Women, Gender, and Sexuality Studies
School of Language, Culture, and Society
Oregon State University

GRADUATE STUDENT HANDBOOK

2018-2019 Academic Year
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I. THE WOMEN, GENDER, AND SEXUALITY STUDIES PROGRAM

Introduction
Welcome to the Women, Gender, and Sexuality Studies (WGSS) Program at Oregon State University! We are committed to your success and have created this handbook to assist you as you pursue your graduate studies in WGSS. The information and resources provided here will help you decide what courses to take, plan your program of study, form your committee, take qualifying exams, succeed as a graduate teaching assistant (GTA), and successfully complete your thesis or dissertation. Included in this handbook are many links to OSU online resources. Please note that it is your responsibility to become familiar with WGSS and OSU graduate school policies and procedures as you work toward your degree.

WGSS policies and procedures are developed by core faculty in consultation with the Coordinator and the Director of Graduate Studies (DGS). This graduate handbook is reviewed and revised each year, as necessary. If you have questions or concerns, please contact your advisor, or the Director of Graduate Studies, Dr. Qwo-Li Driskill, or the Program Coordinator, Dr. Janet Lee. We wish you the very best as you begin or continue your graduate work in Women, Gender, and Sexuality Studies at OSU!

WGSS at Oregon State University
The Women, Gender, and Sexuality Studies Program at Oregon State University was founded in 1972, originally as Women Studies. In recent years, our program merged with Anthropology, Ethnic Studies, and World Languages and Cultures departments and created the School of Language, Culture, and Society (SLCS). As such, we are part of a vibrant and flourishing intellectual community. In 2012-2013, we renamed the program “Women, Gender, and Sexuality Studies” to reflect our deepening commitment to queer studies and work on sexuality more broadly, as well scholarship regarding gender constructions and processes, and critical men and masculinity studies. We have grown to include fourteen core faculty members plus instructors and affiliated faculty members. We are also the institutional home of the journal, Feminist Formations (with Dr. Patti Duncan as editor) and the National Science Foundation-affiliated ADVANCE Journal (with Drs. Susan Shaw and Janet Lee as editors).

Each term, more than five hundred OSU students take Women, Gender, and Sexuality Studies courses, either to meet baccalaureate core requirements or major, minor, or graduate requirements. Many students simply take them for personal interest and fulfillment. In addition to our on-campus program, we also offer a thriving online major and minor in WGSS, a minor in Queer Studies on campus and online, a Master of Arts (MA) program, a Master of Arts in Interdisciplinary Studies (MAIS), and since fall 2016, a PhD in Women, Gender, and Sexuality Studies.

The Women, Gender, and Sexuality Studies Program office is located at 252 Waldo Hall, OSU campus, and is generally open Monday through Friday, 9:00-5:00 pm.

Mailing address:
Women, Gender, and Sexuality Studies (WGSS) Program
School of Language, Culture, and Society
252 Waldo Hall
Oregon State University
Corvallis, OR 97331/USA

Phone: 541.737.2826
Fax: 541.737.2434

Director, SLCS: Dr. Susan Bernardin – susan.bernardin@oregonstate.edu
Assistant to School Director: Karen Mills - karen.mills@oregonstate.edu
Coordinator, WGSS: Dr. Janet Lee - jlee@oregonstate.edu
Director of Graduate Studies: Dr. Qwo-Li Driskill – qwo-li.driskill@oregonstate.edu
Director of Undergraduate Studies: Dr. Mehra Shirazi – mehra.shirazi@oregonstate.edu
Office Specialist: Leonora Rianda - leonora.rianda@oregonstate.edu

Our Mission and Values
The Women, Gender, and Sexuality Studies Program at OSU relies on multi-disciplinary approaches to the study of gender and sexuality, particularly as they intersect with race, ethnicity, class, culture, religion, nation, and ability. Our program emphasizes academic excellence, the use of feminist and anti-racist pedagogies, and scholarship that contributes to social change and justice. We are committed to challenging all forms of oppression, and we center queer, transnational, and women of color feminisms in our curriculum. We encourage creative, innovative, and collaborative frameworks of study, and we work to meet the needs of a wide range of students, developing curriculum that is meaningful for students who wish to pursue careers in academia, as well as those who may be interested in community organizing, feminist nonprofit work, and/or other professional areas.

Undergraduate Student Learning Outcomes

1: Identify and explain the ways in which our lived experiences and social institutions are structured through the intersections of race, gender, class, sexuality, ability, age, religion, culture, and nation.

2: Analyze current social and political situations from multiracial, transnational, and queer feminist perspectives.

3: Articulate the ways in which systems of power, privilege, and oppression shape our experiences as individuals and members of communities.

4: Develop skills in critical analysis.

5: Develop skills and effective strategies for advancing social justice.
Graduate Student Learning Outcomes

1. Substantive knowledge in an area of feminist scholarship that includes familiarity with the ways in which our lived experiences and social institutions are structured through the intersections of race, gender, class, sexuality, ability, age, religion, culture, and nation, and the ability to analyze current social and political trends from multiracial, transnational, and queer feminist perspectives. This is accomplished through application of critical thinking, core and elective coursework, ethical practice of research, independent study, and thesis.

2. Masters and doctoral level work in Women, Gender, and Sexuality Studies and preparation for eventual careers in academia. This is demonstrated through application of standard and innovative theory and methods in coursework and thesis; participation in the WGSS Orientation and Professionalization series (511, 512, 513 and 611); WGSS 535: Feminist Teaching and Learning and WGSS 542 The Inclusive Classroom; Graduate Teaching Assistantships; and opportunities for presentations at professional conferences.

3. Feminist leadership skills and preparation for careers in social justice and social change agencies. This is demonstrated through participation in WGSS 521: Feminist Leadership, and through the WGSS 510/610 internship experience.

4. Ability to analyze and situate local movements for social change within global and transnational contexts. This is demonstrated through core and elective coursework and the Global Experience series (WGSS 586, 587, 588) that involves a short-term study abroad service-learning experience.

5. Ability to apply feminist theory and research to advance effective and ethical strategies for change. This is accomplished through coursework in theory and methods, and through the WGSS 510/610 internship and service-learning opportunities in national and transnational settings that focus on social justice.

II. RESOURCES FOR GRADUATE STUDENTS

Arrival Checklist
This list includes tasks you should complete upon your arrival at OSU:

- Get your university ID card. The OSU ID card is your official identification card, and functions as your library card, meal card, etc. The ID Center is located in B094 Kerr Administration Building. For more information, see: https://fa.oregonstate.edu/business-affairs/id-center

- Sign up for your email account. Set up your free ONID (OSU) email as soon as possible to facilitate communication with faculty members and colleagues. With an ONID username and password, you can access email, Canvas, the wireless network, and interlibrary loan. Instructions are available at:
ONID is the university’s official email addressing system and you will miss crucial emails if you do not activate this account.

- Meet with your advisor. New graduate students were introduced to advisor in the program during the summer. If you have not already contacted them, you should try to meet with your advisor right away to determine courses for fall term and learn what you should focus on first.

- Register for classes. If you have not done so already, you should register for classes before the first day of the term to avoid late fees. If you have any problems with registration, check with your advisor or visit Student Services (104 Wilkinson) for assistance.

- If you are a graduate teaching assistant, please contact Leonora Rianda at leonora.rianda@oregonstate.edu (541-737-2826) to arrange for keys to the GTA Office and to set up your mailbox. You should send Leonora your photo to be included on the WGSS website. You should also plan to attend all WGSS and Graduate School orientation programs for new GTAs.

**WGSS Graduate Student Association (GSA)**

The Women, Gender, and Sexuality Studies Graduate Student Association (WGSS GSA) organization serves as a liaison between WGSS faculty and all WGSS graduate students (as well as for WGSS graduate minors, Queer Studies graduate minors, Ethnic Studies graduate students, and MAIS graduate students). A holistic approach to supporting people as individuals and scholars is an intrinsic value to Oregon State University's (OSU) WGSS program. Thus, in collaboration with the faculty and staff, we aim to enhance the mission of the WGSS program at Oregon State University. It will nurture and meet the needs of graduate students in the WGSS program in regard to their academic, interpersonal, and spiritual growth. This organization provides assistance and support to faculty members as well as assistance for program events. Feminist principles of mentorship and coalition/community building are used to guide the design of this association. To contact the WGSS GSA, email: feministgrads@oregonstate.edu. For the 2018-2019 academic year, the following WGSS graduate students represent the GSA:

Co-Coordinators: Andrés López and Maria Cristina Lenzi Miori  
Secretary: Cassandra Hall  
Treasurer: Kali Furman  
Professional Development Chair: Cassandra Hall  
Social Chair: Sasha Khan  
GSA Faculty mentor: Dr. Janet Lee

**Coalition of Graduate Employees (CGE)**

The Coalition of Graduate Employees (CGE) is a local labor union that represents graduate teaching and research assistants at OSU. CGE is affiliated with the American Federation of
Teachers (AFT). CGE works to ensure fair treatment of graduate employees and defends graduate employees’ rights when needed. All OSU graduate students are eligible to join CGE, and all CGE members have access to various discounts and insurance provided through AFT. For more information, see: http://cge6069.org

Facilities
Shared office space is available for WGSS graduate teaching assistants in Waldo 130. Desks, desktop computers, and printers are available for GTA use in this office. This room provides internet access and a space to prepare for class and/or hold office hours. Please note that OSU provides only minimal janitorial services, so we are expected to clean our own offices. Please respect your colleagues by keeping this shared office neat and clean.

