Social Foundations of Education
MASTER'S STUDENT HANDBOOK

School of Educational Foundations, Leadership & Aviation

College of Education and Human Sciences

OKLAHOMA STATE UNIVERSITY
Updated: 9/2023

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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).

SCFD 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, historical, political, and international dynamics of research practice in and for education? Who do these methods 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 meaningful socio-cultural and philosophical issues through teaching and research. Our respected faculty members possess broad research and methodological expertise to support your development as a scholar, a practitioner, 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.

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)	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. 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.
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 a Master of Arts (M.A.) in Social Foundations of Education (SCFD).

School of Education Foundations, Leadership and Aviation (SEFLA)	
School Head, SEFLA	**Associate School Head**
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College of Education and Human Sciences (CEHS)	
Dean, College of Education and Human Sciences	
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Graduate Coordinator (Contact for graduate student academic matters in our college) 　ehsadrgs@okstate.edu	

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 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

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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

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Dr. Blum is an educational anthropologist whose research focuses on the role of political economy in structuring education, socializing cultural identity(ies) and affecting equity issues in society. She conducts ethnographic fieldwork in Mexico and Cuba and with immigrant groups in the United States. As a qualitative methodologist, she specializes in ethnography, arts-based research, and emancipatory methodological approaches. She is the author of *Cuban Youth and Revolutionary Values: Educating the New Socialist Citizen*. She is an OSU ECAR (Every Campus a Refuge) board member, the faculty advisor for OSU Cineculture (film screenings with discussion to raise awareness about diversity and equity issues) and is affiliate faculty with OSU Global.

Don C. Murray, Ph.D.
Assistant Professor

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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.

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

M.A. in Education, Social Foundations of Education Option
Thirty-six (36) credit hours beyond a bachelor's degree to include courses in four areas:

Social Foundations Core: 12 credit hours.
Establishes a knowledge base in four core areas of the social foundations of education: history, philosophy, sociology, and anthropology.

SCFD 5123   History of Education
SCFD 5713   Educational Philosophy
SCFD 5873   Culture, Society, and Education
SCFD 5883   Educational Sociology

Research and Inquiry: 9 credit hours, to be selected in consultation with an advisor.
Establishes basic knowledge and skills in research and inquiry. Provides core exposure to the foundations of research design and methodology and opportunities to interpret and conduct research. Appropriate courses include the following:

CIED 5073   Pedagogical Research
HIST 5023   Historical Methods
REMS 5013   Research Design and Methodology
REMS 5953   Statistical Methods in Education
SCFD 5913   Introduction to Qualitative Inquiry
SOC 5243   Social Research Design
SOC 5263   Quantitative Analysis of Social Research
SOC 5273   Qualitative Research Methods
SOC 5283   Advanced Qualitative Sociological Research
STAT 5043   Sample Survey Designs

Electives: 9 credit hours; at least 3 within SCFD and remaining courses to be selected in consultation with an advisor and primary program emphasis.
Provides the opportunity to choose elective coursework in Social Foundations and related fields that help meet your unique interests, needs, and career goals. Appropriate courses include the following:

SCFD 5223	Role of the Teacher in American Schools
SCFD 5850	Directed Study
SCFD 5923	Popular Culture and Education
SCFD 5990	Problems and Issues in Social Foundations (e.g., Religion and Education, Human Trafficking & the School)
SCFD 5993	Urban Education
CIED 5623	Multicultural and Diversity Issues in Curriculum
CIED 5723	Gender and Curriculum
EDLE 5813	Leadership Theory and Ethical Decision-Making
EDLE 5953	Developing Educational Organizations
GWST 5300	Gender and Sexuality
HIST 5120	Readings Seminar in American History
HIST 5220	Research Seminar in American History
HIST 5140	Readings Seminar in European and World History
HIST 5240	Research Seminar in European and World History
SOC 5063	Seminar in Social Inequality and Stratification
SOC 5643	Seminar in Sociology of Gender
SOC 5663	American Pluralism, Race and Ethnicity in American Life
SOC 5493	Seminar in Environmental Justice

Final Project: Master's Thesis or Final Project: 6 credit hours
The culminating effort of the student's Master of Arts degree.

SCFD 5000	Master's Report or Thesis. For students to complete a research project and write a thesis.
or:	
SCFD 5720	Master's Final Project. For students to complete a Creative Master's Project or an Experiential Fieldwork

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 master's degree 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 an M.A. in Social Foundations of Education.

