

DOCTOR OF PHILOSOPHY

PROGRAM HANDBOOK

Colorado State University

College of Health and Human Sciences

School of Education

Table of Contents

Letter to Students.....	3
Contact Information.....	4
School of Education	4
SOE Graduate Programs Office.....	4
CSU Graduate School.....	4
Important Websites	4
Graduate Programs Offered.....	5
Doctoral Program Milestones	6
Entering Doctoral Studies	6
Role of the Student	6
Role and Function of Your Advisor	6
Doctoral Committee Function.....	7
Doctoral Program Milestones.....	7
Refereed Journal Article Requirement.....	8
Overview of the Degree	8
Preliminary Examination.....	10
Background.....	10
Purpose of the Preliminary Examination	10
Preliminary Examination Preparation	11
Preliminary Examination Written Sections.....	11
Section One.....	11
Section Two	11
Section Three	12
Preliminary Examination Oral Defense.....	13
Conclusion of the Preliminary Examination.....	14
Step-By-Step Preliminary Examination Procedures	14
Preliminary Examination and Final Examination Schedule	15
The Dissertation.....	16
Purpose of the Dissertation.....	16
Advisor Responsibilities	16
Research Topic and Dissertation Proposal.....	17

Approval to Conduct Human Research.....	18
Registration for Dissertation Credit.....	18
Dissertation Oral Defense	18
Policies and Procedures	19
CSU Graduate and Professional and Bulletin.....	19
Graduate School Forms.....	19
Student Contact Information	19
Registration Guidelines	19
Continuous Enrollment Policy	19
Late Registration.....	20
Program of Study.....	20
Program Credits Required	21
Course Prerequisites	21
Statistics Background Requirement	21
Required Core Research Courses, Seminars, and Dissertation Credit	22
Required Core Content Courses and/or Seminars.....	22
Waivers and Substitutions.....	22
Internship, Practicum, Independent Study, and Supervised College Teaching	22
Academic Integrity.....	23
Grade Point Average	23
Failing Grades	23
Grade Appeals.....	24
Principal Licensure	25
Ten-Year Time Limit	25
Application for Graduation.....	25
Commencement	26
Readmission Procedures	26
Graduation Requirements Checklist	27
List of Required Forms	27

Colorado State University

College of Health and Human Sciences
School of Education

209 Education Building • 1588 Campus Delivery • Fort Collins, Colorado 80523-1588
Phone: (970) 491-6317 • Fax: (970) 491-1317 • www.soe.chhs.colostate.edu

Dear Graduate Student,

On behalf of the faculty and staff in the School of Education I wish to extend to you a very special welcome to graduate study in the School of Education (SOE) and Colorado State University. We hope your pursuit of a Doctor of Philosophy degree in Education and Human Resource Studies will be educational, rewarding, and successful.

The School of Education has been preparing educators, human resource professionals, counselors, and administrators for over 75 years. Over 4,000 alumni from the School of Education play significant roles in the state, nation, and world in both the public and private sectors. We anticipate your academic work in our graduate program will culminate in the award of a Doctor of Philosophy degree, and you will be included among this elite group of alumni.

This handbook will help you complete your degree. We hope it will answer the majority of your questions as you progress towards your doctoral degree. We recognize some information may not be covered, and that policies and procedures both in the School of Education and Colorado State University are continually changing. Therefore, it is important you consult with your advisor, the SOE Graduate Programs office, and the School of Education website.

Again, welcome to the School of Education. I am pleased you have selected the School of Education at Colorado State University to pursue your Doctor of Philosophy degree. We wish you success.

Contact Information

School of Education

Main Office: 209 Education
Mailing: 1588 Campus Delivery
Fort Collins, CO 80523-1588
Phone: (970)491-6317
FAX: (970)491-1317
Website: <https://www.chhs.colostate.edu/soe/>
Email: soeinfo@colostate.edu

SOE Graduate Programs Office

Contact: Kelli Clark
Graduate Programs Coordinator
Email: kelli.clark@colostate.edu
Phone: (970)491-2093
FAX: (970)491-1317

CSU Graduate School

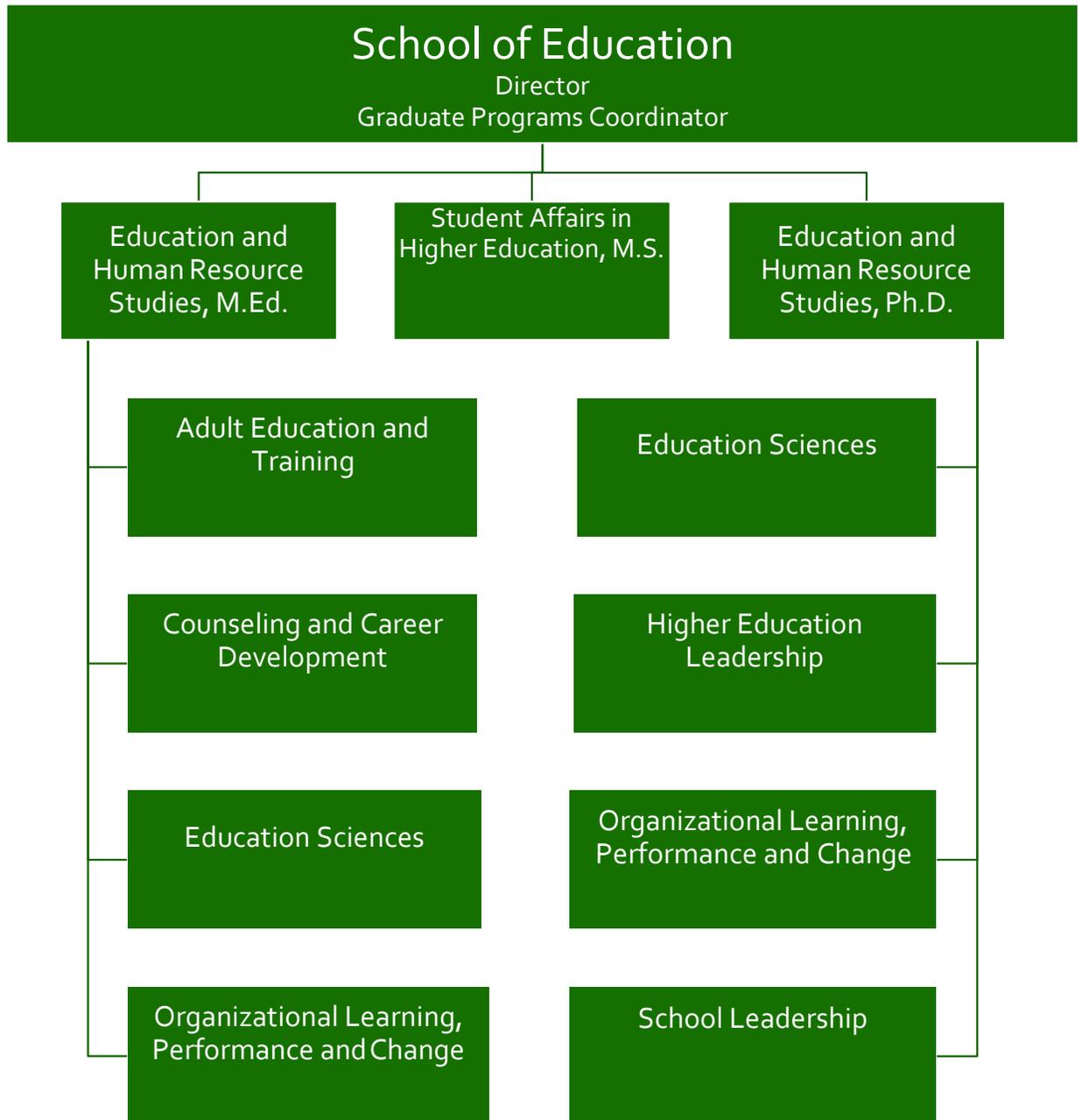
Main Office: 108 Student Services
Mailing: 1005 Campus Delivery
Fort Collins, CO 80523-1005
Phone: (970)491-6817
FAX: (970)491-2194
Website: <https://graduateschool.colostate.edu/>
Email: gradschool@colostate.edu