The University also provides a large number of computer labs with printers for students. In addition, the Valley Library provides quiet spaces and study rooms that may be reserved by individuals or groups. The library also offers computer facilities for students, and Administration and Consulting (4th floor, Valley Library) has a limited number of laptop computers for graduate students to check out.

Graduate teaching assistants have shared mailboxes in the WGSS Office, Waldo 252. Students are advised to check their mailboxes on a regular basis. In addition, GTAs are permitted to use the office copier as well as basic office supplies for all teaching-related duties. Personal copies are not permitted. The copy machine in our office includes a scanning feature that can send digital copies directly to email addresses. If you have any questions, please see Leonora Rianda, WGSS Office Specialist.

Services for Students with Disabilities
The WGSS Program is committed to supporting and accommodating students with disabilities, and to thinking through the ways in which ableism intersects with other forms of oppression, including sexism, racism, heterosexism, and classism.

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations. https://ds.oregonstate.edu.

Funding Travel to NWSA and Other Conferences
Graduate Students in WGSS are encouraged to submit proposals to present at the National Women’s Studies Association (NWSA) Conference and other professional meetings in our field. Presenting your work at national conferences is an excellent way to develop your scholarship, gain valuable feedback, and network with colleagues in your area of interest. Depending on our program budget, MA students may receive funding for one conference during their time at OSU, including registration, membership and a $500 travel stipend.
PhD students may receive funding for two conferences during their time at OSU, including registration, membership, and a $500 travel stipend. To qualify for funding, students must have their proposals accepted for presentation. They cannot be a moderator or discussant—they must be presenting their original research. You are also encouraged to request funding directly from NWSA, as they offer a limited number of travel grants to accepted presenters. If your proposal is accepted to another conference or professional meeting, please contact the Program Coordinator or Director of Graduate Studies to see if funds are available to support your travel. You should forward the notification of acceptance along with your request. Please note that for out of state travel, you must submit a Travel Authorization Form at least one week prior to departure, and any foreign travel requests require additional time and must be approved prior to airfare purchase. Authorizations cannot be requested or approved after the fact. Please consult with Leonora Rlianda or Karen Mills for travel authorization.

For more information about the National Women’s Studies Association annual conference, see: https://www.nwsa.org/conference2018. For additional information about NWSA scholarships and travel grants, see: https://www.nwsa.org/travelgrants.

Helpful Sites
The Graduate School offers many helpful resources to support your success:
https://gradschool.oregonstate.edu/graduate-student-success/graduate-student-resources

The following important websites will help you to navigate OSU and the surrounding area, including information regarding WGSS, housing, and childcare, as well as the academic calendar, online catalog, and information about completing and submitting your graduate thesis. In particular, the OSU Graduate School site is an important resource for you to find answers to many of your questions. This site includes a “Graduate School Survival Guide,” and details regarding graduate school policies and regulations. It also includes printable forms. Please attend all Graduate School orientation events during Welcome Week for Graduate Students, to learn about important resources that will support your success at OSU: https://gradschool.oregonstate.edu/grad-welcome-week-2018. Please review the site regularly for the most up to date information: https://gradschool.oregonstate.edu.

WGSS: https://liberalarts.oregonstate.edu/slcs/wgss
Graduate School Guide to Success: https://asosu.oregonstate.edu/graduate-affairs,
Oregon State Academic Catalog: https://catalog.oregonstate.edu
Online Grad School Forms: https://gradschool.oregonstate.edu/forms
Academic Calendar: https://registrar.oregonstate.edu/osu-academic-calendar
Housing Information: https://asosu.oregonstate.edu/graduate-affairs
OSU Campus Resources: https://asosu.oregonstate.edu/graduate-affairs

Student Resources: https://studentlife.oregonstate.edu/hci/student/student-resources
Family Resource Center: https://familyresources.oregonstate.edu/
Counseling and Psychological Services (CAPS): [https://counseling.oregonstate.edu/](https://counseling.oregonstate.edu/)
Survivor Care and Advocacy Resource Center (SARC):
[https://studenthealth.oregonstate.edu/sarc](https://studenthealth.oregonstate.edu/sarc)

**Transportation**
Students may purchase parking permits at Transit and Parking Services, 100 Adams Hall, or online at: [https://transportation.oregonstate.edu/parking/parking-permits](https://transportation.oregonstate.edu/parking/parking-permits)

For information about the free campus shuttle bus, see: [https://transportation.oregonstate.edu/transportation-services/osu-beaver-bus](https://transportation.oregonstate.edu/transportation-services/osu-beaver-bus)

Corvallis Transit System provides transit service to the Corvallis and Philomath areas. Students, staff, and faculty may ride for free with an OSU ID: [https://transportation.oregonstate.edu/transportation-services/transit](https://transportation.oregonstate.edu/transportation-services/transit)

Beaver Bike Rentals allows members of the OSU community to rent bicycles per term: [https://transportation.oregonstate.edu/transportation-services/biking/beaver-bike-rentals](https://transportation.oregonstate.edu/transportation-services/biking/beaver-bike-rentals)

Pedal Corvallis is a bikeshare system that allows rentals by the year, month, or pay as you go: [https://transportation.oregonstate.edu/transportation-services/biking/pedal-corvallis](https://transportation.oregonstate.edu/transportation-services/biking/pedal-corvallis)

The University Motor Pool has more than 230 vehicles in its fleet to meet the short term and seasonal university-related vehicle needs of faculty, staff, and students. You may rent a vehicle by filling out a driver authorization form. For more information, see: [https://transportation.oregonstate.edu/motorpool](https://transportation.oregonstate.edu/motorpool)

SafeRide is a service dedicated to assault prevention, for OSU students, faculty, and staff. OSU students may call 541.737.5000 for free evening transportation to and from campus. For information about the OSU SafeRide's policies, boundaries, and hours of operation, see: [https://asosu.oregonstate.edu/saferide](https://asosu.oregonstate.edu/saferide)

**OSU Emergency Contacts**
OSU is dedicated to providing a safe and secure learning and living environment for its community members. The Department of Public Safety provides resources, information, emergency phone numbers, and protocols for maintaining personal safety. You may sign up for OSU Alerts to get timely messages delivered right to your phone or inbox regarding university closures and other emergency situations. The Department of Public Safety can be contacted at [https://publicsafety.oregonstate.edu/](https://publicsafety.oregonstate.edu/). You can also report an emergency anytime at 541-737-7000. Their office/business phone number is 541-737-3010.
III. WGSS AND GRADUATE SCHOOL POLICIES AND PROCEDURES

The Graduate School
The Graduate School at OSU assures quality and consistent interpretation of Graduate Council policies related to graduate education across all programs. The OSU Catalogue is the official source for information regarding OSU graduate education policy and procedures. It is the student’s responsibility to refer to the catalogue for this information. The Graduate School supports students throughout the academic lifecycle, from admissions to degree completion. The Graduate Schools also offers an array of professional development opportunities specific to the success of graduate students. Topics covered in these offerings include: research and ethics, teaching and facilitation, writing and communication, leadership and management, career skills, grad life and wellness.

Student Records
Both federal and state laws permit Oregon State University staff to release directory information (e.g. name, address, degree program, birth date) to the general public without your consent. You can prohibit the release of directory information to the public by signing the Confidentiality Restriction form available from the Registrar’s Office. It will not prohibit the release of directory information to entities of Oregon State University that have a “need to know” to accomplish their required tasks. It further will not prohibit Oregon State University departments from including your name on mailing lists for distribution of materials that are essential to your enrolment at Oregon State University.

Registration and Minimum Course Loads
The OSU Schedule of Classes is available online and contains academic regulations and registration procedures that apply to all students in the university, as well as the final examination week schedule. The online catalog at https://catalog.oregonstate.edu/course-search/ contains up-to-date changes for the current and immediately upcoming term.

Registration requirements for graduate students are established by the Registrar and the Graduate School. Full-time status requires 9-16 credits each term, and part-time status means 9 or fewer credits in a term. GTAs and GRAs must register for at least 12 credits each term. All graduate students must register for at least 3 graduate credits and pay fees if they will be using any university of department resources (e.g., facilities, equipment, computing or library resources, or faculty or staff time, including holding exams.) Also, students must be enrolled (and thus registered for at least 3 credits) during the term of their thesis or dissertation defense.

Problems arising from registration procedures, such as late registration, adding or withdrawing from courses after deadlines, or late changes from letter or S/U grading are resolved through the petition for late change in registration filed with the Graduate School. A late registration fee may be applied. Students are responsible for staying current on registration requirements that may supersede the Graduate School requirements (i.e., international, financial aid, veteran’s).
Continuous Enrollment and Leave of Absence
The OSU Graduate School enforces a continuous enrollment policy. Unless on approved leave of absence, all graduate students in degree and certificate programs at OSU, regardless of location, must register continuously for a minimum of 3 graduate credits each term, excluding summer session, until their degree or certificate is granted or until their status as a credential-seeking graduate student is terminated. Graduate students who do not plan to make use of university facilities of faculty time during summer session are not required to register during the summer session and do not need to submit a Leave of Absence/Intent to Resume Graduate Study form. Approved leave of absence includes, but is not limited to, Family and Medical Leave, as defined by the Graduate School’s Family and Medical Leave Policy for Graduate Students (see below).

Graduate students who take an unauthorized break in registration by failing to maintain continuous enrollment or by failing to obtain Regular or Planned Leave of Absence will relinquish their graduate standing in the University. Students who wish to be reinstated will be required to file an application of Graduate Readmission, pay the readmission fee, register retroactively, and pay for three graduate credits for each term of unauthorized break in registration.

