



Social Foundations

History | Philosophy | Qualitative Research | Anthropology | Sociology

Social Foundations of Education DOCTORAL STUDENT HANDBOOK



School of Educational Foundations,
Leadership & Aviation
College of Education and Human Sciences

OKLAHOMA STATE UNIVERSITY

Updated: 7/2021



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Welcome to Social Foundations!

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

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

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

Note: Graduate students are expected to be aware of and satisfy all regulations governing their work and study at the university. The STUDENT is responsible for keeping up to date with all program, college, and university requirements and deadlines. Not doing so can result in substantial financial consequences and delays to a student's graduation timeline.



Organizational Structure

The degree in which you are enrolled is a Ph. D. in Education, with the Social Foundations of Education option (SCFD). The Social Foundations of Education academic program is in the School of Educational Foundations, Leadership, and Aviation or SEFLA. The School Head is Dr. Chad Depperschmidt. SEFLA is in the College of Education and Human Sciences, (CEH).



Administration and Office Information

Program Coordinator, Social Foundations of Education

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Graduate Coordinator, CEH

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Social Foundations Faculty

Click [here](#) for the link on the OSU website.

Guoping Zhao, Ph.D.

Professor and
Program Coordinator
211 Willard Hall
405-744-9897
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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 the School of Global Studies and Partnerships.

Lucy E. Bailey, Ph. D.

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

Dr. Bailey is an interdisciplinary scholar who draws from a range of theories and approaches to explore gender, race, and sexuality issues in both historical and contemporary perspective. She teaches courses in theoretical foundations, intersectionality, gender and education, and anthropology of education, among others. She also studies qualitative methodology and teaches courses focused on the diverse and dynamic landscape of inquiry such as narrative, arts-based, visual, feminist, ethnographic and new-materialist approaches. She is the Director of Gender, Women's & Sexuality Studies at OSU and a strong voice in OSU's effort to retain more Black, Indigenous and People of color and white women in the STEM fields.

Denise Blum, Ph.D.

Associate Professor
206 Willard Hall

Dr. Blum is an educational anthropologist. Her ethnographic fieldwork includes Mexico, Cuba and with

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



Program Overview

SCFD Mission

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

SCFD Coursework and Degree Requirements

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

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

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

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

69 credit hours minimum, with typically no more than 2-5000 level courses (in addition to SCFD 5713, SCFD 5123, and SCFD 5883, if these courses are taken as part of Ph.D. coursework). Leveling courses are not included in the 69 hours.

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

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

Research Courses: 12 credit hours, at least one qualitative and one quantitative course at 6000 level. (Note: all 6000-level REMS quantitative courses require prerequisites of REMS 5013 & 5953, which will not count towards the 69 total hours). Only one 5000-level course (excluding

REMS 5013 and 5953) may count toward the required coursework in this category. Pending committee approval, appropriate courses include the following:

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

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

Quantitative Approaches

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

Qualitative Methodologies

GEOG 5423 Geographic Renderings in Qualitative Methods
SCFD 5913 Introduction to Qualitative Methods
SCFD 6123 Qualitative Research I (Research Design and Data Collection)
SCFD 6133 Qualitative Interviewing
SCFD 6163 Ethnography
SCFD 6173 Visual Methodologies
SCFD 6183 Narrative Research Methodologies
SCFD 6190: Selected Methods in Qualitative Research (Case Study Research, Document Analysis, 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 6973 Gender, Theory and Education
SCFD 6990 Seminar in Social Foundations (topics vary; e.g. Democratic Education;
History of Education of Women; Body Politics in Education)
Any SCFD 6000 level research courses that you have 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, Health and Aviation (EHA) and in the College of Arts and Sciences (CAS) at OSU. They can be, but are not limited to, the following areas:

History
Philosophy
Sociology
International Studies
Comparative Education
Gender, 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

In addition to the requirements listed above for degree completion, students must have (a) presented at a local and a national or international conferences and (b) submitted an article to a peer-reviewed journal for publication.