Important Websites

School of Education	https://www.chhs.colostate.edu/soe/
SOE Doctoral Program Information	https://www.chhs.colostate.edu/soe/programs-and-degrees/advising-and-support/your-doctoral-journey/
SOE Forms	https://www.chhs.colostate.edu/soe/programs-and-degrees/advising-and-support/forms-and-policy-documents/
CSU Graduate School	https://graduateschool.colostate.edu/
CSU Graduate and Professional Bulletin	https://catalog.colostate.edu/general-catalog/graduate-bulletin
Graduate School Forms	https://graduateschool.colostate.edu/forms/
Student Resources and Deadlines	https://graduateschool.colostate.edu/deadline-dates/
Dissertation Guidelines	https://graduateschool.colostate.edu/thesis-dissertation/
RAMweb	https://ramweb.colostate.edu/
CSU Online	https://online.colostate.edu
Registrar's Office	https://registrar.colostate.edu
Office of Financial Aid	https://financialaid.colostate.edu

Graduate Programs Offered

The School of Education offers a Master of Education (M.Ed.) and Doctor of Philosophy (Ph.D.) degree in Education and Human Resource Studies. There are four master's specializations and four doctoral specializations. A Master of Science (M.S.) in Student Affairs in Higher Education is also available. Detailed information about admissions, developing your program of study, selecting your advisor and committee, and graduation expectations are provided in this chapter.



Doctoral Program Milestones

Entering Doctoral Studies

Starting doctorate work is a major life decision that usually involves a range of challenges, rewards and commitments. It is a decision that is likely to open new opportunities for you to develop professionally. Some of these may already be among your stated goals; others may not gain your attention until you are well into your program of study.

The demands of doctoral work should not be taken lightly. Doctoral level work can often be disorienting, especially when you begin learning about different approaches to scientific research, and then how to formulate your own independent research. A successful doctoral experience provides opportunities for you to build lasting mentorships, develop as a skilled researcher, and grow as a scholar and teacher of the future – all of which require a sustained level of involvement and commitment on your part.

Although the challenges of life as a doctoral student may be considerable, so are the rewards. The relationships you develop with faculty mentors and your fellow doctoral students will likely sustain and enrich you for the rest of your professional life. The skills you will develop in research, scholarship and teaching will open new career opportunities and enable you to enjoy a rich, unprecedented intellectual life.

Role of the Student

Although your advisor will be helpful in understanding degree requirements, deadlines, and standards leading to graduation, the final responsibility rests with you. You must become informed concerning all requirements associated with earning your Ph.D. It is our desire to provide as much assistance as possible in meeting your graduate program goals. As questions arise, please seek information and ask your advisor for assistance immediately. Among the most important roles of the student is making judgments about the selection of an advisor and doctoral committee. These activities are described in detail below.

Role and Function of Your Advisor

For some programs, as part of the admission process and based on your interests, you will be matched with a faculty member who will serve as your advisor. In other programs, you may not receive an advisor initially. You have the opportunity to select an advisor when you determine your committee and submit the program of study (GS-6) form. Your advisor plays a crucial role in your Ph.D. program and has primary responsibility for overseeing your entire academic program. It is critical that you and your advisor form a productive partnership based on mutual respect and devotion to scholarship.

The role of an advisor is to assist you in planning your program of study and experiences. Your advisor serves as your advocate, directs your research, and contributes to your intellectual and professional development. At times, your advisor will challenge you, but such challenges should always be driven by a commitment to high standards, intellectual rigor, and a demand for your best work.

Your advisor will work closely with you to ensure your program of study meets all School of Education and CSU Graduate School requirements. Final responsibility rests with you, but your advisor can help you understand the expectations at each milestone.

Doctoral Committee Function

The committee's function is to guide you in the development of your preliminary examination, dissertation proposal, and dissertation research to ensure that it is the best contribution to the field that you can make, and that you are prepared, subsequently, to do productive independent research. Their responsibility is to judge whether your work from your preliminary examinations through your dissertation warrants the conferral of the doctoral degree.

Your advisor serves as the chairperson of your graduate committee. Your committee consists of a minimum of four members including your advisor, two faculty members from the School of Education, and one faculty member from a CSU department other than the School of Education. All committee members must hold graduate faculty status.

Committee selection will occur when you file your Program of Study (GS-6) form at the start of your third semester. You and your advisor will work together to select your members, who must all agree to serve on your committee. You should choose your committee with care. Additional guidelines for committee member selection include choosing members who:

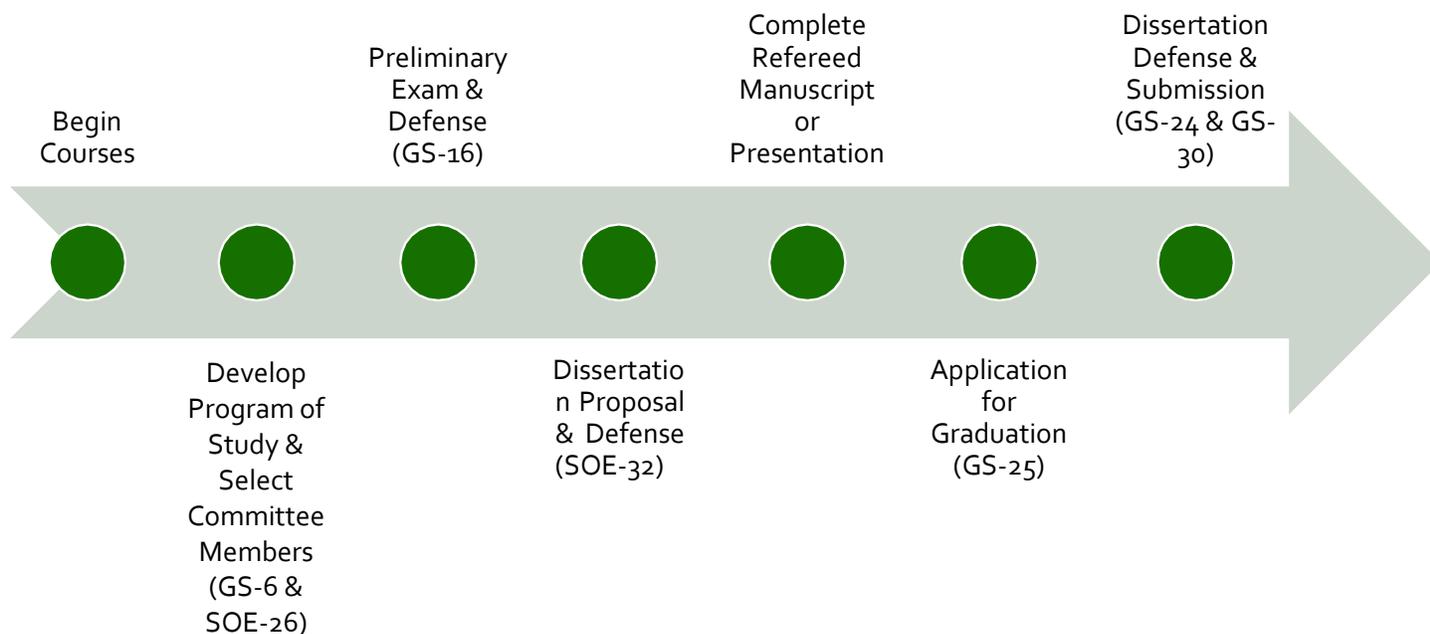
1. Understand the content area
2. Have research interests compatible with yours
3. Complement each other in the knowledge you want to attain in your program of study