On-leave status is available to graduate students in good standing, who need to suspend their program of study for good cause (including illness, temporary departure from the university for employment, family issues, financial need, personal circumstances, etc.). Students who need to take a leave of absence should work with their major professor, program coordinator, and the Graduate School to arrange authorized leave. While on leave, according to OSU's policy, students are not permitted to use university resources, make demands upon faculty time, receive a fellowship or financial aid, or take course work of any kind at OSU. A regular leave of absence is not to exceed three terms. For more information, see: http://catalog.oregonstate.edu/ChapterDetail.aspx?key=38#Section1804

To apply for a Leave of Absence, students should notify their Advisor and the Director of Graduate Studies in WGSS and complete and submit the following form: https://gradschool.oregonstate.edu/sites/gradschool.oregonstate.edu/files/loa_8.27.15.pdf. This form must be received by the Graduate School at least 15 working days prior to the first day of the term involved. Upon approval of a Leave of Absence, students are expected to notify their Advisor, the Program Coordinator, and their committee members.

Graduate Family/Medical Leave Policy
As a commitment to increasing the graduating success rate of graduate students at Oregon State University, the Graduate School implemented the Family and Medical Leave Policy for Graduate Students. This policy is intended to complement the regular Leave of Absence Policy for Graduate Students as outlined in the Graduate Catalog. Eligible graduate students may take a 12-week continuous block of approved leave as parental leave or to care for their own serious health condition or that of a family member. This leave must be approved by the OSU Office of Human Resources, and students who are approved should notify their
Advisor or Chair, the Director of Graduate Studies, and their committee members. For more information, please see:
http://oregonstate.edu/dept/grad_school/docs/Graduate-Student-Family-and-Medical-Leave-Policy.pdf

Satisfactory Grades
The Graduate School does not accept grades below C for graduate credit, and requires that you maintain a cumulative grade point average (GPA) of at least 3.00. If your cumulative GPA drops below 3.00, you may be denied future registration. Your cumulative GPA is calculated by using all A-F graded courses taken after admission to the graduate program. Thesis credits receive an R grade and are not counted in determining your GPA. For more information, see: https://registrar.oregonstate.edu/osus-grading-system

The WGSS Program considers any grade lower than a B unsatisfactory for graduate coursework. Low grades will result in program actions, including being required to retake the classes or dismissal from the graduate program. “W” grades are also considered unsatisfactory. The WGSS Program requires that graduate students continue to make satisfactory progress throughout their studies, including convening regular meetings, completing all requirements, and making continuous research progress. Graduate Teaching Assistants must maintain satisfactory academic progress in order to maintain their assistantships. In addition, please note that satisfactory progress also implies adhering to the mission and community goals of the WGSS program in terms of collegiality and ethical, professional, and humane behaviours.

Incompletes
Incomplete grades (“I”) are strongly discouraged in the Women, Gender, and Sexuality Studies Program. If you need to take an incomplete in a course for serious unforeseen personal or professional reasons you should be aware that the WGSS program strictly adheres to university policy. This policy allows an instructor to assign a student an “I” grade only when all of the following four criteria apply:

(a) Quality of work in the course up to that point is “C” level or above; (b) Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work; (c) Reasons for assigning an “I” must be acceptable to the instructor. The student does not have the right to demand an “I”; and (d) The circumstances must be unforeseen or be beyond the control of the student.

Deciding whether or not to grant an incomplete is at the discretion of the instructor. An instructor is entitled to insist on appropriate medical or other documentation. Upon receiving an incomplete, a student has one year to complete and submit the work for the course. Otherwise, they will receive the “default” grade assigned at the time of the incomplete.

In no case is an “Incomplete grade” given to enable a student to do additional work to raise a deficient grade.
Please refer to the OSU Registrar’s home page at [https://registrar.oregonstate.edu](https://registrar.oregonstate.edu) for additional information on course incompletes and course withdrawals.

**WGSS Events**
WGSS graduate students and GTAs are expected to attend all WGSS-sponsored events, including orientations, special lectures, performances, and other events. Please consider it part of your responsibility to actively participate in all aspects of the program. In addition, it is considered a demonstration of collegiality to support colleagues and classmates by attending other WGSS graduate students’ thesis defenses, conference presentations, and special events, whenever possible.

**International Students**
International students at OSU should consult the International Students website for information regarding regulations that may govern your stay at OSU and in the U.S.: [https://international.oregonstate.edu/ois/students](https://international.oregonstate.edu/ois/students).

OSU’s International Student Advising and Services (ISAS) has international student advisors who are familiar with immigration regulations, maintain students’ immigration records, and can advise students on appropriate processes and procedures related to immigration. To schedule an appointment with an advisor, call 541-737-6310, email isas.advisor@oregonstate.edu or visit their office in University Plaza. Additional information on the topics covered below, and other important topics, is available by visiting the ISAS office or the website listed above.

International students on a student visa are required to purchase health insurance that meets both the U.S. government and OSU minimum standards for your visa category.

F-1 or J-1 students may engage in part-time (up to 20 hours per week) employment on the OSU campus while classes are in session. Students may work full-time (more than 20 hours per week) in between terms and during the summer vacation as long as they plan to be a full-time student the following term. If you are offered on-campus employment, you will need to apply for a social security number and complete paperwork with OSU’s Human Resources and Payroll Office. SSN application procedures are available at: [https://international.oregonstate.edu/sites/international.oregonstate.edu/files/OIS/documents/social_security_info_sheet.pdf](https://international.oregonstate.edu/sites/international.oregonstate.edu/files/OIS/documents/social_security_info_sheet.pdf).

J-1 students must also obtain written work authorization from their Program Sponsor prior to beginning any type of on-campus employment. This includes serving as a graduate teaching or research assistant. F-1 student do not need authorization from ISAS for on-campus employment, but J-1 students do need authorization from ISAS. You may not participate in any type of off-campus employment unless authorized by ISAS and/or U.S. Citizenship and Immigration Services (USCIS). Internships which are required or integral to your program of study must be authorized by ISAS prior to the internship start date. If you are interested in off-campus employment, you should make an appointment with an ISAS advisor before accepting an employment offer.
If you have been awarded a GTA position, you can use a copy of your appointment letter as the letter of offer. You will need your social security card or receipt from the Social Security Administration in order to complete your payroll paperwork.

International graduate students who plan to leave the U.S. and return for any reason must see an ISAS advisor well in advance of departure. Depending on your country of citizenship, you may be required to get entry visas for the countries to which you will be traveling. In addition, your visa to re-enter the U.S. must be valid at the time you plan to return. Remember to allow enough time to take care of these details before you leave. You must update your address through your OSU Online Services account within 10 days of a change of address. This is a federal regulation.

You must maintain full-time enrollment throughout your program of study in the U.S. and complete at least 9 credits each term during the academic year to satisfy immigration requirements. If you have a GTA position, you must register for 12 credits each term you hold the assistantship. Audited courses do not count toward full-time enrollment for OSU graduate students. Only 3 credits of online or e-campus credits may count toward the full-time enrollment requirement.

If you have any concerns, please meet with an ISAS advisor as well as the WGSS Director of Graduate Studies.

**WGSS Fragrance Free Policy**
In order to ensure the health and safety of students with allergies, asthma, Gulf War syndrome, multiple chemical sensitivities, immune disorders, and other illnesses, the Women, Gender, and Sexuality Studies Program has a policy that no scented products should be worn in class or in the WGSS office. This includes perfume, cologne, essential oils, aftershave, scented soaps, scented detergents, scented hair products, etc. Please also note that tobacco smoke is also a fragrance because it is absorbed by clothes and hair. Be aware that on entering a room after smoking, smoke residue may cause asthma and other irritations to non-smokers.

**WGSS Food Justice Policy**
In recognition of issues of food justice associated with the ethical treatment of non-human animals and the economics of food production, harvesting, and handling, Women, Gender, and Sexuality Studies attempts to serve ethically sourced and produced vegetarian/vegan food, served whenever possible by unionized labor.

**IV. STUDENT CONDUCT AND COMMUNITY STANDARDS**

Graduate students enrolled at Oregon State University are expected to conform to basic regulations and policies developed to govern the behavior of students as members of the university community. The Office of Student Conduct and Community Standards (SCCS) is the central coordinating office for student conduct-related matters at Oregon State University. Choosing to join the Oregon State University community obligates each member
to a code of responsible behavior which is outlined in the Student Conduct Code available at:

The assumption upon which this Code is based is that all persons must treat one another with dignity and respect in order for scholarship to thrive. Violations of the regulations subject a student to appropriate disciplinary action. In addition, we expect graduate students in WGSS to adhere to the mission and community goals of the WGSS program in terms of collegiality and ethical, professional, and humane behaviours.

**Public and Social Media Presence**
WGSS GTAs and graduate students are considered representatives of the WGSS Program. Please remember this is the case even when you are not in the classroom or on campus. Your presence at conferences, at other institutions, and on social media including Facebook, Twitter, Tumblr, etc., is public, and always reflects on our program.

**Sexual Harassment**
The OSU Office of Equal Opportunity and Access defines sexual harassment as the following:

- Unwelcome* sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
  - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education;
  - Submission to or reject of such conduct by an individual is used as the basis for employment or education-related decisions affecting such an individual;
  - Such conduct is sufficiently severe or pervasive that it has the effect, intended or unintended, of unreasonably interfering with an individual’s work or academic performance because it has created an intimidating, hostile, or offensive environment and would have such an effect on a reasonable person of that individual’s status.

