer opportunities in many courses for students to develop papers and projects to further their research trajectories. These include literature reviews, theoretical frameworks, conceptual essays, data gathering, and syntheses to help students conceptualize, research, and apply their ideas in a focused area of study. Cumulatively, these projects can contribute to the theoretical foundations or empirical building blocks of a dissertation.

2. **Conferences and Publishing Opportunities.** Sometimes students can develop papers written for courses or from research with faculty for conference presentations and for publication. We advertise conference and publishing opportunities through the SCFD listserv and via individual faculty members. As noted earlier, students are required to attend at least one regional and one national conference and submit at least one manuscript for publication before graduating. These professional experiences can help build the foundation for future dissertation research.

3. **Written Qualifying Exam Process.** We use a take-home format that allows in depth writing over typically 4-8 weeks of time (depending on committee). (See Qualifying Exam Section). As part of that process, students write a research overview of their planned dissertation project. An overview or prospectus of about 25 pages provides students the opportunity to conceptualize and summarize key components of their planned dissertation project, their conceptual grounding, the project's significance, and steps for carrying it out. Depending on the type of project, students might include conceptual, empirical, and/or artistic components for this overview.

4. **Oral qualifying exam process.** We require students to engage in an oral exam with all committee members present in which students discuss, defend and extend their written exams. During the oral exam meeting, we discuss the summary/proposal planned for the dissertation. Students may not pass; or they may pass part or all their exam. In the event they do not pass sections of their exams, students will have opportunity to retake or rewrite those portions of their exams. In these processes, committee members work with students to strengthen the project for their next steps in dissertation development.

5. **Proposal Development and Pre-proposal meeting.** We generally encourage or require a pre-proposal meeting once students have developed a thorough and thoughtful proposal of their project. The pre-proposal meeting allows committee members to discuss ways to strengthen and finalize the project for the formal proposal process. For students who did not advance to candidacy with their research overview, the pre-proposal meeting allows that opportunity to complete the candidacy process. For others, the meeting provides the opportunity to benefit from committee members' feedback and dialogue. This process occurs when students have a full draft of the proposal and/or have conceptual and inquiry questions that would benefit from committee deliberation for final drafting.

6. **Proposal meeting.** This meeting is the formal presentation of the dissertation proposal. The proposal has been developed from the exam, proposal development period and pre-proposal meeting. The document should be formatted according to graduate college guidelines, APA guidelines (or Chicago, if philosophical or historical work) and include a complete bibliography.

7. **Pre-Dissertation Defense.** Some committees may choose to do a pre-dissertation defense. This is a recommended “best practice” from the graduate college. This occurs after students have a complete draft of the dissertation even if some pieces are still in process. This meeting follows a similar format as the pre-proposal meeting, giving students a chance to discuss issues, clarify questions, and ensure their committee is on the same page about final steps in the process.

8. **Final Dissertation Defense.** This is the public defense of your completed project. It is a time to celebrate and share your research with the committee and audience members. You respond to committee questions to defend and discuss your work.

These steps reflect program guidelines for approaching the dissertation process holistically to enable you to engage in sustained research with steps to support you along the way.

Student Responsibilities

Please note the important point that the graduate college and our program expects students to be aware of and satisfy all regulations governing their work and study at the university. In other words, the student is responsible for keeping up to date on all program, college, and university requirements and deadlines. Avoid substantial financial consequences and graduation timeline delays by staying abreast of the latest requirements.

Consult the Graduate College [website](#) and [OSU Catalog](#) for the 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 website will aid students with long-term planning of their program of study, help them to understand requirements and expectations, and increase the likelihood of a positive experience advancing their learning and research goals as graduate students in the Social Foundations of Education program.

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

(Questions may take the form of dedicated questions on the topic or be incorporated into the dissertation prospectus).

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 detail how it directly connects to your planned dissertation research project.
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. How, then, does a theoretical perspective and theoretical framework differ in a research project? How do we identify a study's theoretical perspective? Describe your theoretical perspective and theoretical framework in your planned dissertation project and the rationale for these choices.
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

(Questions require the inclusion of material from SCFD 6983 and likely include additional concepts, theories, and materials from other diversity-focused courses).