Your selection of graduate committee members must be approved by the School of Education and the CSU Graduate School.

As you progress through your program, you may want to change your assigned advisor or replace a committee member for a variety of reasons. Once your program of study and committee is approved by the CSU Graduate School, any committee changes require a Change of Committee Petition (GS-9A) form. Changes must be approved by the School of Education and CSU Graduate School. You may not change your committee from the time you submit your intent to complete the preliminary exam through completion of the preliminary exam.

Doctoral Program Milestones

Earning a Ph.D. degree involves much more than the accumulation of credits and completing courses. The flow chart below displays the major milestones. The School of Education offers formal courses and related experiences that transcend, expand, and supplement your core coursework. Your successful completion of the preliminary examination both demonstrates that you are prepared to conduct independent research and changes your status from *doctoral student* to *doctoral candidate*. Your successful completion of the dissertation proposal and dissertation itself demonstrates your capacity as a scholar and initiates you into the world of research.



Refereed Journal Article Requirement

As part of your graduation requirements for the School of Education, you must submit the Confirmation of Refereed Journal Article (SOE-35) form. You are required to show evidence you have submitted a manuscript to a refereed journal during your doctoral program. Article submission must occur after admission to a School of Education doctoral degree specialization; articles accepted for publication prior to admission are not eligible.

Article submissions must be made to a refereed journal. Conference presentations, book chapters, and other non-refereed writings do not fulfill the graduation requirement. Manuscripts meeting the refereed journal article requirement may be included in a multiple-manuscript dissertation with advisor approval.

Overview of the Degree

Your doctoral studies begin with your acceptance into a degree program. Before the end of your third semester, you will make your advisor and committee selections official using the Program of Study (GS-6) form. Largely, the early part of your degree will involve taking courses, developing your scholarly writing skills, attempting to publish, learning about research methods and becoming well-versed in the scholarly literature of your field.

When your coursework is complete and you and your advisor agree you are ready, it is time to take your preliminary examinations. The prelim exams consist of two parts: 1) written and 2) oral. These are described in detail below (p. 10).

After your written and oral preliminary exams are successfully completed, your next step is the dissertation research proposal. The dissertation proposal details the focus and intent of your

dissertation, articulating your ideas for a proposed study. You develop the proposal mainly with guidance from your advisor, but may involve other committee members.

You should work closely with your advisor (and possibly other committee members) on the content and format of your proposal. Based on the individual nature of each study, your committee may require components in addition to those outlined above. As proposal writing is a recursive and iterative process, you will make changes to the proposal as your advisor and other committee members may require.

When you and your advisor agree the proposal is ready, you will present your proposed study to your dissertation committee for final approval. You may also invite other faculty members and students to attend the presentation.

Once your committee approves your dissertation research in the proposal meeting, you are free to move on with the conduct of your research. In most cases, the direct next step is to obtain approval from CSU's Institutional Review Board (IRB). Your advisor will guide you through the process of submitting your research to CSU's IRB and responding to their queries. IMPORTANT: You are not authorized to proceed with your research until you have official approval from CSU's IRB.

When you and your advisor agree that your complete dissertation is ready, the final defense can be scheduled. Each member of your doctoral committee is to receive a copy of the dissertation at least two weeks before the examination. In order to allow time for revisions and processing, it is recommended that the oral examination occur well in advance of the dissertation submission deadline set by the CSU Graduate School. This date can be found on the Graduate School website (<https://graduateschool.colostate.edu/deadline-dates/>).

Approval of the oral examination and dissertation will be obtained through a formal discussion and vote of the Committee, by use of the Final Exam Results (GS-24) and Thesis/Dissertation Submission (GS-30) forms.

Preliminary Examination

Background

Preliminary examinations, also known as comprehensive or general examinations, are taken once a student has completed the majority of doctoral coursework. These content and methods exams are given at most doctoral programs across the United States and in many other countries around the world. Preliminary examinations are a required by the Colorado State University Graduate School and the School of Education (SOE). In the SOE, the final product of the preliminary exam is a written paper and accompanying oral exam. The paper is composed of three sections or topics:

- 1) a literature review relevant to the student's proposed dissertation topic,
- 2) a critical analysis of the key theoretical constructs in the student's proposed dissertation topic OR a critical analysis of the methods used by scholars who have engaged in research of the student's proposed dissertation topic, and
- 3) a response to a question drawn from a list posed by the student's SOE specialization area.

Preliminary examinations are stored electronically by the SOE and will be accessible to the School of Education Director. The SOE Director will review preliminary examinations for several purposes, all related to the expectations for doctoral study at a Carnegie Research I University: assessing examination topics and formats, evaluating the quality of examination responses, and comparatively assessing examinations for consistency in committee structure, purpose, format, rigor, and overall quality across all degree specializations.

Purpose of the Preliminary Examination

The purpose of the preliminary examination is to provide information to students and faculty regarding the student's readiness for the final phases of doctoral work (the dissertation proposal and final dissertation). In preparing for and writing the preliminary examination, students are expected to integrate and synthesize knowledge gained through coursework and academic experiences, as well as to define and demonstrate knowledge of theoretical constructs, extant research, and research methods relevant to the domain of inquiry in which they will conduct their dissertation research.

Passing the preliminary exam indicates the student is prepared to conduct rigorous, high-quality dissertation research commensurate with the expectations and responsibilities of earning a doctoral degree from a Carnegie Research I University. Generally, a doctoral committee is looking for evidence of the following items in the preliminary exam responses:

- Strong analytical, problem solving, and critical thinking skills
- Breadth of knowledge of a sub-discipline (e.g., higher education leadership; organizational learning, performance, and change, etc.)
- Depth of knowledge of a particular domain of inquiry in which dissertation research will later be conducted
- Ability to communicate academic knowledge effectively and to multiple audiences (e.g., scholars, practitioners, etc.).

Preliminary Examination Preparation

As you progress through your studies, research ideas should become more focused. Once you and your advisor have determined you are ready to complete the preliminary examination, you will submit an Intent to Complete Preliminary Examination (SOE-14) form to the SOE Graduate Programs Office.

From the date of submitting the SOE-14 form, you have 12 weeks to complete and submit Sections One through Three of the preliminary examination.