There are two confidential resources to discuss reporting options: Center Against Rape and Domestic Violence (CARDV) provides 24/7 confidential crisis response at 541-754-0110 or 800-927-0197, and OSU Sexual Assault Support Services is available weekdays at 541-737-7604. *Employee conduct directed towards a student – whether unwelcome or welcome – can constitute sexual harassment under OAR.*

**Academic Misconduct**
The Code of Student Conduct prohibits Academic Misconduct and defines it as:
Any action that misrepresents a student or group’s work, knowledge, or achievement, provides a potential or actual inequitable advantage, or compromises the integrity of the educational process.

To support understanding of what can be included in this definition, the Code further classifies and describes examples of Academic Misconduct, as follows.

Prohibited behaviors include, but are not limited to doing or attempting the following actions:

1. **Cheating.** Unauthorized assistance, or access to or use of unauthorized materials, information, tools, or study aids. Examples include, but are not limited to, unauthorized collaboration or copying on a test or assignment, using prohibited materials and texts, unapproved use of cell phones, internet, or other electronic devices, etc.

2. **Plagiarism.** Representing the words or ideas of another person or presenting someone else’s words, data, expressed ideas, or artistry as one’s own. Examples include, but are not limited to, presenting someone else’s opinions and theories as one’s own, using another person's work or words (including unpublished material) without appropriate source documentation or citation, working jointly on a project and then submitting it as one’s own, etc.

3. **Falsification.** Fabrication or invention of any information. Examples include, but are not limited to, falsifying research, inventing or falsely altering data, citing fictitious references, falsely recording or reporting attendance, hours, or engagement in activities such as internships, externships, field experiences, clinical activities, etc.

4. **Assisting.** Any action that helps another engage in academic misconduct. Examples include, but are not limited to, providing materials or assistance without approval, altering someone’s work, grades or academic records, taking a test/doing an assignment for someone else, compelling acquisition, selling, bribing, paying or accepting payment for academic work or assistance that contributes to academic misconduct, etc.

5. **Tampering.** Interfering with an instructor’s evaluation of work by altering materials or documents, tampering with evaluation tools, or other means of interfering.

6. **Multiple submissions of work.** Using or submitting work completed for another or previous class or requirement, without appropriate disclosure, citation, and instructor approval.

7. **Unauthorized recording and use.** Recording and/or dissemination of instructional content without the express permission of the instructor(s), or an approved accommodation coordinated via Disability Access Services.

Academic, research, and scholarly integrity is of the upmost importance to Oregon State University, as an international public research university and the state’s Land Grant university. Faculty and students share responsibility in preserving the integrity of the
academic experience at Oregon State. Academic misconduct damages the educational experience and ultimately hurts many parties, including faculty, other students, and the value of OSU credits and degrees. Students and faculty are encouraged to understand the expectations outlined by the Code of Student Conduct (Code) and professional standards of academic colleges and programs, to report suspected incidents of academic misconduct, and to hold each other to a high standard when it comes to the integrity of academic work. https://studentlife.oregonstate.edu/studentconduct/academicmisconduct.

Being found responsible for an act of academic misconduct constitutes dismissal from the Women, Gender, and Sexuality Studies Program.

Conflicts and Grievances
The University Ombuds Office provides informal, impartial, and confidential conflict management services to all members of the OSU community. For more information, see: https://ombuds.oregonstate.edu.

In addition, graduate students may consult the following guidelines for assistance in addressing grievances: MA students must have at least four members of the graduate faculty-two in WGSS, one in the minor field if a minor is included, and a Graduate Council Representative (described below). When a minor is not included, the fourth member may be from the graduate faculty at large. The major professor is one of the two members representing the major department/program. All students desiring to appeal matters relating to their graduate degree should follow the Grievance Procedures for Graduate Students. These procedures are available at: http://gradschool.oregonstate.edu/progress/grievance-procedures.

Graduate assistants, whose terms and conditions of employment are prescribed by the collective bargaining agreement between OSU and the Coalition of Graduate Employees, American Federation of Teachers Local 6069, should also refer to that document and seek guidance from OSU’s Office of Human Resources.

If you have a grievance or complaint within our program, we strongly encourage you to communicate your concern to your advisor and/or the Director of Graduate Studies (DGS). Every effort will be made to address your concern. If you feel your grievance is not adequately addressed, you should then go to the WGSS Coordinator, followed by the Director of the School of Language, Culture, and Society (SLCS). Please follow these guidelines. Although Dr. Susan Bernardin, the Director of SLCS, is always available and willing to be consulted, professional etiquette requires that you first attempt to resolve the problem with the person or persons involved within the WGSS program. Dr. Bernardin is the appropriate person to contact after attempts to resolve conflict within the WGSS program have failed.
V. REQUIREMENTS FOR GRADUATE MAJORS AND MINORS IN WGSS AND QS

Requirements for the MA in WGSS
The MA in Women, Gender, and Sexuality Studies requires 42-43 credits that include:

Required Core Coursework (15 credits):
- WGSS 511. Orientation and Professionalization I (1 credit)
- WGSS 512. Orientation and Professionalization II (1 credit)
- WGSS 513. Orientation and Professionalization III (1 credit)
- WGSS 514. Systems of Oppression in Women's Lives (4 credits)
- WGSS 516. Theories of Feminism (4 credits)
- WGSS 518. Feminist Research (4 credits)
- WGSS 503. Thesis (6 credits)

Sequence Electives (15-16 credits):
MA students must also take at least two courses from the Cluster Sequence #1: Women of Color Feminisms/Queer of Color Feminisms, and at least one course each from Cluster Sequence #2 Global/Transnational Feminisms and Cluster Sequence #3 Feminist Praxis.

Cluster Sequence #1: WGSS 530. Women of Color Feminisms (8 credits)
All MA students must take at least two of the following courses:
- ES/QS/WGSS 531. Queer of Color Critiques (4 credits)
- ES/WGSS 575. Critical Race Feminisms (4 credits)
- ES/QS/WGSS 577. Queer/Trans People of Color Arts and Activism (4 credits)
- WGSS 583. Race, Gender, and Health Justice (4 credits)

Cluster Sequence #2: Global/Transnational Feminisms (4 credits)
All MA students must take at least one of the following courses:
- ES/QS/WGSS 572. Indigenous Queer and Two-Spirit Studies (4 credits)
- QS/WGSS 576. Transnational Sexualities (4 credits)
- WGSS 582. Global Perspectives on Women’s Health (4 credits)
- WGSS 585. Transnational Feminisms (4 credits)
- WGSS 595. Global Feminist Theologies (4 credits)

Cluster Sequence #3: Feminist Praxis (3-4 credits)
All MA students must take at least one of the following courses. Please note that WGSS 586/587/588 Global Experience I, II, and III together constitute the equivalent of one 3-credit course within the Feminist Praxis Cluster.
- WGSS 510. Internship (1-4 credits)
- WGSS 521. Feminist Leadership (4 credits)
- WGSS 535. Feminist Teaching and Learning (4 credits)
- WGSS 542. The Inclusive Classroom: Difference, Power, and Discrimination (3 credits)
WGSS 586. Global Experience I (1 credit)
WGSS 587. Global Experience II (1 credit)
WGSS 588. Global Experience III (1 credit)

Elective Coursework (6 credits)
All MA students must also complete at least 6 elective credits of coursework in WGSS listed in any of the cluster electives or other courses offered by WGSS or another department.

Total required = 42-43 credits (depending on cluster choices)

MA Language Proficiency
In addition, MA students must demonstrate 2nd year proficiency in a second language as demonstrated by two years of a college language sequence on the transcript; scoring at second year proficiency on a language placement test; or completing the 213 course of a language sequence while enrolled in the WGSS M.A. program. Please discuss your language proficiency requirements with the Director of Graduate Studies and your academic advisor or major professor. Links to complete the required forms for the Graduate School are available here: [http://oregonstate.edu/dept/grad_school/phpforms/ma_fl_req.php](http://oregonstate.edu/dept/grad_school/phpforms/ma_fl_req.php)

Requirements for the MAIS (Master of Arts in Interdisciplinary Studies)
The MAIS consists of three integrated areas of study. Students can elect to study WGSS as their primary area with 2 other disciplinary areas outside WGSS; as their primary and secondary areas with one other disciplinary area; or as a secondary and/or tertiary area of study with a primary and/or secondary area from another discipline. Within the disciplinary area of WGSS there are three themes from which students may choose: Gender, Race, and Class; Transnational Perspectives; and Contemporary Feminist Issues. Students will choose one of these themes for each of the WGSS areas (primary and/or secondary) they elect to study. Students completing the MAIS with Women, Gender, and Sexuality Studies as their primary area must complete a minimum of 22 credits:

- WGSS 510. Internship (3 - 6 credits)
- WGSS 514. Systems of Oppression in Women's Lives (4 credits)
- WGSS 516. Theories of Feminism (4 credits)
- WGSS 518. Feminist Research (4 credits) *(required for thesis option only)*
- WGSS 585. Transnational Feminisms (4 credits)
- WGSS 503. Thesis; or WGSS 501. Research and Scholarship (non-thesis) (3 credits)

Students taking WGSS as a secondary and/or tertiary area for the MAIS must complete a minimum of 12 credits for each area, including the following required courses:

- WGSS 516. Theories of Feminism (4 credits)
- WGSS 514. Systems of Oppression (4 credits)
- WGSS 585. Transnational Feminisms (4 credits)
Many students elect Women, Gender, and Sexuality Studies as both primary and secondary areas. They must complete a minimum of 34 credits in Women, Gender, and Sexuality Studies (22 for the primary area and 12 for the secondary) of the 45 required for the MAIS degree.