Faculty will support and mentor candidates through these processes.

For more information, visit the program web site at <https://education.okstate.edu/scfd/index.html>



The Admission Process

Where to Begin?

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

Application Procedures

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

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

Documents Required for Admission Review

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

of your goals and expectations for doctoral study and how prior academic and professional experiences have prepared you for your chosen area of study.

- Submit an academic or scholarly paper you have written recently.
- Current and complete resume/vita
- TOEFL or IELTS (if required to establish English proficiency)

Ph.D. Program Admission Deadlines

Application Deadlines: Rolling admission until July 1 for Fall admission. Rolling admission until December 1 for Spring admission. Priority deadlines for scholarship applications: January 15 for Fall admission. September 15 for Spring admission. For international applicants, see the Graduate College requirement at <https://gradcollege.okstate.edu/apply/>
NOTE: Incomplete applications will not be reviewed.

Admission Decisions

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

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

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

Leveling courses. For students with limited or no academic background in education, 1 to 2 leveling coursework *may be required*. Those course hours do not count towards **the 69 coursework hours required for the degree**. The admission committee determines such prerequisite considerations. Specific graduate courses that may be required as leveling course include:

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

Funding

OSU Financial Aid & Scholarships

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

College of Education, Health, & Aviation

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

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

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

Application form:

https://migrate-education-v2.okstate.edu/site-files/docs/sefla_travelgrantprocedures_2020-2021.pdf

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



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

A. First semester items to complete

1. Contact temporary advisor and arrange for a meeting. The SCFD faculty information can be found on page 5-6 and is also available [on the SCFD faculty webpage](#).
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. Discuss initial courses with advisor. Coursework can be found on page 7-9 and [scheduled course offerings can be found on the program webpage](#).
4. Complete RCR training during first semester. Please visit the <https://research.okstate.edu/compliance/rcr/training.html> and select “RCR course” to complete the online module.
5. Review Institutional Review Board (IRB) Policies & Procedures. Students are required to submit an application for IRB approval when they intend to present or publish academic work that involves human subjects. For more information visit the [OSU IRB homepage](#).

B. Before end of third semester (excluding summer)

1. The [Graduate College](#) of Oklahoma State University requires all doctoral students to file a plan of study prior to completing their third semester. By that time, students should meet regularly with their temporary advisor, who will aid them in choosing and scheduling courses, answer questions about program requirements, and discuss their specific research focus and interests. Become familiar with [all of the faculty members of SCFD](#) to thoughtfully choose an advisor and build a doctoral committee.
2. Review the list of core and specialization courses, cognate options, and research hours required for graduation. Prepare the plan of study with temporary/new advisor. Click [here](#) for degree requirements specific to the Social Foundations of Education option.
3. Choose Committee Members: The Graduate College requires students to have at least four committee members comprised of OSU tenure-track graduate faculty. One of those

members must be an “outside” member, meaning a faculty member from outside the SCFD program.

4. Social Foundations requires at least two committee members from the social foundations faculty. The 3rd faculty member can be from social foundations, specialization, or another area of study appropriate for supporting students’ academic progress and professional development. Each student will identify and invite faculty to serve on their committee. For more information about the role of committee members, please visit: https://gradcollege.okstate.edu/site-files/docs/best_practices_advisory_defenses.pdf
5. Review and download the Doctoral Degree Plan of Study form [here](#).
6. Schedule a Plan of Study meeting with committee members to discuss Plan of Study prior to submitting it for approval. It will take time to negotiate the time and date of this meeting. The student must be flexible and plan accordingly.
7. File the completed, committee approved Plan of Study electronically through the graduate college system. Each committee member will receive the Plan of Study electronically, review and sign it electronically.
8. Change of Committee Members: It is not uncommon for Ph.D. students to change their committee members during the program due to shifts in dissertation foci, research emphasis, faculty leave, and other matters. SCFD faculty are here to support students’ work regardless of whether we have a role on their committee. Students have a right to make a change. If a student needs to change their advisor or other committee members during their program, they should discuss the potential changes with their advisor, contact prospective new committee members to ask if they are available to serve, contact each of the current committee members to alert them of the change, and complete a Committee Change form. Like the POS form, this form can be submitted and initialed electronically. Access the electronic Committee Change Request [here](#).