Completion of the examination requires a 15-20 page well-argued response for each of the three-examination sections (45-60 pages total). Two sections focus on in-depth knowledge of the inquiry domain in which the student will conduct dissertation research and one section focuses on breadth knowledge of the student's program. All examination responses must accord with current American Psychological Association (APA) guidelines (refer to the most recent edition of the *Publication Manual of the American Psychological Association*).

Preliminary Examination Written Sections

You will construct 15-20 page responses to each of three sections of the preliminary examination. You may ask your advisor questions during the preliminary examination writing process, but the advisor may not to be used as a co-author or editor. You may also converse with field experts and other professionals, but the final product must be your work and reflect your testable knowledge. Finally, it is your responsibility to produce a reader-friendly, carefully edited, and thoroughly proofread final copy of the preliminary examination.

The written preliminary exam is comprised of the following three sections:

Section One

The purpose of Section One is to develop a focused, critical review of the research literature relevant to the student's proposed dissertation topic. There are many models of review papers available to consult, including those found in *Review of Educational Research*, *Review of Research in Education*, *Educational Research Review*, *Educational Psychology Review*, *Psychological Review*, etc. Many other top quality journals in a variety of education sub-fields can provide models of a literature review.

Section Two

Choose either 2A or 2B:

- 2A. The purpose of this section is to write a reasoned, critical analysis and integration of key theoretical constructs that will constitute the conceptual framework for your dissertation research. This section should demonstrate knowledge of theoretical constructs relevant to your inquiry domain and thoughtful assembly of relevant constructs into a reasoned conceptual system. In other words, this section should constitute an "argument" for the conceptual approach you will take and the conceptual framework that will guide your inquiry.
- 2B. The purpose of this section is to write a critical analysis of the methods scholars have used to engage in research in the domain of inquiry in which you will be working. One reasonable approach to this section is to select a subset of studies from the critical literature review (Section One) that contain methods that seem most relevant and promising for conducting research on your dissertation topic. You should critically and comparatively analyze the methods sections of these studies, including what kinds of questions they can answer well; what kinds of questions

can they not answer well; what alternative designs, data collection strategies, data analysis strategies might have been used; and an argument for the methods you will use in your dissertation research. Importantly, an analytic paper on methods is not the same as a draft of the methods chapter used in the dissertation. A methods chapter will be written during the proposal and dissertation phases of your work. Rather, this section of the preliminary examination should contain analyses, reflections, and rationales (roads to take or not take) related to epistemological framing, research design, data to be collected, data analysis strategies, etc.

Section Three

Each specialization area is constituted by a body of theory and research which all scholars in the specialization should have familiarity. Each SOE specialization area has constructed a set of questions based on this body of theory and research. Once your Intent to Complete Preliminary Examination (SOE-14) form is submitted to the SOE Graduate Programs Office, you will randomly be assigned a question according to your specialization area. You will be notified of your Section Three question via email within two business days of receipt of the SOE-14 form. The entire preliminary examination is due 12 weeks after receiving the Section Three question.

Education Sciences Specialization

- 1) Select a prominent issue in educational practice. Clarify the issue and take a position related to the argument in a manner that could be presented in a professional forum, supporting your position with research and logical argumentation. Address implications of equity and inclusion in regard to the issue.
- 2) Select a state or federal educational policy which you believe needs to be changed. Write an analytical paper on your current understanding of the policy, the changes(s) you recommend to the policy, and the implications of those changes. Support your argument with research and logical argumentation. Address implications of equity and inclusion in regard to the issue.
- 3) Select **one** of the following:
 - a. Focus on theory: Choose two theoretical orientations often used to address a particular educational problem. Compare the affordances and constraints of each of these theoretical orientations. Address implications of equity and inclusion in regard to your response.
 - b. Theory into practice: Construct a solution for how you would approach a problem from two different theoretical perspectives. Address the affordances and constraints in applying these two different approaches. Address implications of equity and inclusion in regard to your response.

Higher Education Leadership Specialization

- 1) Choose three distinctively different leadership theories from the array of theories and models that were presented and discussed during your doctoral studies. Discuss the theory and the empirical research that has been conducted related to each of the theories, and present how each of the theories is currently applicable to leadership practice in the face of current higher education organizations. Choose the one theory that you believe has the most validity for you and your approach to leadership. Explain why you chose this theory or model over the others. Present how you would utilize the theory and its supporting research to understand and explain your engagement in leadership in your higher educational context.

- 2) Discuss the role of leadership in addressing the issues of diversity and inclusion within higher education institutions. What are the key issues and what is the role and responsibility of the leader in regard to addressing these issues? How has current scholarship contributed to advancing the leader's understanding of these issues? Using elements of this scholarship and an ethical framework, discuss how you would utilize leadership to identify, develop and apply strategies to making the campus inclusive and enable all students and faculty/staff to be successful and promote a diverse community of learners and scholars. How would you address the political and possible legal issues that present related to ensuring safety, ensuring inclusiveness and yet balancing the issues surrounding free speech, equal access and the 1st and 14th amendments to the constitution?
- 3) Discuss the role of change in the context of the current higher education enterprise. What is the role of the leader in ensuring successful change in the context of their organization? Discuss how leaders determine the level and focus of the change; what approach to change to pursue; how to ready their organization for change; and how to develop the strategies to pursue to ensure the change process is successful. Identify a change process model that could be utilized for each of the three levels of change. Choose one of these models and discuss how you would apply this model to an identified change that is needed within your higher education context. Explain why it is the best fit for the identified change model and process and why you chose this model. Discuss what the key challenges that could interfere with applying this model to create successful change.

Organizational Learning, Performance and Change

- 1) Using an explicitly selected model or framework of HRD, what are the theoretical foundations and how do they inform the model or framework?
- 2) Identify who you perceive as the five most influential scholars and explain why.
- 3) Describe and explain how HRD relates to and integrates with other fields and disciplines.
- 4) What are the emerging ideas in HRD (OD/T&D) that are reshaping perspectives in the field?

Preliminary Examination Oral Defense

Once the written preliminary examination is completed and submitted to the SOE Graduate Programs Office, it will be forwarded to the student's doctoral committee members. An oral defense with your committee is required and should occur 3-8 weeks after the written responses have been submitted to the SOE Graduate Programs Office.

Oral prelim exams typically begin with a short presentation by the student covering the written work. Committee members query the student related to the written work and beyond. The goal is a scholarly conversation in which you are able to demonstrate competence and expertise related to a disciplinary body of knowledge and the submitted written work. When committee members are satisfied, you are asked to leave the room while the committee discusses your performance. The committee must then decide whether you earned a "pass" or a "fail." Split committee decisions are determined by majority rule (i.e., if three committee members vote to pass, and one votes to fail, the student will pass).

It is your responsibility to provide your committee with a copy of the Report of Preliminary Examination for the Ph.D. Degree (GS-16) form, which will be signed by the committee according to their decision. If a member of your committee participates in the oral defense via distance (teleconference, videoconference, Skype, WebEx, phone, etc.), the member must email your advisor stating how they

participated in the examination and how they voted. The email will be used in lieu of their signature and should be included with the GS-16 form. Immediately following the oral defense, the GS-16 form must be filed in the SOE Graduate Programs Office, which will obtain the SOE Director's signature and submit the form to the CSU Graduate School within two business days.

Conclusion of the Preliminary Examination

A committee vote to "pass" the preliminary examination moves you to doctoral candidate status. Doctoral candidates will work with their advisor to move forward with the dissertation proposal, research, and writing the final dissertation.