**Requirements for the PhD in WGSS**

Students in the PhD program in WGSS should complete the following requirements:

- **Required Courses (27-28 credits):**
  - WGSS 611. Colloquium (1 credit) *(Students must take 4 terms of colloquium and must present dissertation research once.)*
  - WGSS 616. Multiracial, Transnational, Queer Feminisms I (4 credits)
  - WGSS 617. Multiracial, Transnational, Queer Feminisms II (4 credits)
  - WGSS 620. Social Justice Theory and Practice (4 credits)
  - WGSS 619. Decolonizing Methodologies (4 credits) and/or WGSS 518. Feminist Research (4 credits); WGSS 555. Feminist Textual Methods and Discourse Analysis (4 credits); or another graduate level methods course
  - WGSS 521. Feminist Leadership (4 credits)
  - WGSS 535. Feminist Teaching and Learning (4 credits) or WGSS 542. The Inclusive Classroom (3 credits)

- **Elective Coursework (12 Credits):**
  All PhD students must also take 12 credits of WGSS elective courses

- **Thesis (36 credits):**
  All PhD students must take at least 36 credits of thesis/dissertation credits
  - WGSS 603. Thesis (36 credits). You cannot enroll in thesis/dissertation credits until you have passed all of your comprehensive exams and have become a PhD Candidate.

**Total includes 75-76 credits.**

**Requirements for the Graduate Minor in Queer Studies**

A graduate minor in Queer Studies is available at both the MA and PhD level. The graduate minor in Queer Studies prepares students to examine how gender and sexuality are constructed and policed and, further, imagines liberatory futures for people of all genders and sexualities. Centering itself on the activism and scholarship of women of color, transnational feminisms, Two-Spirit Indigenous people, and Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) people of color, this graduate option examines homophobia and transphobia’s relationship with racism, colonialism, sexism, ableism, classism and other forms of power. The advisor for Queer Studies is Dr. Qwo-Li Driskill Qwo-Li.Driskill@oregonstate.edu.

Masters-level students must complete a total of 20 credit hours, and doctoral students must complete a total of 24 credit hours. Students whose primary area is WGSS may use
required coursework for their program towards an MA or PhD minor in Queer Studies. This means that these courses may "double count."

**All students must complete the following course:** QS/WGSS 562: Queer Theories (4 credits)

In addition, both master’s and doctoral students will complete 8 credits in each of the following sections. In addition, doctoral students will complete an additional four credits in either area.

**Sexuality, Gender, Race, & Nation (8 credits required)**
- QS/WGSS/ES 531. Queer of Color Critiques (4)
- QS/WGSS/ES 577. Queer/Trans People of Color Arts and Activism (4)
- QS/WGSS/ES 572. Indigenous Two-Spirit & Queer Studies (4)
- QS/WGSS/ES 576. Transnational Sexualities (4)

**Gender Politics (8 credits required)**
- WGSS 514: Systems of Oppression in Women's Lives (4)
- QS/WGSS 524. Trans/Gender Politics (4)
- QS/WGSS 573. Transgender Lives (4)
- WGSS 560. Women and Sexuality (3)
- WGSS 585. Transnational Feminisms (4)
- WGSS 616. Multiracial, Transnational, and Queer Feminisms (4)

**MAIS Requirements for Queer Studies (Secondary and Tertiary Areas)**
Queer Studies participates in the MAIS Program as a Secondary and Tertiary Area. Secondary Area: Students must complete a total of 12 credits. Tertiary Area: Students must complete a total of 9 credits. These courses are selected from the following two sections. Please note students whose primary area is WGSS must select courses that are in addition to the WGSS requirements. This means that these courses cannot “double-count.”

**All students must complete the following course:** QS/WGSS 562. Queer Theories (4 credits)

**Sexuality, Gender, Race, & Nation (3-6 credits)**
- QS/WGSS/ES 531. Queer of Color Critiques
- QS/WGSS/ES 577. Queer & Trans People of Color Arts & Activism
- QS/WGSS/ES 572. Indigenous Two-Spirit & Queer Studies
- QS/WGSS/ES 576. Transnational Sexualities

**Gender Politics (3-6 credits)**
- WGSS 514: Systems of Oppression in Women's Lives
- QS/WGSS 524. Trans/gender Politics
- QS/WGSS 571. Transgender Lives
- WGSS 560. Women and Sexuality
- WGSS 585. Transnational Feminisms
Global Experience

The Global Experience, completed through coursework WGSS 586/587/588 is available for all graduate students as elective credits. In addition, MA students may complete a combined three credits of WGSS 586/587/588 to fulfill the Cluster #3: Feminist Praxis option. Graduate students may fulfill the Global Experience option by participating in a faculty-led short-term travel seminar that emphasizes transnational feminist theories and frameworks. In recent years, these faculty-led short-term travel seminars have included travel to India, the United Kingdom, Greece, Guatemala, and Spain. Typically, a student might register for 1 credit of WGSS 586 to prepare for the Global Experience, 1 credit of WGSS 587 during the travel experience, and 1 credit of 588 following the travel experience, as a time for reflection.

You may also fulfill the Global Experience option individually, in consultation with your advisor and the instructor for Global Experience, Dr. Susan Shaw. In this case, students may select a location based on thesis research or personal interest, research potential partnerships, and develop a program of study and a proposal. Please note that “global experience” does not necessarily mean leaving the U.S. or even Oregon. For students who cannot or choose not to travel outside of the U.S., you might consider volunteering with a local indigenous or immigrant or refugee community organization. In any case, please consult with your advisor and Dr. Shaw, and work to avoid exploitative practices that may create additional labor for local community organizations. Once you have completed your Global Experience requirement, you are required to participate in a public presentation about your experience, to be scheduled with the faculty leaders of a short-term travel seminar you participate in, or with Dr. Shaw, if you complete the requirement through an individual project.

Internships

Graduate students in Women, Gender, and Sexuality Studies may complete 1-4 internship credits as part of the feminist praxis requirement in MA Cluster Sequence #3 or to fulfill general elective credits for any graduate degree. Internships provide students with the opportunity for hands-on application of the research and theories you’ve studies in your classes. For a 3-credit internship, students volunteer 10 hours per week for a term in an organization whose work benefits women, directly addresses aspects of gender and sexuality, or works toward feminist goals. Many of our students complete their internships in local, regional, or campus organizations. Other students complete their internships in feminist agencies around the country and the world. For many students, the internship is a path to a career. For others, it is an experience that helps them develop valuable skills that they are able to use in whatever work they choose.

Students interested in doing an internship in Women, Gender, and Sexuality Studies should contact Dr. Janet Lee for approval before registering for WGSS 510 or WGSS 610. Some students complete their internship by working with a Women, Gender, and Sexuality Studies faculty member as a teaching or research assistant.

The internship experience provides the opportunity to gain experience within an off-
campus private, public, or community agency or organization which has as one of its goals the improvement of the status of women in society. Students work with an on-site mentor who guides their field experience in collaboration with Dr. Janet Lee, the graduate internship coordinator in the WGSS program.

Internships may be taken for 1-12 credits. A typical 3-credit internship requires a total of 100 hours of work in the internship agency or organization.

**Independent Studies**
On rare occasions, it may be necessary to take an independent study with a faculty member in a specific area of study that is not offered through the curriculum. However, please note that faculty do not receive compensation for supervising independent studies. These are generally done as unpaid overload. Therefore, it is not appropriate to ask a faculty member to supervise an independent study simply because the day or time of a course is inconvenient for you. Please be respectful of faculty members’ time, and request scheduling independent studies only when absolutely necessary to fulfill your academic goals. Before making any requests for independent studies, please consult with your advisor.

**VI. FORMING YOUR THESIS/DISSERTATION COMMITTEE**

**Assigned Advisor**
The Director of Graduate Studies assigns an advisor to each student at the time of admission to advise students on their coursework and studies for the first academic year of their program. Every effort is made to match the interests of the student and the advisor within the limitations of faculty workload. Your assigned advisor is not your thesis or dissertation chair, though you may choose to ask your assigned advisor to become your major professor/committee chair. Students are free to ask a different graduate faculty member to serve as their major professor and this faculty member, who serves as their committee chair, becomes the student’s new advisor. Graduate students have a responsibility to find a major professor and committee members. Students are expected to find a major professor before the end of their first academic year to remain in good academic standing.

**Graduate Committee**
Your graduate committee guides your coursework and research and serves as your final examining committee. This committee is led by your MA or Ph.D. committee chair, or major professor, discussed below.

- MA students must have at least four members of the graduate faculty-two in WGSS, one in the minor field if a minor is included, and a Graduate Council Representative (described below). When a minor is not included, the fourth member may be from the graduate faculty at large. The major professor is one of the two members representing the major department/program.
- MAIS students must have four committee members: one representing each of their
three fields and a Graduate Council Representative. The member representing the primary field is the major professor.

- PhD Students must have a minimum of five members of the Graduate Faculty, including two from the major department/program, one from each declared minor field, and a Graduate Council Representative are required. The major professor is one of the two members representing the major department/program.