Documents Required for Admission Review

1. Official transcripts from all institutions of higher education (Note: A minimum grade point average in graduate coursework of 3.00 on a 4.00 scale is required.)
2. Two 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 graduate program, and c) the applicant's potential for success in research, writing, and coursework at the graduate 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 graduate program.
4. A two-page statement clearly articulating how the Social Foundations M.A. program will contribute to the applicant's future goals. The statement should include an explanation of the applicant's goals and expectations for graduate study and how prior academic and professional experiences have prepared the applicant for the chosen area of study.

5. (Optional) The applicant may submit an academic or scholarly paper you have written recently.
6. TOEFL or IELTS (if required to establish English proficiency) https://gradcollege.okstate.edu/prospective-students/english-proficiency.html

M.A. 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 their 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 M.A. students, each faculty member shall typically have no more than six active M.A. 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.

Transferring Credits. The social foundations master's program may 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
  - Please note: CEHS scholarship applications must be turned in early January each year. Please contact the scholarship office, noted above, for the yearly deadline.
- Technology provides equipment checkout, a fully equipped computer lab, presentation poster printing and other services: https://education.okstate.edu/tech

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/site-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 an initial/temporary advisor. This advisor will assist you with forming a Master's Advisory Committee and submitting a Plan of Study.

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 6-7 and is also available on the SCFD faculty webpage. Discuss initial courses in the meeting. Coursework is listed on pages 8-9, and scheduled course offerings are located on the program webpage. Following the meeting, your advisor will remove the temporary hold to allow you to begin enrolling in classes.

2. Per U.S. Department of Homeland Security requirements (https://studyinthestates.dhs.gov/students/study/full-course-of-study), to maintain F-1 status in the United States, international students must enroll in a full course of study, which means 9 credit hours per semester, excluding summer. During each term or semester, an F-1 student may take only one online or distance learning class that counts toward a full course of study. Per OSU graduate college policy, blended/hybrid courses count as in-person courses because they have a face-to-face component to them. For students taking more than a full load, those additional courses can be online.

3. Review and activate O-Key Account at: https://it.okstate.edu/services/orange-key-account-services/index.html, which provides access to enrollment, course sites, e-mail and other student services.

4. 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. GRAs will need to 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 Second Semester (excluding summer)

1. Form a **Master's Advisory Committee** (required within the first 12 credit hours of the master's degree).

   The Master's Advisory Committee serves to (1) advise you in the selection of course work, (2) assist you in preparing a plan of study, (3) administer comprehensive exams and retakes, (4) supervise your final project, and (5) conduct the defense of the thesis, creative project, or other culminating report completed for the MA degree.

   The committee consists of three tenure-track OSU Graduate School faculty members (of which two will be SCFD faculty members). It is your responsibility to identify and invite faculty to serve on your committee, and your temporary advisor (who need not be on the committee) will help.

   Your committee chair's primary duty is to advise and monitor your progress toward the degree. Other committee members' duties include participating in examinations per the Graduate College and program requirements, attending regular meetings of the advisory committee, and monitoring your progress. Be sure to consult regularly with committee members.

   Change of Committee Members: It is not uncommon for students to change their committee members during the program due to shifts in thesis 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 you need to change your advisor or other committee members during, discuss the potential changes with your advisor, contact prospective new committee members, alert current committee members of the change, and electronically complete a Committee Change form. Be sure to include a clear rationale for the proposed change on the form. Pending the Program Coordinator's approval, the appropriate notification will be forwarded to the Graduate College.

   Access the Committee Change Request form [here](#).

2. Submit a **Plan of Study** (required before completing your second semester).

   A Plan of Study is an approved schedule of all courses and related experience that you plan to complete as part of your degree requirements.

   After forming your advisory committee, and typically during the second semester (excluding summer sessions), schedule a meeting to present your proposed plan of study

to your committee. The committee will provide input and feedback that best supports your goals and meets degree requirements. To schedule this important meeting, we recommend consulting with your advisor and using an online scheduling tool (like doodle.com). Don't underestimate how difficult it can be to coordinate faculty schedules; start early, be flexible, and plan accordingly.

Once approved, file the completed Plan of Study electronically through the graduate college system. Committee members will then electronically review and sign the plan. The Graduate College will notify you whether the plan has been accepted or needs revisions. Note that the graduate college will place a hold on future enrollments if your Plan of Study is not electronically approved prior to the completion of the second semester.