If you fail the examination, the committee will determine whether and under what conditions you may submit a second preliminary examination attempt. CSU Graduate School guidelines regarding a failed first attempt are included below:

"Providing the committee approves, a candidate who fails the preliminary examination may be reexamined once and, for the reexamination, may be required to complete further work. The reexamination must be held no later than 12 months after the first examination. The examination must not be held earlier than two months after the first examination unless the student agrees to a shorter time period. Failure to pass the second exam results in dismissal from the Graduate School." (*Graduate and Professional Bulletin, section E.5.4 Preliminary Examination*)

Step-By-Step Preliminary Examination Procedures

- 1) Student works closely with advisor and committee members to determine readiness for completing the preliminary examination
- 2) Student may begin researching and writing examination Sections One and Two prior to formal declaration of intent
- 3) Advisor or student submits the SOE-14 form to the SOE Graduate Programs Office declaring the student's intent to complete the preliminary examination; the form serves as the advisor's approval for the student to move forward with the examination
- 4) The SOE Graduate Programs Office randomly assigns a Section Three question to the student and notifies them via email within two business days
- 5) The entire preliminary examination (Sections One-Three) are due within 12 weeks of students' receipt of Section Three question (e.g., student receives Section Three question on August 1, then the final product is due by October 24)
- 6) Student emails final preliminary examination (combining Sections One-Three into one document) to the SOE Graduate Programs Office.
- 7) The SOE Graduate Programs Office forwards the examination to the student's doctoral committee for review
- 8) The preliminary examination oral defense occurs 3-8 weeks after submitting the written responses
- 9) Student determines date/time of oral defense with committee members
- 10) Student contacts the SOE Graduate Programs Office to reserve a meeting space and/or remote meeting connection

- 11) The doctoral committee signs the Report of Preliminary Examination for the Ph.D. Degree (GS-16) form, indicating pass or fail
- 12) The GS-16 form is signed by the SOE Director and submitted to the CSU Graduate School

Preliminary Examination and Final Examination Schedule

Per CSU Graduate School policy, "a preliminary examination shall be administered at least two terms before the final examination to determine whether the student is qualified to continue towards the doctorate" (*Graduate and Professional Bulletin, section E.5.4 Preliminary Examination*). That is, a student must have two semesters between the preliminary examination and the final examination/dissertation defense.

In order for the timing to be consistent from year to year, the preliminary examination schedule aligns with the university academic calendar. The schedule is determined by using the first day of the semester and the day before the first day of the next semester. Refer to the university academic calendar for future semester start dates.

An example of the 2015-2016 preliminary examination schedule is below:

- Fall 2015 Semester: Between August 24, 2015 and January 18, 2016
- Spring 2016 Semester: Between January 19, 2016 and May 15, 2016
- Summer 2016 Semester: Between May 16, 2016 and August 21, 2016

If a student completes their preliminary examination during the spring semester, their final examination/dissertation defense cannot be held prior the start of the fall semester. Spring and summer count as the two terms.

If a student completes their preliminary examination during the summer semester, their final examination/dissertation defense cannot be held prior to the start of the spring semester. Summer and fall count as the two terms.

The Dissertation

Purpose of the Dissertation

Of all the steps in the extensive and time consuming process of earning your Ph.D., the dissertation is often the most difficult and challenging. A majority of your studies will be spent learning how to prepare a proposal, conduct research, and write a dissertation. The dissertation is a formal written document in which you present original research on an important intellectual problem. Your dissertation must represent independent work and must make a meaningful contribution to the knowledge of your field.

Your dissertation must describe the methods and procedures you used, present your findings in a sequential and logical manner, and display your ability to discuss fully and coherently the meaning of your findings. Your dissertation research should provide hands-on, directed experience in the primary research methods of your discipline. Finally, your dissertation research should prepare you for the type of research and scholarship that may be expected once you receive your Ph.D.

Advisor Responsibilities

Your advisor is the most important member of your committee as you enter this final stage of your doctoral experience. Thus, it is imperative this person have research interests that parallel yours, a personality compatible with yours, and a relationship with you that involves mutual respect.

When considering someone as a possible advisor, make sure this person will be accessible to you. Changing advisors requires the written consent of both the outgoing and incoming advisors. Some faculty members may have full advising loads and not be able to provide the time you will need. Be sure this faculty member will be available to you through your whole dissertation project, considering faculty planned leave, sabbaticals, and retirements.

The basic responsibilities are:

1. The advisor and student are ultimately responsible for assuring the research is theoretically based, sound methodologically, and meets high ethical standards.
2. If a student asks the advisor or other committee member to step down, the School of Education Director must approve the changes to ensure replacement member(s) have needed expertise. Faculty members may also choose to step down from a committee.
3. Once the committee approves a student's dissertation proposal, the student is responsible for obtaining Human Subjects approval from the Institutional Research Board (IRB) before data collection begins. The student is also responsible for closing out the project with IRB.
4. It is expected the advisor shall be available to students on a regular basis and shall respond in a timely manner. The same goes for the student's availability and response time to the advisor.
5. The advisor must ensure the student has relevant research competence and/or is willing to obtain the competencies specific to the methods proposed in his or her proposal, prior to the conduct of the dissertation. This may require additional coursework or study related to the planned methods or content. Pilot work is always desirable preparation for a quality dissertation and usually essential.

6. The advisor has the responsibility to set and enforce timetables for students to submit materials (i.e., proposal and final dissertation documents). Faculty must be given at least two weeks to read the proposal and final dissertation drafts prior to the scheduled examination date.
7. Although the advisor must be sensitive to semester deadlines and the student's personal timelines, such timelines are secondary to thoroughness and quality when scheduling proposal and final dissertation defenses. Sufficient time should be allowed after the final defense to make necessary changes and corrections in order to meet CSU Graduate School deadlines.
8. The advisor is responsible for assuring the final documents (both proposal and final dissertation) are of appropriate length, scope, and quality before it goes to committee. Both the proposal and the final dissertation should be written in proper School of Education modified APA style, with tables and figures consistent with APA/SOE guidelines and the Colorado State University dissertation manual (available on the CSU Graduate School website).
9. All committee members must read the final drafts of the proposal and dissertation, and agree the document is ready before the defense is conducted.
10. When you have scheduled the oral dissertation defense with your committee, contact the SOE Graduate Programs Office to secure a meeting room and technology needs. A minimum of two hours is required at proposal and final defense meetings to allow all committee members to present their evaluation of the research.
11. The advisor will chair the proposal and final defense meetings. Before the meeting, he or she will discuss expectation with the student and create a plan for the presentation and defense.

Research Topic and Dissertation Proposal

We suggest you think about the topic of your research and discuss it with your advisor as early in your program as possible. Ideally, you will have an idea of what the subject of your research will be when you are admitted to the doctoral program. It is important that any decision regarding a topic be discussed thoroughly with your advisor. One of the most important contributions your advisor will make is to help you select a manageable topic.

You will seek official approval for your research topic by submitting a dissertation proposal to your committee after you have been advanced to candidacy (passed the preliminary exam). The proposal could take several forms, including the first three chapters of the dissertation or a 25-40 page grant prospectus.