All committee members must be members of the OSU graduate faculty. It is expected that all committee members attend all formal meetings with the student (program of study meetings, exams, and defenses). It is generally expected that all members of graduate committees should be physically present at all required graduate committee meetings (i.e., program meetings, preliminary examinations, and final examinations). However, it is permissible for the student, and/or committee members to participate from a remote location provided the conditions listed below are met:

- Advance agreement of the student and all committee members has been obtained;
- All participants join in with two way audio and video connections; audio only connections must be approved by the major professor if the video connection is not possible. When the student is the remote participant, his or her connection must be an audio and video connection;
- Any visual aids or other materials have been distributed in advance to the remote participants;
- The committee members participate in the complete meeting, discussion, presentation, and evaluation; and
- The student is responsible for making arrangements.

Graduate students in WGSS must submit a completed **Committee Declaration Form** to the DGS for final approval before the Program of Study Meeting. This is separate from the Program of Study form submitted to the Graduate School. Students should try and have their graduate committee (see below) in place by the end of the second term of study during their first academic year. Students should have their entire committees in place before the end of their first academic year in order to remain in good academic standing in the program.

**Major Professor (Committee Chair)**
The major professor is the committee member from the student’s major field who serves as their primary academic advisor, thesis advisor, and general mentor. The Committee Chair must be a core faculty member in WGSS who is approved to direct students at the MA and/or PhD level. Once you have selected a major professor/Committee Chair, the Chair will work with you on the selection of additional committee members. Please note that all committee members must be approved by your Chair, prior to serving on your committee.

**Minor Professor(s)**
The minor professor is the member of the committee who represents the minor department or field, if the student has declared one. This person must be an approved
Graduate Faculty member in this minor department/program.

**Graduate Council Representative (GCR)**
This committee member represents the Graduate Council, and is a faculty member outside the student’s major and minor areas, selected by the student from a list provided by the Graduate School through their website. Once identified, the student must provide the Graduate School with the name of the faculty member serving this role on the committee. The Graduate Council Representative (GCR) is required for all MAIS committees and all MA committees involving a thesis, and all PhD committees. The GCR is a full voting member of the student’s committee and must participate in all meetings and examinations, including the Program of Study meeting and the thesis defense. In addition, they are responsible for assuring that the conduct of all committee meetings and actions are in compliance with policies and procedures of the Graduate Council as presented by the Graduate School. The GCR assumes responsibility for assuring fair and appropriate treatment of the student and all committee members, and for assuring the integrity of the degree. Your GCR must be present at your formal exam(s), and will be responsible for some of the paperwork that the Graduate School requires. Per Graduate School guidelines, the GCR will also lead your committee’s roundtable discussion following your final oral exam. Your GCR must be a graduate faculty member outside your major and minor area.

**Non-OSU Committee Membership**
If a faculty committee member is not a member of the OSU Graduate Faculty or is a non-OSU member who is not approved for the role proposed, your major department/program will need to nominate the proposed member to act in those roles using the Nomination to Graduate Faculty form. Committee structure is also evaluated when your program of study is received by the Graduate School and when you schedule your formal examination(s).

**Committee Selection**
When trying to select committee members, please remember that faculty members have multiple responsibilities and are extremely busy. Please use their office hours or make an appointment to talk with them about your plans. Whenever possible, you should take a course with a faculty member before asking them to serve on your committee. You should also familiarize yourself with the faculty member’s research and teaching interests before asking them to serve on your committee. When you schedule a meeting to request that a faculty member serve on your committee, please be clear and direct. In your initial contact to schedule a meeting, you should provide them with a brief written description or outline of your research plans and goals.

**Making Changes to Your Committee**
If it becomes necessary to replace one of your committee members after your committee has been established, first confirm that the replacement faculty member is a member of the Graduate Faculty and approved for the proposed role. It is the student’s responsibility (not the Chair’s or another committee member’s) to discuss the change with both the new committee member and the committee member being replaced. Also, it is important to notify your committee Chair as well as the WGSS Director of Graduate Studies before
making any changes to the committee. Please be direct in communicating with the committee members about the reason for the change. Committee structure is included in the evaluation by the Graduate School when a student’s program of study is submitted and when the thesis or dissertation defense is scheduled. Therefore any changes to the committee affect your program of study, and could necessitate a new program of study meeting for approval.

VII. COMPLETION OF GRADUATE DEGREES IN WGSS

Program of Study
The Program of Study form is a document outlining your course of study, including all classes to be taken. Your program must have a minimum of 50 percent graduate-level stand alone courses (courses that are not 400/500 “slash” courses). The form for this is available from the Graduate School website and must be filed with the Graduate School after being approved by your committee at the Program of Study meeting. The main purpose of the Program of Study meeting is to ensure that the proposed program (coursework and thesis proposal) submitted by the student meets the minimum requirements of the Graduate School and the WGSS program, and also fulfills the student’s needs. The program meeting should be held early enough in the student’s academic career to permit all committee members to provide input. In WGSS, all graduate students are required to hold the Program of Study meeting by the end of their first year of coursework, before finals week. The student should schedule this meeting well in advance, accommodating the schedules of all committee members, including the Graduate Council Representative. All committee members must be present. Once a date and time have been agreed on, the student is responsible for reserving a room, planning for approximately one hour. The student’s major professor, or Committee Chair, will facilitate this meeting.

At least two weeks prior to the Program of Study meeting, the student should confer with the Committee Chair to agree on the coursework and fill out the required Program of Study form, to be shared and discussed with the rest of the committee at the meeting. It is requested that a draft of this completed form, after approval from the Committee Chair, be sent to all committee members within a week of the proposed Program of Study meeting. Also, the student should provide all committee members with a detailed thesis or project proposal, sent at the same time to all committee members (see below for details). For more information, see: https://gradschool.oregonstate.edu/progress/program-study.

Thesis Proposal
Along with the Program of Study form, MA students should produce a formal thesis proposal, approximately 2-3 pages in length, to be discussed at the Program of Study meeting at the end of the first academic year. The thesis proposal is written with guidance from the Committee Chair. It should include a description of the research topic, including central research question(s), a brief review of the literature, and a discussion of the methodological approach. In addition, students should provide a detailed schedule or timeline for completion. Along with a draft of the Program of Study form, the thesis
proposal should be circulated to all committee members at least one week prior to the Program of Study meeting.

**Institutional Review Board (IRB)**
OSU requires ethical research training for all graduate students. Students must complete the required online ethics training to complete this obligation. They can do this by passing the Collaborative Institutional Training Initiative (CITI) course in the Responsible Conduct of Research (RCR), available through the OSU Office of Research website or an RCR course approved by OSU.

If a student's research also involves human subjects, it is likely that it will require IRB approval. For more information about this process, see: [https://research.oregonstate.edu/irb](https://research.oregonstate.edu/irb). In this case the student should work closely with the major professor to follow all IRB guidelines. The major professor will be the Principal Investigator, and will submit the protocol on behalf of the student researcher. Please note that this protocol must be submitted well in advance, as the IRB review can be a lengthy process, and often requires revisions. Research involving human subjects cannot commence before IRB approval has been obtained. In WGSS, we request that IRB protocols and supporting documents be submitted by the end of a MA student’s first year, whenever possible. For PhD students, the IRB protocol should be submitted before the end of the second year. Please note that most faculty members are on nine-month contracts and are usually therefore not available to supervise research or submit students’ IRB protocols over the summer.

**Comprehensive (Qualifying) Exams**
Students in the PhD program in WGSS must complete Comprehensive Exams, consisting of a Core Exam in the field of Women, Gender, and Sexuality Studies, a Concentration Exam related to their area of concentration, and a Preliminary Oral Exam. The Preliminary Oral Exam will take place at the same meeting as the Dissertation Prospectus Defense. Ideally, exams should be completed during the second year in the program. The exams cannot take place until after PhD students have successfully passed (with a B or above) all of their Core and Concentration courses. The Director of Graduate Studies will hold an information session for doctoral students in the spring of each year to provide more information about the exams.

Students must pass the Core Exam before taking the Concentration Exam, and must pass the Concentration Exam before submitting a Dissertation Prospectus and taking the Preliminary Oral Exam. The Core Exam and the Concentration Exam will each be administered over a separate five-day period, and students will have access to texts and notes. After passing the Core Exam and the Concentration Exam, students will write a Dissertation Prospectus, and then have a formal meeting with their Committee (the Preliminary Oral Exam/Dissertation Prospectus Defense). Possible outcomes for the comprehensive exams include: pass, conditional pass, and fail. If a student fails any of the exams, the Committee chair will notify the Director of Graduate Studies. The student will be
provided with feedback, and will have one opportunity to retake each exam. If they fail the exam a second time, they may be dismissed from the program.

**Core Exam:** The Core Exam is based on the student’s Core Courses in the PhD program. Students should provide copies of syllabi from each of their Core Courses to their Committee Chair. Students may include additional texts used in research from projects in their Core Courses in addition to the required texts from each course as a basis for their exams. Students will draft three questions for their exam in *each* of the following core areas:

1. Methods and Methodologies
2. Theories
3. Feminist Practice (i.e. Pedagogy, Activism, Leadership, etc.).

After drafting questions, the student will submit them to their Committee Chair, who will share them with the Committee for any revision suggestions, and request any revisions of the questions from the student. After revisions to the questions are completed, they will be resubmitted to the Committee Chair.

The Committee Chair will then work with the Committee to identify two questions in each core area that will be asked of the student. On an appointed day and time, the chair will email the student these questions, or open the questions on Canvas. The student will then choose one question from each core area to answer, and will have a total of five days (120 hours) to complete the questions, which will be submitted to the Committee Chair, who will share the responses with the Committee. The committee should respond to the Committee Chair with their recommendation within one week, and the Committee Chair will share the results of the exam with the student. Students should utilize texts, but cannot consult anyone else about their questions or writing process. A formal citation, bibliography and formatting style (MLA, APA, etc.) must be used.