Review and download the Plan of Study form 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. SCFD students and their advisors participate in an annual review (completing a document and meeting) of students, which is an important part of the SCFD program. The student receives feedback on his/her/their progress in the program as well as steps to maintain that progress and/or meet personal and career goals. This process occurs at the end of every Spring semester. To provide feedback regarding their progress, students will follow a two-step process.

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

Step Two: Students send materials to their advisors (or temporary advisors). These are due by May 1. Note: Students keep a record of these materials as a baseline to assess 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. 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 M.A. programs at varied rates based on their work, family, and embodied navigations. As students progress through their programs, they must be aware of timelines and necessary time to prepare for comprehensive exams and the final project. Students should generally plan to complete all coursework (other than the final project) in 1-3 years to allow time for written comprehensive exams, oral exams, and final projects.

According to the graduate college policy, students are expected to complete the degree requirements from first enrollment after admission within seven years for a master's or specialist degree program. After that time, a student must submit a written petition to the Graduate College requesting an extension of time-to degree limits. Credit for all courses on a graduate Plan of Study must have been awarded within ten years of completion of all degree requirements. Any exception to these time limits must be approved by the dean of the Graduate College

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. Comprehensive Examinations

The Comprehensive Exam is a milestone event that affords the student an opportunity to demonstrate the breadth and depth of their educational background, their proficiency in the field of Social Foundations, knowledge of electives and specializations, and their understanding of the fundamentals of research. Typically, the content of the comprehensive exam is based on program core coursework, area of electives, and an overview of research design and methodology.

All master's students are required to pass a comprehensive exam before the degree is granted. SCFD master's students typically take comprehensive exams the last semester of their coursework, after taking all core courses. You should take the initiative in communicating with your advisor about the semester in which you plan to take the exam, and your advisor will assist you in choosing an appropriate timeline for your exams, set the dates, and administer the exam.

Description of Comprehensive Exams: The exam will be fully take-home to allow students time to do the depth of thinking desired in the exam responses. The exam time ranges from 2-4 weeks. The exam consists of 1 question related to SCFD core, 1 question related to their electives and specializations, and 1 question related to research fundamentals. Students typically write a total of approximately 40-60 pages for their exams.

The responsibility for developing the comprehensive examinations resides with your Advisory Committee members (typically 3 people). The Advisory Committee has the most pertinent information about your program and objectives. Typically, the Advisory Committee chair solicits questions from all committee members and takes responsibility for evaluating the examinations.

Oral Defense Exams: An oral comprehensive exam defense and discussion is a required component for all students. The focus of the oral exam depends, in part, on the quality and sufficiency of the written exam. The oral defense provides an opportunity to more fully develop and clarify aspects of the written response. 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 students' 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 or will arrange with their chair/advisor to hold the committee meeting by zoom

> 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/

Reporting Results of Comprehensive Exams: The chair of the Advisory Committee will gather committee member evaluations and make a summary evaluation that will be reported to the Graduate Coordinator, who will report results to the Graduate Studies Office. The chair of the Advisory Committee will send you a letter of evaluation results as soon as possible following the examination.

Retaking the Comprehensives Exam: Students must pass the exam before the degree is granted. Students will be allowed to revise and resubmit responses that did not meet expectations. These revisions might include portions of responses, responses to one or more of the exam questions, or the full exam.

Failing the second attempt at comprehensive exams *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, you 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. Master's Final Project and Defense

The final project demonstrates the culminating effort of your Master of Arts degree. The final project can take the form of a thesis, a creative project, or an experiential fieldwork. Projects will vary depending on students' interests and professional goals.

A Thesis is a research paper that involves original research, analysis, and writing on a topic related to a topic in SCFD. The research can be empirical or conceptual. To conduct empirical research, the student chooses a topic related to the field of SCFD and conducts a literature review on the topic. Students then design and carry out original research with appropriate research methodology. They write up and discuss their research findings and contribute to the body of knowledge in the field. In contrast, in conceptual research, the goal is to gain a deeper understanding of the underlying issues related to a particular issue or topic related to SCFD field, and to identify gaps and inconsistencies in existing ideas and concepts. Conceptual research is typically based on a literature review and other sources and involves synthesizing and summarizing existing literature to develop new ideas and concepts to address the problem of interest. The typical length of a master's thesis is between 60 to 100 pages. The goal of the thesis is to demonstrate that the student has acquired a satisfactory level of expertise in the field and can conduct independent research. Students choosing to write a thesis should use SCFD 5000 for credit hours.