Proposals for the dissertation research should conform to the required School of Education modified APA format. The Suggested Format for a Dissertation Proposal (SOE-PD-32A) form provides an outline of typical sections in a School of Education proposal. This document can be accessed at: <http://35pytx37zdp5j4hfr35of829-wpengine.netdna-ssl.com/soe/wp-content/uploads/sites/9/2020/05/soe-guidelines-for-apa-style-for-papers-theses-and-dissertations-soe-pd-32.pdf>. You should also follow the instructions in the Colorado State University Thesis Manual found on the CSU Graduate School website.

Provide a copy of your proposal to each of your committee members no later than two weeks prior to the proposal defense meeting. Upon approval, the Committee Approval of Dissertation Proposal (SOE-32A) form should be signed by all committee members. The original form must be filed in the SOE Graduate Programs Office.

Approval to Conduct Human Research

Under the guidelines established by the U.S. Department of Health and Human Services, and to protect the university's privilege to do research, approval by the Human Subjects Research Committee is required for projects involving research in which human beings are the participants. Approval is required regardless of the funding source and is sought after the successful proposal meeting.

Your advisor will be listed as the principal investigator (PI), as the PI must be a faculty member. You will be required to complete Institutional Research Board (IRB) training. Training information, forms, and procedures are available at: <https://www.research.colostate.edu/ricro/irb/>.

All inquiries, correspondence, and submissions should be directed to the administrator for the Human Subjects Research Committee (HSRC). Check the HSRC website to help you determine what level of initial review your research will require. There are three levels to consider: exempt, expedited, and full review. The IRB Guidance Documents can provide more information (<https://www.research.colostate.edu/ricro/irb/guidance-faqs/>).

Registration for Dissertation Credit

You must maintain credit-bearing course enrollment after completion of the preliminary examination. During your dissertation research you must be enrolled for EDCL/EDOD/EDRM 799 credit until your final dissertation is defended and approved by the CSU Graduate School. Typically, it is expected that students are able to complete their dissertations in one year.

Dissertation Oral Defense

Once you and your advisor agree that your complete dissertation is ready, the final defense is scheduled. Each member of your Committee must receive a copy of the dissertation at least two weeks before the examination. For timing purposes, it is recommended that the oral examination occur at least three weeks before the dissertation submission deadline set by the CSU Graduate School. This date can be found on the Graduate School website (<https://graduateschool.colostate.edu/deadline-dates/>).

The Dissertation defense usually begins with a short presentation by you. The presentation is an overview of the research study – keeping in mind that committee members have read the dissertation in its entirety. After the presentation, committee members will query you on the content, methods, analyses and results of the original research. Similar to the preliminary exams, committee member questions can vary widely and expand the scope of the scholarly conversation considerably. The desired result is a conversation among scholars that uses your dissertation as its basis. When committee members are satisfied, they will ask you to leave the room at which time a final decision is made. Committee members then officially vote, using form GS-24 (Report of Final Exam Results), which you must bring to the defense. The final remaining task is to submit the Thesis/Dissertation (GS-30) form, including the Survey of Earned Doctorates certificate.

Policies and Procedures

CSU Graduate and Professional and Bulletin

The information provided in the School of Education doctoral handbook covers policies and procedures specific to the School. The CSU Graduate and Professional Bulletin provides important information for all graduate students at Colorado State University. It is your responsibility to familiarize yourself with the information provided in the CSU Graduate and Professional Bulletin.

Graduate School Forms

Graduate students must complete and submit various forms throughout their course of study at Colorado State University. All forms can be access either on the School of Education or CSU Graduate School websites.

School of Education Forms: <https://www.chhs.colostate.edu/soe/programs-and-degrees/advising-and-support/forms-and-policy-documents/>

Graduate School Forms: <https://graduateschool.colostate.edu/forms/>

Student Contact Information

It is essential you maintain a current mailing address and email address with the university. Important information such as registration dates, tuition notices, and other pertinent details will be sent to your addresses on file. Links to update your contact information are on RAMweb.

Registration Guidelines

Whether attending on-campus or a distance delivery program, you must register for credit bearing courses each fall and spring term. For more information, please review the School of Education Continuous Enrollment policy outlined in this handbook.

On-campus students register through RAMweb (<https://ramweb.colostate.edu/>). Students enrolled in distance delivery programs will register through CSU Online (<https://www.online.colostate.edu/>). Graduate students can register for a maximum number of 12 credits each semester.

Failure to register during a fall or spring semester will cause students to become inactive in their degree program. Summer registration is not required to remain an active student, but some degree specializations may require summer coursework. Inactive students must be readmitted in order to progress. Readmission procedures are addressed later in this handbook.

Continuous Enrollment Policy

Per Colorado State University policy, all admitted graduate students are required to be continuously registered from the time of first enrollment through the graduation term (see the Graduate and Professional Bulletin, section E.1.13). Students must be registered in credit bearing coursework or Continuous Registration (CR) each fall and spring semester. Students are required to maintain registration in the semester they graduate, including the summer semester. In addition to these requirements, the School of Education has implemented an additional enrollment policy.

Doctoral students in the School of Education are required to enroll in credit bearing coursework until their degree is completed. Registration is required during the summer semester if the student is using

advisor resources. Registration in a credit bearing research course, EDCL/EDOD/EDRM 792A or EDCL/EDOD/EDRM 799, is required each semester until the dissertation has been defended, the final dissertation submitted and accepted by the CSU Graduate School, and all departmental graduation requirements are met.

Students may enroll from Continuous Registration (CR) during their graduation semester *only if all graduation requirements have been cleared during a previous semester*. For example, if a student's defense occurs after the posted semester deadline, graduation will occur the following semester. In this case, the student will be permitted to register for CR as long as the final dissertation has been submitted and accepted by the CSU Graduate School and all other graduation requirements are cleared prior to the graduation semester.

Except during the graduation semester, enrolling for CR is highly discouraged and in some cases prohibited. Prior to enrolling in CR, the student must meet with his or her advisor to determine if CR is appropriate, and if approved, develop a degree completion plan. The School of Education will track all students' CR registrations. A maximum of two semesters of CR registration will be allowed during a program of study. Only in extenuating circumstances that prevent degree progression, will students be allowed to enroll in CR for more than two semesters. In such cases, CR enrollment must be approved by the student's advisor/committee chair and the SOE Graduate Studies Committee or the School of Education Director.

Enrollment in CR beyond the allowed two semesters may be deemed as failure to make satisfactory degree progress. When a student's graduate advisory committee finds that a student is making unsatisfactory progress toward degree completion and satisfactory progress cannot be anticipated, the student and committee must create a progress plan and determine an appropriate timeline. If adequate progress is not made at the end of the timeline, the committee may recommend dismissal from the program and Colorado State University.

Degree progress will be reviewed by students' graduate advisory committees each semester. All aspects of academic performance will be taken into account, not necessarily coursework alone. In accordance with CSU Graduate School policies, all degree requirements must be completed within ten years (see the Graduate and Professional Bulletin, section E.1.12).

Late Registration

Late registration begins the first day of the semester and extends until the close of the registration period outlined in the CSU semester calendar. A late registration fee will be assessed for adding your first class on or after the first day of classes. Registration typically closes around the second week of the fall and spring semesters and around the third day of classes in the four-week summer sessions.

Late registration requests require School of Education approval and should only be made in extenuating circumstances. If you do not register by the registration end date of each semester, you must wait until the following semester to be readmitted and register for courses. This requires an Application for Readmission (GS-1B) form and processing fee.