**Pass:**
- Thoroughly answers the questions and sub-questions by using sources from their Core Courses.
- Demonstrates the ability to synthesize theories and scholarship from Core Courses.
- Demonstrates the ability to apply theories and scholarship from Core Courses to their specific area(s) of inquiry.
- Demonstrates an understanding of Women, Gender, and Sexuality Studies as a field as articulated in readings from their Core Courses.
- Makes a clear argument supported by evidence from scholarship in their Core Courses.
- Answers one question from each of the three Core areas: Methodologies, Theories, Practice.
- Submits answers to questions by designated time and date.

**Conditional Pass:**
• Answers the questions and sub-questions, but neglects key sources and theories that were part of their Core coursework.
• Makes a clear argument, but omits key evidence that was included in scholarship from their Core coursework.
• Answers the questions, but leaves out answers to sub-questions put forth in the questions.
• Demonstrates the ability to synthesize theories and scholarship from Core Courses.
• Demonstrates the ability to apply theories and scholarship from Core Courses to their specific area(s) of inquiry.
• Demonstrates an understanding of Women, Gender, and Sexuality Studies as a field as articulated in readings from their Core Courses.
• Answers one question from each of the three Core areas: Methodologies, Theories, Practice.
• Submits answers to questions by designated time and date.

Fail:
• Does not answer the questions and sub-questions.
• Does not utilize key sources and theories that were part of their core coursework.
• Does not demonstrate the ability to synthesize theories and scholarship from Core Courses.
• Does not demonstrate the ability to apply theories and scholarship from Core Courses to their specific area(s) of inquiry.
• Does not demonstrate an understanding of Women, Gender, and Sexuality Studies as a field as articulated in readings from their Core Courses.
• Does not make a clear argument supported by evidence from scholarship in their Core Courses.
• Does not answer all of the questions from any of the Core Areas: Methodologies, Theories, Practice.
• Commits a violation of Academic Honesty and Integrity. (Note: Will not be allowed to retake exam. Constitutes immediate dismissal from program).
• Does not submit answers to questions by designated time and date.

Concentration Exam: The Concentration Exam is based on the PhD student’s Concentration Area courses and research. The Concentration Exam is based on the Concentration Courses as designated in agreement with the student's Committee Chair and Exam Committee during their Program of Study. Students should provide copies of syllabi from each Concentration course to their Committee Chair. Students may include additional texts used in research from projects in their Concentration Courses, additional texts agreed upon by the Exam Committee, and texts from their Core Courses if applicable to the student’s concentration area. The majority of texts should be from the student’s coursework in their Concentration Area.

The student will create an annotated bibliography of texts from their Concentration Area coursework and research, which will be submitted to the Committee Chair, who will then
pass it along to the Committee. The student will then work with their Committee Chair to design one question for their Concentration Exam, which the Committee Chair will then share with the other Committee members for revision feedback. After final revisions to the question are made by the Committee Chair, the Committee Chair will email the student the question, or open the question on Canvas, at an appointed day and time. The student will have 5 days (120 hours) to write an article-length answer to the question, which will be submitted to the Committee Chair, who will share it with the Committee. The Committee should respond to the Committee Chair with their recommendation within one week, and the Committee Chair will share the results of the exam with the student. Students should utilize texts, but cannot consult anyone else about their questions or writing process. A formal citation, bibliography and formatting style (MLA, APA, etc.) must be used.

**Pass:**
- Submits an annotated bibliography, due before the exam is scheduled. The annotated bibliography should be of use to the student in writing their Concentration Exam and for future use during the writing of their dissertation.
- Writes an article-length answer sufficient to answer the question (length will vary).
- Makes a clear argument supported by evidence from scholarship in their Concentration Courses.
- Thoroughly answers the question and sub-questions by using sources from their Concentration Courses.
- Demonstrates the ability to synthesize theories and scholarship from Concentration Area coursework.
- Demonstrates the ability to apply theories and scholarship from Concentration Area coursework to their specific area(s) of inquiry.
- Demonstrates an understanding of their Concentration Area based on readings from their Concentration Area coursework.
- Submits answer to questions by designated time and date.

**Conditional Pass:**
- Submits an annotated bibliography, due before the exam is scheduled.
- Writes an article-length answer sufficient to answer the question (length will vary).
- Makes a clear argument supported by evidence from scholarship in their Concentration Courses, but neglects key sources included in their annotated bibliography.
- Answers the question and sub-questions by using sources from their Concentration Courses, but neglects key sources included in their annotated bibliography.
- Demonstrates the ability to synthesize theories and scholarship from Concentration Area coursework.
- Demonstrates the ability to apply theories and scholarship from Concentration Area coursework to their specific area(s) of inquiry, but neglects key sources included in their annotated bibliography.
- Submits answer to questions by designated time and date.
Fail:
- Answer does not sufficiently answer the question.
- Does not make a clear argument.
- Does not support claims with evidence from scholarship in their Concentration Courses.
- Does not answer the question and sub-questions by using sources from their Concentration Courses.
- Does not demonstrate the ability to synthesize theories and scholarship from Concentration Area coursework.
- Does not demonstrate the ability to apply theories and scholarship from Concentration Area coursework to their specific area(s) of inquiry.
- Does not submit answer to questions by designated time and date.
- Commits a violation of Academic Honesty and Integrity. (Note: Will not be allowed to retake exam. Constitutes immediate dismissal from program).

**Dissertation Prospectus:** After successfully passing of the Core and Concentration Exams, PhD students should work with their Committee Chair and Committee members to write a dissertation prospectus. The final Dissertation Prospectus should be sent to the student’s Committee Chair, who will then send it on to the other members of the Committee. A doctoral dissertation represents a meaningful, original contribution to the field of Women, Gender, and Sexuality Studies, and the prospectus provides an opportunity to obtain valuable feedback on the proposed topic of study. In general, the prospectus should include a proposed research issue or question(s); a review of the existing literature on the topic, including how this new work will contribute or intervene; a discussion of research approach and methods and methodologies; and implications for the field of Women, Gender, and Sexuality Studies. In addition, the student should include a working bibliography, a research plan with a timeline for completion, and a tentative chapter outline with chapter descriptions. The dissertation prospectus should be no more than 10 pages, double-spaced (not including bibliography and timeline).

The dissertation prospectus should be reviewed by the dissertation chair and thorough feedback for revision given before it is submitted to the dissertation committee. The dissertation committee should approve the prospectus with no major revisions before the Preliminary Oral Defense.

**Preliminary Oral Exam/Dissertation Prospectus Defense**
Once the Committee Chair has approved the dissertation prospectus, the student should work with the Committee Chair to schedule the Preliminary Oral Exam/Prospectus Defense. OSU requires students to schedule this exam with the Graduate School no less than two weeks before the examination using the Exam Scheduling Form: [http://oregonstate.edu/dept/grad_school/phpforms/event.php](http://oregonstate.edu/dept/grad_school/phpforms/event.php).

The exam should be at least two hours in length, with one hour specifically committed to a Preliminary Oral Exam. In the Preliminary Oral Exam, the Committee will ask questions that the student was not able to address in the written exams. At the defense, the student presents their proposed research to the full Committee. The questions and discussion
following the student’s presentation create an opportunity for scholarly engagement and exchange about the student’s proposed topic and their scholarship in WGSS. Once a doctoral student has passed the comprehensive exams and had their dissertation prospectus approved, they may advance to PhD candidacy.

The Oral Preliminary Examination is an opportunity to have a conversation between students and faculty about the student’s scholarship and areas of inquiry. It is also an opportunity to talk with the student more about questions they didn't answer during the Core Exam or have deeper conversations about aspects of their Core and Concentration Exams. During this meeting, the student will also hold their dissertation prospectus defense. No more than one-half the time should be devoted to specific aspects of the proposal. The Oral Preliminary Examination meeting should be scheduled for two hours.

Graduate School Description: "The purpose of this exam is to determine your understanding of your major and minor fields and to assess your capability for research. The exam may cover your proposed research topic, although no more than one-half of the time should be devoted to specific aspects of the proposal."

Pass:
- Demonstrates understanding of Women, Gender, and Sexuality Studies.
- Demonstrates an understanding of their concentration area.
- Demonstrates an understanding of their Minor field(s), if applicable.
- Demonstrates a capacity for dissertation research.

Conditional Pass:
- No conditional pass. Student may make retake the Preliminary Oral Exam one time.

Fail:
- Does not demonstrate an understanding of Women, Gender, and Sexuality Studies.
- Does not demonstrate an understanding of Concentration Area or minor fields.
- If more than one negative vote is recorded by the examining committee, the candidate will have failed the oral examination.
- Commits a violation of Academic Honesty and Integrity. (Note: Will not be allowed to retake exam. Constitutes immediate dismissal from program).

Because of the intensive nature of each written exam, we highly recommend that students make arrangements ahead of time to clear their schedules of any other obligations in order to devote their time to the exams.

Master’s Thesis or Doctoral Dissertation
The thesis or dissertation is the culmination of your progress in the graduate program, and should reflect original research and a significant contribution to the field. The Graduate School Thesis Guide provides information on the proper formatting of your thesis or dissertation, electronic submission, and other details: https://gradschool.oregonstate.edu/progress/thesis-guide.
You will work closely with your Committee Chair to complete your thesis or dissertation, while checking in regularly with other committee members. Each member of your committee should receive a full, revised draft of your thesis or dissertation at least two weeks for an MA thesis at least three weeks before your scheduled defense, allowing them time to provide adequate feedback and suggestions for revisions. After successfully defending your thesis or dissertation, you will be required to submit a properly formatted copy to the Graduate School and a properly formatted, bound copy to the WGSS Program for our WGSS library. You can have two copies of your thesis or dissertation printed at no charge at the Student Multi-Media Services in the Valley Library.