A Creative Master's Project demonstrates students' creativity in understanding and applying knowledge of the SCFD field to a product. While other programs may refer to it as a creative component, we think of it as a creative master's project in which students can create a product that helps them achieve their personal or professional goals. The product can take a variety of forms, such as a website, a curriculum unit, the creation of creative pedagogy, a planned professional development workshop, or an action plan. A creative master's project has more flexibility in the final form of the project than a master's thesis. However, the creative project should reflect the same level of rigor and scholarship as a Master's Thesis. The Creative Master's Project provides you the opportunity to apply your knowledge, your understanding of the context and existing literature, to create innovative pedagogy, curriculum, or products to address a real-world, practical problem. The Creative Project has 3 parts: (a) written paper: literature review, theoretical framework (if applicable), and a written description of the project, its purpose and potential use, (b) the product/project itself, and (c) an oral presentation.

Experiential Fieldwork has similar goals as the creative master's project and the research thesis in providing an opportunity for students to demonstrate and apply knowledge of the field. The fieldwork should reflect the same level of rigor and scholarship as other culminating projects. An experiential fieldwork allows students to connect scholarship to concrete action by engaging in field activities such as internships in organizations, service learning, the creation of organizational resources, policy initiatives, or community action and advocacy work that furthers their professional development and the application of SCFD content to a variety of contexts. The fieldwork has four parts: (a) written literature review, theoretical framework (if applicable), and description/context of the policy initiative, resource-building, or community work with which they engaged (b) experiences and activities in the field and learning as it connects to SCFD (c) reporting or examples of projects they contributed to producing such as databases, brochures, policy papers, or manifestos (if

applicable) and (d) an oral presentation. Students choosing to do a creative project or an experiential fieldwork should use SCFD 5720 for credit hours.

In order to facilitate timely completion of the final project, it is necessary for the student to work with her/his advisor/committee chair to decide on a topic, format, and requirements for the final product to be defended formally to your entire committee in a public forum.

Submission of the Final Project: After a student has successfully defended their final project to their advisory committee, they will electronically initiate and/or submit the appropriate documents to the Graduate College. Students who choose the thesis option will initiate an Oral Defense Results Form (through GC Round-Up), initiate a Signature Approval Page (initiate and route to committee members), and submit their final thesis document (electronic submission through ProQuest). Students who choose a non-thesis option will initiate a Formal Report Approval Form (initiate and route to committee members). The advisor or graduate coordinator will send completed signature forms to the graduate college as an email attachment. Forms and templates can be found on the Graduate College website (https://gradcollege.okstate.edu/resources/student-resources.html).

Additional Oral Defense: Students must successfully share, discuss, and defend their final project before receiving their master's degree. 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 program will notify the student in writing and provide 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 Defense: If you wish to advertise your defense and dialogue for your final project throughout the College of Education and Human Sciences on digital screens in Willard Hall and Human Sciences, please go to the Dissertation/Thesis Template and Instructions page to create your digital sign. Through the digital sign, your defense will also be posted on the college calendar.

I. Graduation

A final revised Plan of Study (if needed) and a Graduation Clearance Form must be submitted to the Graduate College (the deadline changes each semester). Once the Graduation Clearance form has been approved by the Graduate College, the student must complete the Application for Graduation through the Office of the Registrar. The academic calendar with each term's deadlines can be found online at https://gradcollege.okstate.edu/graduate-college-academic-calendar.

Graduation checklist for master's students: https://gradcollege.okstate.edu/resources/current-student-resources.html

A. Comprehensive Exams Evaluation Rubric

The MA in Education program's comprehensive exam evaluates three primary areas – core knowledge, knowledge of electives & specialization, and research skills). Each of these areas is further divided into three sub-components: grounded in knowledge, scholarly writing, and comprehensiveness.

Format. The comprehensive exam is administered in a fully take-home format ("open book" with high expectations for references and quality of writing). Variations to this format may be made with advisory committee approval.

Evaluation. Advisory committee members will assign a score to each exam area & sub-category and include comments as appropriate. Comments are required if the exam answer does not meet expectations. The committee chair will compile all committee feedback and provide the student with a summary rubric that includes the compiled feedback.