C. Annual progress reports and appeal

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

Step One: complete a survey with a series of questions about their academic progress and accomplishments during Spring semester each year. These are due by May 1.

Step Two: send materials to advisor (or temporary advisor for Ph.D. students who have not yet filed a Plan of Study). We will send the survey link and details regarding specific materials

during Spring Semester. Note: Keep a record of these materials as a baseline to assess your progress each year.

If it is determined that the student is not making adequate progress, then a plan to address and correct any inadequacies will be prepared in a written document provided to the student and the Dean of the Graduate College no later than **June 30 of each year**. Failure to correct these inadequacies may result in termination from the graduate program and/or Graduate College.

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

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

D. Leave of absence provisions

The Graduate College requires that graduate students maintain continuous enrollment throughout the degree program. The specific requirements for continuous enrollment and progress to degree can be found on the [Graduate College website](#).

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. In order to be reinstated at the end of the Leave of Absence, students must meet the admissions criteria in place at the time of their initial admission to the program. In addition, they must meet the conditions set forth by their graduate advisory committee (or academic advisor in the case that the committee has not yet been formed) as indicated in the letter from the committee/advisor that must be attached to the Leave of Absence Request Form. Students whose military orders call for deployment are automatically approved for a leave of absence for the duration of the deployment, but they will need to notify their academic advisor/advisory committee members of the planned leave. Their Leave of Absence will not be counted toward the time-to-degree limits.

E. 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, we expect you to develop, revise, and strengthen your writing in varied forms, in each course, independently and with your colleagues, throughout the program.

We are here to support you in this process. To accomplish this goal, our program includes these components throughout our courses, exams, proposal and dissertation processes.

1. In students' annual review at the end of the Spring term, we may discuss your thoughts on your writing progress and offer comments about writing strengths and needs for formative development in future terms.
2. In each class, faculty incorporate a combination of pedagogies to support your writing development. 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. Faculty welcome open discussion about writing strategies, strengths and development in individual and/or group meetings.
4. We communicate regularly through SCFD channels about writing resources and workshops that we encourage students to attend or take. These might be 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. We also encourage students to work together to form writing and accountability groups, engage in research, writing, peer review, and discussion collaboratively.
6. We offer 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 F).

F. Qualifying examination

Doctoral Qualifying Examination: The primary purpose of the Qualifying examination is to provide the student-scholar with the opportunity to demonstrate the development and attainment of specific competencies which include core Social Foundations knowledge in order to proceed to the dissertation phase of his/her program. The Qualifying Examination will offer student-scholars a way to document their own development and achievements accomplished during the doctoral learning process and their preparation for dissertation research. The exam questions are

designed to measure the students' proficiency in the field of specialization, the breadth and depth of their education background, knowledge of cognate subjects, and their readiness to conduct dissertation research and write up a formal research report. Typically, the content of the qualifying exam is based on program core coursework, area of specialization and cognate, and an overview of foundational components of their planned dissertation research.

Registration for the Exam: Exams are take-home. We schedule the exam process in the spring, summer, and fall so people can take them at set times, ranging from 4-8 weeks of writing. Dates fluctuate so students must check with the College of Education and Human Science Graduate Studies Office to schedule.