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 justify 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. 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.
3. 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.
4. 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: Exceeds expectations 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 in a fully 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.

Exceeds expectations: exceeds target criteria listed in left-hand column

Meets expectations: meets the target criteria listed in the left-hand column

Does not meet expectations: is lacking in breadth or depth of response in some areas or does not address all essential components

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. Students must apply to retake the examination indicating a second or third retake on the application form. Additionally, students 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	Evaluation Score
<p>Research 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.</p>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Committee Member Comments:	
<p>Pedagogy Demonstrates advanced understanding of the social, psychological, cultural, moral, and ethical dimensions of teaching and learning.</p>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Committee Member Comments:	
<p>Diversity Demonstrates clear understanding of the pedagogical implications of diversity and individual differences.</p>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Committee Member Comments:	
<p>Agency 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.</p>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Committee Member Comments:	
<p>Specialization 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.</p>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations

Committee Member Comments:	
Cognate 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.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Committee Member Comments:	

Evaluation by Question

Question 1	Evaluation Score
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.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Committee Member Comments:	
Scholarly Writing: 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. Take home exams include complete APA style bibliographies.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Committee Member Comments:	
Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Committee Member Comments:	
Question 2	Evaluation Score

<p>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.</p>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<p>Committee Member Comments:</p>	
<p>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.</p>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<p>Committee Member Comments:</p>	
<p>Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.</p>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<p>Committee Member Comments:</p>	
<p>Question 3</p>	<p>Evaluation Score</p>
<p>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.</p>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<p>Committee Member Comments:</p>	
<p>Scholarly Writing: 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. Take home exams have complete APA style bibliographies.</p>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<p>Committee Member Comments:</p>	
<p>Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.</p>	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations

	<input type="checkbox"/> Does not meet expectations
Committee Member Comments:	
Question 4	Evaluation Score
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.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Committee Member Comments:	
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.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Committee Member Comments:	
Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.	<input type="checkbox"/> Exceeds expectations <input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Committee Member Comments:	

Doctoral Committee Chair: _____

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/>

American Educational Studies Association (AESA)

<http://www.educationalstudies.org/>

American Anthropological Association (AAA)

<http://www.aaanet.org/>

Philosophy of Education Society (PES)

<http://philosophyofeducation.org/>

Philosophy of Education Society of Great Britain (PESGB)

<http://www.philosophy-of-education.org/>

Philosophy of Education Society of Australasia (PESA)

<https://pesa.org.au/>

History of Education Society (HES)

<https://www.historyofeducation.org/>

International Network of Philosophy of Education (INPE)

<http://www.internationalnetworkofphilosophersofeducation.org/>

International Standing Conference for the History of Education (ISCHE)

<http://www.ische.org/>

International Society of Educational Biography (ISEB)

<http://isebio.com/>

Comparative & International Education Society (CIES)

<https://www.cies.us>

National Women's Studies Association (NWSA)

<http://www.nwsa.org/>

Local and regional conferences:

- Oklahoma Educational Studies Association (OESA)
- Ohio Valley Philosophy of Education Society

<http://ovpes.org/>

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.

Examples include:

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/graduate-college-academic-calendar>.
- 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/graduate-college-academic-calendar>.
- 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: <https://gradcollege.okstate.edu/resources/appeals-policy.pdf>
- 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/resources/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/leave-of-absence-policy.html>

- OSU Best Practices: Advisory Committees and Defenses: https://gradcollege.okstate.edu/site-files/docs/best_practices_advisory_defenses.pdf
- Test of English Language Proficiency: <https://gradcollege.okstate.edu/prospective-students/english-proficiency.html>

Oklahoma State University

- Career Services: <http://www.hireosugrads.com/StudentsAlumni/>
- Edmon Low Library: <http://www.library.okstate.edu/>
- Family Resource Center: <https://reslife.okstate.edu/parent-portal/frc>
- Health Insurance (Student): <https://gradcollege.okstate.edu/prospective-students/student-health-insurance-plan.html>
- 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: <https://oma.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>
- Colvin Recreation Center: <https://wellness.okstate.edu/recreation/facilities/colvin.html>
- 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/>