Reexamination. Students are permitted to retake sections of the exam that did not meet expectations (including the entire exam in toto). The timing of the retake is at the discretion of the advisor/advisory committee but must be within a year of the first attempt. Students applying to retake the examination must indicate 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.

COMPREHENSIVE EXAM EVALUATION
MA in Social Foundations of Education

Student Being Evaluated	
Date	
Advisor	
Evaluator	

Comprehensive Exam: Area 1 **Social Foundations Core Knowledge**	**Evaluation**
Exhibits sufficient understanding of the fields of Philosophy of Education, History of Education, Sociology of Education, and/or Anthropology of Education, including significant figures, ideas, movements, and central concepts, theories, and approaches. Demonstrates a clear understanding of how the areas examine and analyze educational processes and systems.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations

Sub-component questions. Please evaluate the above question based on the following sb-components.

	Grounded in Knowledge: Response is grounded in the appropriate theory and research of the relevant discipline. May include both foundational and contemporary sources.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
	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.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
	Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations

Evaluator Comments:

Comprehensive Exam: Area 2 **Knowledge of Electives and Specialization**	**Evaluation**

Exhibits sufficient understanding of the electives and specialization, including significant figures, ideas, movements, and central concepts, theories, and approaches. Demonstrates how the areas relate to SCFD and student research interests.		☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
Sub-component questions. Please evaluate the above question based on the following sub-components.		
	Grounded in Knowledge: Response is grounded in the appropriate theory and research of the relevant discipline. May include both foundational and contemporary sources.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
	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.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
	Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
Evaluator Comments:		

Comprehensive Exam: Area 3 Research Skills	Evaluation
Exhibits basic knowledge of the foundation of research processes. Demonstrates ability to make clear arguments supported by reasons and evidence and synthetical and analytical skills.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
Sub-component questions. Please evaluate the above question based on the following sub-components.	
Grounded in Knowledge: Response is grounded in the appropriate theory and research of the relevant discipline. May include both foundational and contemporary sources.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
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.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
Evaluator Comments:	

Overall evaluation:
☐ **Exceeds expectations**   ☐ **Meets expectations**   ☐ **Does not meet expectations**

Question(s) that need(s) to be retaken (i.e., not meeting expectations):

B. Thesis and Oral Defense Evaluation Rubric

A thesis is a research paper that involves original research, analysis, and writing on a topic related to a topic in SCFD. The research can be empirical or conceptual.

In empirical research, the student chooses a topic related to the field of SCFD and conducts a literature review on the topic. They then design and carry out original research with an appropriate research methodology. The findings of their research are written up and discussed, contributing to the body of knowledge in the field.

In conceptual research, the goal is to gain a deeper understanding of the underlying issues related to a particular problem related to an SCFD field and to identify gaps and inconsistencies in existing ideas and concepts. Conceptual research is typically based on a literature review and other sources and involves synthesizing and summarizing existing literature to develop new ideas and concepts to address the problem.

The typical length of a master's thesis is between 60 to 100 pages, excluding the bibliography. The goal of the thesis is to demonstrate that the student has acquired a satisfactory level of expertise in the field and has the ability to conduct independent research.

THESIS AND ORAL DEFENSE EVALUATION
MA in Social Foundations of Education

Student Being Evaluated	
Date	
Advisor	
Evaluator	

Thesis & Oral Defense	Evaluation
Background and Context Clearly contextualized and grounded in literature review. Purpose sufficiently addressed the problem/issue. In the case when a theoretical framework is needed, it functions well to support the inquiry questions.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
Research Design/Methodology Demonstrate clear research approach that fits the purpose of the research. Research is carried out meaningfully and consistently.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations

Significance/Contribution Demonstrate how the study makes a significant contribution to the field and to existing literature. Demonstrates the connection to SCFD.	☐ Exceeds expectations ☐ Meets expectation ☐ Does not meet expectations
Writing Expression Writing is clear, coherent, thoughtful and well organized; employs proper grammar.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
Evaluator Comments:	

Overall evaluation:
    ☐ **Exceeds expectations**   ☐ **Meets expectations**   ☐ **Does not meet expectations**

C. Creative Master's Project and Oral Defense Evaluation Rubric

A Creative Master's Project involves creating a product that demonstrates the student's mastery of the knowledge of the field as well as their creativity in applying the knowledge to a product. The product can take a variety of forms, such as a website, a lesson plan, or an action plan. Often it supports the student's personal or professional goals.