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

Kristen Kulling, Coordinator, Graduate Student Services

Office: 330A Willard Hall

Phone: (405) 744-6869

Eha.grad.stuies@okstate.edu

Description of Qualifying Exams: The exam will be fully take-home in order to allow students time to do the depth of thinking desired in the exam responses. The exam time ranges from 4 to 8 weeks. The exam can be taken during the summer with the oral defense scheduled for early fall. (Exam defenses will not be scheduled during the summer, unless the advisory committee deems it necessary and is available.) Students can take dissertation credit hours, likely 3 credit hours, during the semester they take the qualifying exam. Since the exam includes a dissertation prospectus, it is logical to use dissertation hours for this purpose. The exam should include a minimum of 4 questions, including the following categories of questions:

- a. At least one question/section that serves as the dissertation prospectus, approximately 20-25 pages, and provides a detailed description of the proposed research. Depending on the philosophical or empirical focus of the project, the dissertation prospectus should include the conceptual framing, problem, research purpose, research questions, methodology, and significance of the project, at minimum.
- b. Question(s) that integrate the common core of Diversity & Equity and Theoretical Foundations of Inquiry.
- c. Question(s) related to SCFD core areas and cognate.

See Appendices for examples of qualifying exam core course questions and evaluation rubric.

Qualifying Exam/Oral Defense: An oral qualifying exam defense 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: **Casey Powell**, 405-744-8037, willard.scheduling@okstate.edu.

After consulting with their advisor about scheduling, the student will use that information to contact the other committee members to schedule a common meeting time. Students commonly use doodle polls to initiate this work: <http://doodle.com/>

Admission to Doctoral Candidacy: Once you have successfully defended your qualifying exams, including your prospectus, you become a doctoral candidate. The Graduate College requires that, to be admitted to candidacy, a doctoral student must have 1). An approved Plan of Study 2). An approved dissertation outline or proposal 3). Successful completion of qualifying exams. For SCFD doctoral students, admission to candidacy status occurs after successful completion of all parts of their qualifying exams. Students who do not pass the exam, including the prospectus component, will not be permitted to advance to candidacy and will rewrite any responses that do not meet expectations. The rewrite can be done the same semester or in a subsequent semester, at the discretion of the committee.

Doctoral candidacy forms are available in the Graduate Studies Office in the College of Education in room 102A Willard Hall or [here](#). This form should be completed by all members of your advisory committee at the end of the oral defense meeting, assuming that you have already successfully passed your qualifying exams. You should be familiar with Graduate College requirements regarding deadlines for submitting this form.

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

G. Dissertation

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

Dissertation Course: Several programs in the college offer dissertation proposal development courses (e.g. EDLE 6910), at least once per year. This 3-credit hour seminar course allows

students to work collaboratively on their proposals with the guidance of a faculty member. Social foundations students who have taken this course have found it very helpful.

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

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

Application for Approval of Research: After your advisory committee has approved your proposal, you should submit an application for approval of research to the [OSU Internal Review Board \(IRB\)](#) if the research involves human subjects. 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 in order to complete the results and discussion section of the dissertation. When the committee chairperson or dissertation advisor believes the dissertation is ready for final consideration by the advisory committee, a final oral defense of the dissertation is scheduled and conducted. Details and deadlines are located here: [Graduate College Dissertation Guidelines](#).

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

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

H. Research and Dissertation Development

Our program encourages varied research pursuits. As part of our approach, SCFD structures 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.

To directly support your dissertation development, we follow these processes:

1. Course Opportunities. We offer opportunities in many courses for students to develop papers and projects that further their research trajectories. These might include literature reviews, theoretical frameworks, conceptual essays, data gathering, and syntheses that can 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. 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 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. 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 one opportunity to retake or rewrite those portions of their exams. During the oral exam meeting, we discuss the summary/proposal planned for the dissertation. 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 require (with some exceptions) 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, it 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), with 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 (See Dissertation Section F).** 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.

I. Dissertation defense

The final step is the oral defense of the dissertation. Your dissertation advisor must approve the document is ready for distribution to the committee. You will provide a copy of the dissertation to your advisor and each committee member at least two weeks in advance to your defense meeting. The dissertation defense is open to the public. Visitors, other than committee members, are not permitted to vote and will be excused at the discretion of the Committee Chair. The Chair is in charge of conducting the oral defense. The oral defense should be announced at least two weeks in advance with a posting on the SEFLA and the College of Education, Health and Aviation bulletin boards.