Program of Study

Your advisor will assist you with developing a program of study and identifying your graduate committee members. This will be accomplished by completing the Department Program of Study

(SOE-26) and Graduate School Program of Study (GS-6) forms. A registration hold will be placed on your account if you have not completed your program of study by the middle of your third semester. Your SOE-26 and GS-6 forms should be submitted to the SOE Graduate Programs Office to obtain signatures. When your program of study is approved by the CSU Graduate School, you will receive an email notification.

Although your program of study should be considered your degree completion plan, changes to the plan may occur. Throughout your course of study, you and your advisor may choose to substitute courses in your program of study. Any changes made to your program of study will be included on your Application for Graduation (GS-25) form, which you complete during the final semester of your program. Courses that have been completed and grades submitted cannot be removed from your program of study.

Program Credits Required

A minimum of 90 semester credits must be included as part of your Ph.D. program of study. This includes 30 credits from your master's degree and 60 credits of required courses (including 6-15 dissertation credits). A maximum of 10 independent study credits may be used toward Ph.D. requirements. All independent study, practicum, and supervised college teaching credits must be requested and approved by the School of Education prior to registration. Courses counted towards completion of a previous degree cannot be used towards your new doctoral program requirements.

Course Prerequisites

Some program specializations require newly admitted doctoral students to have competencies in four key areas:

1. Curriculum; similar to the EDUC 619-Curriculum Development course
2. Diversity and multiculturalism; similar to the EDUC 651-Multicultural and Special Populations course
3. Research methods; similar to the EDRM 600-Introduction to Research Methods course
4. Statistics; similar to the EDRM 606-Measurement Concepts course

Competency in these four areas can be demonstrated through prior completion of specific coursework. Students who cannot demonstrate competence in one or more of these areas should plan coursework to satisfy these prerequisites early in their coursework. Prerequisite courses cannot be counted as required coursework in the program of study. Please consult your advisor or the program chair of your specialization for exact prerequisite requirements.

Statistics Background Requirement

To understand the material in the quantitative research courses, it is necessary that students have a basic grasp of statistics. Therefore, Ph.D. students are required to have a B- or better in a statistics class with similar content as EDRM 606-Principles: Quantitative Data Analysis prior to enrolling in EDRM 700-Quantitative Research Methods. If you have taken a similar class at another institution, you can request a waiver through the SOE Graduate Programs Office.

Required Core Research Courses, Seminars, and Dissertation Credit

All Ph.D. students, regardless of specialization, must take at least 30 semester hours in research. These 30 hours fall into two domains:

1. Coursework in research design/methods and statistics (15-18 credits); required courses are EDRM 700-Quantitative Research Methods and EDRM 704-Qualitative Research. Check specific specialization requirements for the remaining research coursework.
2. Dissertation (6-15 credits); three credits may be EDRM 792B-Proposal Development and the remaining credits are earned through EDCL/EDOD/EDRM 799-Dissertation.

Required Core Content Courses and/or Seminars

Every specialization requires certain core courses and/or seminars. There are no common content courses across all specializations. Thus, you need to become familiar with the core courses and/or seminars required in your specialization. Doing so will maximize the efficiency with which you complete your coursework. Your advisor is the best source for information about core content courses and/or seminars.

Waivers and Substitutions

Depending on coursework you may have taken during or after your master's degree, or you plan to take as part of your content courses, you may already have taken a course that is similar in level and content to a required course for your specialization. If you feel that you are proficient in the content knowledge and skill level taught in a course, you may consult with your advisor and the course instructor to petition to substitute a previously taken course. You must have earned a B or better in the previously taken course. Coursework that was used to fulfill requirements of a previously earned degree cannot be used substituted towards requirements for a new degree. For example, a course used towards your master's degree cannot be used to meet your doctoral credit requirements.

You will use the Substitution/Waiver Request (SOE-33) form to make substitution requests. If approved, the prior course will become part of your program of study, and you will not have to take the required course. The credits will be included in your overall completed credit total. A maximum of 10 credits can be transferred into your program of study. Another option is to petition to waive a required course. You will use the Substitution/Waiver Request (SOE-33) form to make waiver requests. Waiving a course does not reduce credit requirements; you will still be required to complete a minimum of 90 credits.

Internship, Practicum, Independent Study, and Supervised College Teaching

Internships, practicum courses, independent study, group studies, seminars, and supervised college teaching courses are variable credit courses. You can schedule a maximum of 10 credits of independent study as part of your program of study. You should consult with your advisor for suggestions and plan to secure practical course opportunities independently.

To enroll in variable credit courses, submit the appropriate form for approval. You must identify a faculty member who agrees to provide guidance and supervision. The application form must be completed prior to registration. Forms are available on the School of Education website

[\(https://www.chhs.colostate.edu/soe/programs-and-degrees/advising-and-support/forms-and-policy-documents/\)](https://www.chhs.colostate.edu/soe/programs-and-degrees/advising-and-support/forms-and-policy-documents/). Upon completing the appropriate form, submit it to the SOE Graduate Programs Office. Once the form is approved by the SOE Director, you will get an override into the course.

Academic Integrity

You are expected to uphold Colorado State University and the School of Education's standards for academic integrity. Ideas, their genesis, and articulation are critical to scholarly endeavors. Information about actions that breach CSU standards and subsequent hearing procedures are available from the Conflict Resolution and Student Conduct Services office at:

<https://resolutioncenter.colostate.edu/conflict-resolution-services/>.

According to the CSU Graduate and Professional Bulletin, the process for reviewing possible transgressions is as follows:

A student's individual graduate advisory committee or an appropriate departmental graduate committee may recommend immediate dismissal or appropriate lesser penalty where the committee determines that the student has engaged in academic dishonesty including but not limited to such acts as cheating, plagiarism, and falsification of data or documents. Such a recommendation must be documented in writing with substantive justification for the recommended action. It must be referred to the Department Head for approval and the Dean of the Graduate School for any penalty imposed. The student may appeal such action through the existing Graduate School procedure.

www.graduateschool.colostate.edu/current-students/bulletin.aspx

Grade Point Average

You are required to maintain a minimum grade point average (GPA) of 3.00 for courses listed on your program of study (GS-6), as well as any other courses you take. Each course listed on the program of study must be completed with a C or better, or Satisfactory (S) for pass/fail courses. The CSU Graduate School maintains two separate GPAs: one for regular coursework and one for reserved numbered (variable credit) coursework. You must maintain a 3.00 GPA in each. Reserved numbered courses end in 80-99 (ex: EDUC 686, EDRM 799).

Note that for incomplete (I) grades, you have one year to complete outstanding work and earn a grade. Incomplete grades not cleared with the one-year timeframe are automatically changed to an F by the CSU Registrar's Office.

Your overall GPA of all courses taken as a graduate student at Colorado State University must be at least 3.00.

Failing Grades

Students who receive a failing grade (D, F, or U) in a course included on their program of study are required to retake the course. Grades from both attempts are averaged into the GPA and included on the student's final transcript. Students are not allowed to simply sit in on the class again and have the instructor change their original grade. All failing grades must be resolved on the program of study before graduation.

Grade Appeals

The policy on grade appeals is written in the Academic Faculty Manual, as well as in the CSU General Catalog (Section I.7, Advising and Registration). For the most current General Catalog, please see: <https://catalog.colostate.edu>.