A creative project is different from a thesis in that it allows more flexibility in what the final product looks like. Regardless, the project must reflect the same level of rigor and scholarship as a Master's Thesis.

The Creative Master's Project provides students the opportunity to demonstrate an understanding of the literature and social foundations context of an issue, their unique insights into the issue, and their ability to address a real-world, practical problem.

The Creative Project has 3 parts (a) a written paper: literature review, theoretical framework (if applicable), and a written description of the project, (b) the product/project itself, and (c) an oral presentation.

CREATIVE MASTER'S PROJECT AND ORAL DEFENSE EVALUATION
MA in Social Foundations of Education

Student Being Evaluated	
Date	
Advisor	
Evaluator	

Creative Master's Project & Oral Defense	Evaluation
Background, Context, Rationale, and Description Real-world issue/problem is informed by the current literature. Establishes rationale for the project. A clear description of how the product addresses the issue.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
Product Design The product is well designed, and addresses stated goals.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations

Significance/Contribution Demonstrate how the product makes a significant contribution to the field. Demonstrates the connection to SCFD.	☐ Exceeds expectations ☐ Meets expectation ☐ Does not meet expectations
Writing Expression Writing is clear, coherent, thoughtful and well organized; employs proper grammar.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
Evaluator Comments:	

Overall evaluation:
☐ **Exceeds expectations**   ☐ **Meets expectations**   ☐ **Does not meet expectations**

D. Experiential Fieldwork and Oral Defense Evaluation Rubric

The experiential fieldwork provides students with an opportunity to connect scholarship with experiential learning activities in the field. Field activities will vary but might include internships in organizations, service learning, the creation of organizational resources & policy initiatives, or community action & advocacy work. The activity will advance the student's professional development and the application of SCFD content. Regardless of the field activity, the Master's Fieldwork must reflect the same level of rigor and scholarship as other culminating projects.

The Experiential Fieldwork has 4 parts: (a) a written paper: literature review, theoretical framework (if applicable), and description/context of the policy initiative, resource-building, or community work with which they engaged (b) experiences and activities in the field and learning as it connects to SCFD (c) reporting or examples of projects they contributed to producing such as databases, brochures, policy papers, or manifestos (if applicable) and (d) an oral presentation.

EXPERIENTIAL FIELDWORK AND ORAL DEFENSE EVALUATION
MA in Social Foundations of Education

Student Being Evaluated	
Date	
Advisor	
Evaluator	

Experiential Fieldwork & Oral Defense	Evaluation
Background, Context, Rationale, and Description Activity such as real-world policy initiative, professional product, or community action/service-work is informed by current literature reviewed. Establishes rationale for the activity. Clear description of the topic and the product.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
Experience Demonstrates the rigor and learning experiences associated with the field activity.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
Significance/Contribution Demonstrate how the experience makes a significant contribution to the field. Demonstrates the connection to SCFD.	☐ Exceeds expectations ☐ Meets expectation ☐ Does not meet expectations

Writing Expression Writing is clear, coherent, thoughtful and well organized; employs proper grammar.	☐ Exceeds expectations ☐ Meets expectations ☐ Does not meet expectations
Evaluator Comments: 	

Overall evaluation:
    ☐ **Exceeds expectations**   ☐ **Meets expectations**   ☐ **Does not meet expectations**

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: https://gradcollege.okstate.edu/programs/a-to-z-degree-program-listing.html - A-C

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

- Graduate College Forms: https://gradcollege.okstate.edu/resources/current-student-resources.html

- Graduate Student Appeals: https://gradcollege.okstate.edu/resources/appeals-policy.pdf

- Graduation Checklist (Doctoral Degree): https://gradcollege.okstate.edu/resources/current-student-resources.html

- Graduation Checklist (Master's Degree): https://gradcollege.okstate.edu/resources/current-student-resources.html

- International Teaching Assistant Test: https://gradcollege.okstate.edu/prospective-students/international-teaching-assistant-test.html

- Leave of Absence Policy: https://gradcollege.okstate.edu/prospective-students/enrollment-guide.html

- OSU Best Practices: Advisory Committees and Defenses: https://gradcollege.okstate.edu/resources/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: https://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: https://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: https://osuwritingcenter.okstate.edu/services-1

- 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/