Public Notification of Dissertation Defense: To advertise your defense 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.

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

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

File for Your Diploma: Yes, you will have completed your journey through the Social Foundations program. [Apply to Graduate!](https://registrar.okstate.edu/commencement/apply_graduate.html)
https://registrar.okstate.edu/commencement/apply_graduate.html



A. Qual Exams Core Course Question Examples

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

SCFD 6113: Theoretical Foundations of Inquiry

1. At this point in your doctoral program, what would you consider to be your theoretical perspective? This could be a theoretical perspective that has meaning for you, or maybe it is one that you would like to use for your dissertation. Explain the components of this theoretical perspective, including the underlying epistemology or theory of knowledge, the way in which this theoretical perspective frames the social world, and the methodologies consistent with this theoretical perspective. Explain why this theoretical perspective is particularly meaningful to you and/or your research interests.
2. In conducting research, what epistemological questions do we need to consider and how will the answers affect the choice of our methodology, including choice of data collection, data analysis, and claim of results? Use an example to explain.
3. Using Crotty's terminology, we define theoretical perspective as the philosophical stance that provides justification, criteria, and logic for a study's methodology. Then what are the differences between theoretical perspective and theoretical framework of a research's particular topic? How do we identify a study's theoretical perspective?
4. Why is "fit" or logical coherence among epistemology, theoretical perspective, methodology, and methods important in research design? Describe what these terms mean and explain their relationship. Provide examples from a hypothetical or actual research design in your area of interest that demonstrate "fit" and explain why it matters.
5. Describe the central components of the theoretical perspective/paradigm of critical theory and explain how it differs from interpretivism and post-positivism. How are the concepts of critique and change central to this theoretical perspective? How might a study designed within this paradigm differ from others? Describe possible components of a research study conducted within this paradigm.

SCFD 6983: Diversity and Equity Issues in Education

1. How do you understand the concept that the categories of difference (e.g. race, class, gender, religion, dis/ability, sexuality...) are socially constructed and used to organize a social order in which power and privilege are distributed to serve the elite group's interests? Explain how differences are social and culturally constructed but sometimes naturalized as biological differences to 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. How do you understand racism, sexism, ableism, and other -isms as systems of privileges and domination, rather than individual prejudices and actions? Yet how do individual beliefs and actions interact and participate in the system, either to maintain and strengthen it or to resist and change it? Explain how you understand the statement: we are either part of the problem, or part of the solution.
3. Using concepts/theories from Paulo Freire's *Pedagogy of the Oppressed*, Foucault's *Discipline and Punish*, *History of Sexuality*, OR another theorist from your Diversity and Equity class as your theoretical lenses, analyze an educational issue of your choice. Please make sure you select a work through which you can illuminate something of *educative* significance. Identify the *meaning* and *value* of your analysis.
4. In your field of study, which diversity issues are particularly visible or significant right now? Explain how this issue is affecting your field. What may be at the root of the problem and what can be done about it? Use at least two relevant theoretical frameworks to analyze the issue.
5. Scholars in different theoretical traditions argue that education can challenge or perpetuate inequities on the basis of human differences (e.g. race, class, gender, religion, dis/ability, sexuality, nationality..). Draw from relevant scholars, examples and readings in your doctoral coursework to discuss this argument.

B. Qualifying Exams Evaluation Rubric

QUALIFYING EXAM EVALUATION PhD in Education

Student Name: _____

Date:

Advisor Name: _____

Evaluator Name:

Overall evaluation:

Meets expectations

Does not meet expectations

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

The PhD in Education program's qualifying exam is based on three primary areas -- program core coursework, area of specialization, and research -- and is administered 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.