I.7 Student Appeals of Grading Decisions

Course instructors¹ are responsible for stating clearly the instructional objectives of the course at the beginning of each term and for evaluating student achievement in a manner consistent with these objectives. Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled. Instructors are responsible for determining and assigning final course grades. Graded examinations, papers, and other materials used as a basis for evaluating a student's achievement shall be available to the student for inspection and discussion.

Students may appeal the grade assigned to him or her by a course instructor. The burden of proof, however, rests with the student to demonstrate that the grading decision was made on the basis of any of the following conditions:

1. The grading decision was made on some basis other than academic performance and other than as a penalty for academic dishonesty.
2. The grading decision was based upon standards unreasonably different from those which were applied to other students.
3. The grading decision was based on a substantial, unreasonable, or unannounced departure from previously articulated standards.

Before making an appeal, the student should discuss the situation with the instructor(s) involved in the decision.

To appeal a grading decision, the student shall submit a written request to the department chairperson. The request must set forth the basis for the appeal, identifying one of the three categories set forth above. The request must be submitted or postmarked, if mailed, no later than 30 calendar days after the first day of classes of the next regular semester following the date the grade was recorded. If no appeal is filed within this time period, the grade shall be considered final.

Within 30 days of receipt of request for appeal, the student's appeal shall be provided to the instructor(s) who assigned the grade and an appeals committee formed in accordance with the departmental policies. If the request is received prior to or during the summer session when the instructor(s) who assigned the grade or other faculty members may not be available, then the appeals committee will be formed no later than 30 days from the beginning of the following fall semester. The appeal committee shall be composed of two faculty members and two students from within the department and one outside faculty member who shall serve as a voting chair.

The appeals committee will review the written appeal and response of the instructor(s). They may elect to separately interview both the student and the instructor(s) before rendering a decision. The decision of the appeals committee will be based upon

whether one of the conditions for an appeal set forth above has been met. At the conclusion of the deliberations, the committee shall render one of the following decisions:

1. The original grading decision is upheld, or
2. The department chair or his/her designee(s) will reevaluate the student's achievement of the instructional objectives of the course and assign a grade accordingly.

A written notice of the committee's decision and the reason for this decision normally will be sent to the student and the instructor(s) within 30 days of the appointment of the committee. The appeal committee's decision is the final decision of the University. Written summaries of the decision, together with a rationale of that decision, shall be provided to the student and the instructor who assigned the grade and shall be retained in the department office for a period of one year.

¹The term "course instructor," as used in Section I.5 and I.7, is applicable to all persons responsible for assigning grades, including graduate teaching assistants.

Principal Licensure

You may pursue a principal license while completing the School Leadership specialization. Interested students should apply for the non-degree principal licensure program through the School of Teacher Education and Principal Preparation (STEPP). The requirements for the principal license exceed minimum program requirements. Admission to the School Leadership specialization does not constitute admission to the principal licensure program.

Ten-Year Time Limit

The following statement is copied from the CSU Graduate and Professional Bulletin, section E.1.12 (Time Limit). The Graduate and Professional Bulletin can be accessed at:

<https://catalog.colostate.edu/general-catalog/graduate-bulletin/graduate-study/procedures-requirements-all-degrees/#time-limit>.

"There is ten-year time limit for completion of the master's or doctoral degrees. Courses to be applied toward fulfilling the requirements for the master's and doctoral degrees, including any which may have been transferred from another institution, must have been required for and completed within the ten years immediately preceding the date of completion of requirements for the degrees."

If you exceed this 10-year limit, the courses over ten years old cannot be used to fulfill your program of study. In this case, the courses must be re-taken or substituted with current coursework.

Application for Graduation

The Application for Graduation (GS-25) form can be found in the forms section of the CSU Graduate School website. This form is typically due within three weeks of the semester start; check the Graduate School website for the form due date. Any changes to your program of study will be indicated on your GS-25 form. Courses with an earned grade cannot be removed from your program of study.

Applying for graduation requires you to defend and submit your final dissertation by the published deadline for the semester. Defending after the deadline will result in postponing graduation until the next semester.

Commencement

You are requested to attend the Colorado State University commencement ceremony, where you will be hooded by your advisor. Ceremonies are held at the end of the spring and fall semesters. The official hooding of doctoral candidates is performed at the Graduate School ceremony, not at the College of Health and Human Sciences undergraduate ceremony. According to College of Health and Human Sciences policy, **you cannot participate in graduation unless you have successfully defended your dissertation**. Students who are graduating during the summer semester may attend spring commencement only if they have successfully defended their dissertation by the final day of the spring semester. Otherwise, summer graduates are welcome to attend the fall commencement ceremony.

Readmission Procedures

Failure to register during a fall or spring semester will cause students to become inactive in their degree program. If you are inactive for one or more fall/spring semesters, you must regain active status in order to make progress towards your degree. Active status is regained by applying for readmission to the School of Education and Colorado State University.

To apply for readmission, you must submit a Reapplication for Admission (GS-1B) form and a processing. Depending on the length of inactive status and/or your specialization, you may be required to submit supporting documentation. Students applying for readmission after two consecutive semesters of inactive status will be considered part of the new applicant pool and will be required to submit supplemental application documents.

The GS-1B form can be downloaded from the CSU Graduate School website. The GS-1B form should be submitted to the School of Education for department review. Prior admission to Colorado State University does not guarantee you will be granted readmission.

Graduation Requirements Checklist

1. Submit CSU Program of Study (GS-6) form and SOE Program of Study (SOE-26) form (forms must be submitted together)
2. Submit Intent to Complete Ph.D. Preliminary Examination (SOE-14) form
3. Complete written preliminary exam and oral defense; Submit Report of Preliminary Exam (GS-16) form within two business days of defense
4. Defend dissertation proposal; Submit Dissertation Proposal Review (SOE-32) form
5. Complete refereed manuscript or presentation requirement; Submit Refereed Journal Article Confirmation (SOE-35) form
6. Complete written dissertation and oral defense; submit Final Exam Results (GS-24) form within two days of defense
7. Completion dissertation revisions and submit Thesis/Dissertation Submission (GS-30) form and Survey of Earned Doctorates certificate; upload the final dissertation to ProQuest/UMI
8. Apply for Graduation; submit Application for Graduation (GS-25) form
9. Complete any outstanding departmental requirements, in progress courses, and finalized grades by the last day of the semester; submit Departmental Requirements (GS-25B) form if required
10. Attend commencement

List of Required Forms

- Program of Study, GS-6
- School of Education Program of Study, SOE-26 (submit with GS-6)
- Petition for Committee Member Changes, GS-9A (only required to change committee after GS-6 approval)
- Report of Preliminary Exam Results, GS-16
- Dissertation Proposal Review Form, SOE-32
- Manuscript Submission or Refereed Presentation Confirmation, SOE-35
- Report of Final Exam Results, GS-24
- Thesis/Dissertation Submission Form, GS-30 (include Survey of Earned Doctorates certificate)
- Confirmation of Refereed Manuscript or Presentation, SOE-35
- Application for Graduation, GS-25
- Departmental Requirements Clearance, GS-25B (only required if departmental requirements are included in Section 3 of the GS-25 form)

All CSU Graduate School deadlines are available online at: <https://graduateschool.colostate.edu/forms/>.