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

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

Comprehensive Target Criterion	Committee Member's Comments	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"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<p>Pedagogy Demonstrates advanced understanding of the social, psychological, cultural, moral, and ethical dimensions of teaching and learning.</p>		<input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<p>Diversity Demonstrates clear understanding of the pedagogical implications of diversity and individual differences.</p>		<input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<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"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<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"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<p>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.</p>		<input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations

Evaluation by Question

Question 1	Committee Member's Comments	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"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<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 include complete APA style bibliographies.</p>		<input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<p>Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.</p>		<input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Question 2	Committee Member's Comments	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"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<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"/> Meets expectations <input type="checkbox"/> Does not meet expectations
<p>Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.</p>		<input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Question 3	Committee Member's Comments	Evaluation Score
<p>Grounded in Theory and Research: Response is grounded in the appropriate theory and research of the</p>		<input type="checkbox"/> Meets expectations

relevant discipline. May include both foundational and contemporary sources.		<input type="checkbox"/> 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 have complete APA style bibliographies.		<input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.		<input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Question 4	Committee Member's Comments	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"/> Meets expectations <input type="checkbox"/> Does not meet expectations
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"/> Meets expectations <input type="checkbox"/> Does not meet expectations
Comprehensive Response: Accurate and complete response that thoroughly addresses all components of the question.		<input type="checkbox"/> Meets expectations <input type="checkbox"/> Does not meet expectations

Doctoral Committee Chair: _____

Proctored questions:

Take-home questions:

C. Dissertation Proposal Evaluation Rubric

DISSERTATION PROPOSAL EVALUATION

Student Name: _____ Chair Name: _____

Advisor Name: _____ Date: _____

Evaluator Name: _____

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

TARGET/CRITERIA	COMMENTS	ASSESSMENT
<p><i>Background/Intro:</i></p> <p>Sufficiently establishes the context and ground for the study</p>		<input type="checkbox"/> outstanding <input type="checkbox"/> acceptable <input type="checkbox"/> unacceptable
<p><i>Problem (if appropriate):</i></p> <p>Clearly contextualizes and demonstrates significance of the problem (if appropriate)</p>		<input type="checkbox"/> outstanding <input type="checkbox"/> acceptable <input type="checkbox"/> unacceptable
<p><i>Purpose of the Study and Inquiry Questions:</i></p> <p>Purpose demonstrates a SCFD approach, sufficiently addressing the problem/issue</p>		<input type="checkbox"/> outstanding <input type="checkbox"/> acceptable <input type="checkbox"/> unacceptable

<p><i>Theoretical Framework:</i></p> <p>In the case when a theoretical framework is needed, it functions well to support the hypothesis, the lens, or the inquiry questions</p>		<input type="checkbox"/> outstanding <input type="checkbox"/> acceptable <input type="checkbox"/> unacceptable
<p><i>Literature Review:</i></p> <p>Literature review is exhaustive, mapping out the gap(s) in the literature that is/are to be addressed by the current study</p>		<input type="checkbox"/> outstanding <input type="checkbox"/> acceptable <input type="checkbox"/> unacceptable
<p><i>Research Design/Methodology:</i></p> <p>Research design is appropriate for answering the research question(s)</p>		<input type="checkbox"/> outstanding <input type="checkbox"/> acceptable <input type="checkbox"/> unacceptable
<p><i>Significance/Contribution:</i></p> <p>Overall, the study is likely to make a significant contribution to understanding a phenomenon or to existing literature on a topic or area of inquiry</p>		<input type="checkbox"/> outstanding <input type="checkbox"/> acceptable <input type="checkbox"/> unacceptable
<p><i>Writing:</i></p> <p>Writing is clear, coherent, thoughtful and well organized; employs proper grammar.</p>		<input type="checkbox"/> outstanding <input type="checkbox"/> acceptable <input type="checkbox"/> unacceptable



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.

There are some examples:

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



Resources

Graduate College

- Graduate College: <http://gradcollege.okstate.edu/>
- OSU Catalog: <https://registrar.okstate.edu/University-Catalog>
- Academic Calendar <https://gradcollege.okstate.edu/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>
- Seretean Wellness Center: <http://wellness.okstate.edu/>
- Services for Students with Disabilities: <http://sds.okstate.edu//>
- Student Affairs: <https://studentaffairs.okstate.edu/>

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