Each term that you work on your thesis or dissertation, you must register for thesis or dissertation credits under the supervision of your Committee Chair. When registered for thesis or dissertation credits, you must be working on some aspect of your thesis or dissertation (e.g., research, literature review, IRB, etc.), and MA students are required to meet weekly with the WGSS program’s thesis writing group.

**Thesis or Dissertation Defense (Final Oral Examination)**
The Final Oral Examination, also referred to as the thesis or dissertation defense, should be scheduled after the Committee Chair approves a draft of the thesis and agrees that the student can proceed. The student should contact all committee members far enough in advance to accommodate all schedules, and should reserve a room for a minimum of two hours. In WGSS, the first hour of thesis and dissertation defenses are made public, and other faculty members and graduate students should be notified and invited. The Committee Chair facilitates the defense and evaluation. The defense begins with the student’s formal presentation about their research, which should take approximately forty minutes. This is followed by time for questions from attendees. After the first hour, all persons except the student’s committee members are excused, and the committee continues with the examination, asking questions regarding the student's research and presentation. After the committee has completed all questions, the student is excused, and the committee members vote to accept the thesis (pass), to accept the thesis with revisions (conditional pass), or not to accept the thesis (fail). If more than one negative vote is recorded, the candidate fails the final oral examination. In WGSS students are allowed to re-take the examination one time.

**Scheduling Program Meetings, Qualifying Exams, and Thesis/Dissertation Defenses**
You should work with your Committee Chair (Advisor) to schedule your program of study meeting, thesis defense, comprehensive exam, dissertation defense, and/or any other important meetings. Generally, it is expected that you provide committee members with multiple options for dates, well in advance, as all members must attend program of study meetings and thesis defenses. Once you have a date and time, you may work with the WGSS office specialist to schedule a room. Please note that WGSS faculty are on nine-month contracts and are not available to meet during the summer.
In order to schedule a thesis or dissertation defense before the end of an academic year, a complete, revised draft (not a first draft) of the thesis or dissertation must be submitted to the Committee Chair by April 15. This draft must be approved by the Chair by May 1, and shared with the rest of the Committee, once approved, at that time. Please note: the WGSS Program has a policy that thesis and dissertation defenses may not be scheduled during finals week or during the summer. In other words, to complete the degree by the end of the academic year, a defense must be scheduled to take place before or by Week 10 of spring term. If you cannot meet this deadline, you must wait until fall term to schedule your defense.

**Annual Review of Satisfactory Academic Progress**

WGSS graduate students’ progress is reviewed each year by the faculty. By May 1, all graduate students must submit an annual review portfolio via Canvas, which will be reviewed by your major professor in consultation with your committee and the Director of Graduate Studies. You must include the following information:

- activities and accomplishments during this academic year, listing your coursework (and grades earned), teaching responsibilities, conference proposals and/or presentations, grants, awards, publications, and other forms of engagement with the field
- status of research for thesis (including selection of a committee, date of Program of Study meeting, IRB approval, date of thesis defense, etc.)
- a teaching portfolio which includes the following: a) a teaching statement/teaching philosophy (detailing your teaching philosophy, your greatest teaching strengths, and an explanation of the role you played as an assistant or instructor; b) an observation from the professors who supervised your work over the year; c) syllabi from the courses you taught or assisted with; and d) a sample lesson, recorded lesson, or lecture notes you prepared
- any impediments to progress and success that should be considered
- an updated CV
- unofficial transcript

This information provides documentation of a student’s progress toward the graduate degree in WGSS. Faculty will review the annual reports as a group, and students will receive a letter from their committee chair assessing their progress and outlining any concerns from their degree committee.

**The written report is due May 1, 2019 via Canvas.** You should meet with your committee chair to discuss the review before submitting it.

Evidence of satisfactory academic progress and good academic standing will be based on the following rubric and the Graduate School’s definition of “good academic standing” below:
<table>
<thead>
<tr>
<th>Excellent progress</th>
<th>Satisfactory progress</th>
<th>Unsatisfactory progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegial, ethical, professional and humane behavior with faculty and students both inside and outside of the classroom.</td>
<td>Collegial, ethical, professional and humane behavior with faculty and students both inside and outside of the classroom.</td>
<td>Behavior that creates a hostile environment for students and faculty; violations of Oregon State University’s Student Conduct and Community Standards.</td>
</tr>
<tr>
<td>Completion of courses with As, in a timely manner consistent with cohort, degree, and program of study.</td>
<td>Completion of courses with B or above in a timely manner consistent with cohort, degree, and program of study.</td>
<td>Any grades lower than a B in coursework; inability to complete coursework in a timely manner.</td>
</tr>
<tr>
<td>No outstanding incomplete grades.</td>
<td>Timely removal of incomplete grades, typically within one term.</td>
<td>More than one incomplete grade, for longer than 3 terms.</td>
</tr>
<tr>
<td>Filing a program of study by the end of the first academic year.</td>
<td>Filing a program of study by the end of the first academic year.</td>
<td>Failing to file a program of study by the end of the first academic year.</td>
</tr>
<tr>
<td>For MA students: Completing a thesis proposal by the end of the first academic year, or the first term of the second academic year.</td>
<td>For MA students: Completing a thesis proposal by the first term of the second academic year.</td>
<td>For MA students: Failing to complete a thesis proposal by the first term of the second academic year.</td>
</tr>
<tr>
<td>For PhD students: Completing qualifying exams and presenting a dissertation proposal by spring term of the second academic year.</td>
<td>For PhD students: Completing qualifying exams and presenting a dissertation proposal by the end of fall quarter of third academic year.</td>
<td>For PhD students: Failing to take qualifying exams and presenting a dissertation proposal by the end by the end of fall quarter of third academic year.</td>
</tr>
<tr>
<td>MA Students: Submitting an IRB protocol (if required) by the first term of the second academic year.</td>
<td>MA Students Submitting an IRB protocol (if required) by the first term of the second academic year.</td>
<td>MA Students: Failing to submit an IRB protocol (if required) by the first term of the second academic year.</td>
</tr>
<tr>
<td>MA Students: Successful defense of the thesis by the end of the second academic</td>
<td>MA Students: Successful defense of the thesis, typically by the end of the</td>
<td>MA Students: Unsuccessful defense of the thesis, or failure to defend by the end</td>
</tr>
</tbody>
</table>

36
<table>
<thead>
<tr>
<th>Year for full-time students.</th>
<th>Second academic year.</th>
<th>Of two years in the program (unless on official leave of absence from the program, or unless otherwise agreed upon with advisor and committee members).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MA Students:</strong> Submission of abstract for national/regional/local conferences in WGSS, and application for scholarships or fellowships.</td>
<td><strong>MA Students:</strong> Submission of abstract for national/regional/local conferences in WGSS, or application for scholarships or fellowships.</td>
<td><strong>No submission of conference proposals or scholarship/fellowship applications.</strong></td>
</tr>
<tr>
<td><strong>PhD Students:</strong> Acceptance of abstract for national/regional/local conferences in WGSS, and receiving scholarships or fellowships.</td>
<td><strong>PhD Students:</strong> Submission of abstract for national/regional/local conferences in WGSS, and application for scholarships or fellowships.</td>
<td><strong>No evidence of engagement with scholars in the field in artistic/activist/scholarly projects.</strong></td>
</tr>
<tr>
<td><strong>Evidence of engagement with scholars in the field in artistic/activist/scholarly projects.</strong></td>
<td><strong>Evidence of engagement with scholars in the field in artistic/activist/scholarly projects.</strong></td>
<td><strong>No evidence of engagement with scholars in the field in artistic/activist/scholarly projects.</strong></td>
</tr>
<tr>
<td><strong>Evidence of engagement with peers in WGSS, through artistic/activist/scholarly collaboration or other supportive connections, including reading or writing groups.</strong></td>
<td><strong>Evidence of engagement with peers in WGSS, through artistic/activist/scholarly collaboration or other supportive connections, including reading or writing groups.</strong></td>
<td><strong>No evidence of engagement with peers in WGSS.</strong></td>
</tr>
<tr>
<td><strong>PhD Students:</strong> Presenting at one local and one national or international conference per year.</td>
<td><strong>PhD Students:</strong> Presenting at one conference per year.</td>
<td><strong>PhD Students:</strong> Failure to submit conference proposals.</td>
</tr>
<tr>
<td><strong>PhD Students:</strong> One publication of scholarly and/or creative work per</td>
<td><strong>PhD Students:</strong> Acceptance of scholarly and/or creative work for</td>
<td><strong>PhD Students:</strong> Failure to submit work for publication.</td>
</tr>
</tbody>
</table>
Good Academic Standing
A graduate student in “good academic standing” is defined as one who currently meets all of the following requirements:

1. Has a GPA that meets or exceeds the OSU and program-specific minimums. (Graduate programs may impose minimum GPA requirements that are more strict than the university minimum of 3.0);
2. Has met all OSU Graduate School established deadlines (currently accessible at http://gradschool.oregonstate.edu/progress/deadlines);
3. Has met all requirements and deadlines of the degree program in which they are enrolled with the exception of having a current major advisor;
4. Is not in violation of the Student conduct code;
5. Is deemed, by their academic program, to be making satisfactory academic progress towards their degree. A student may assume that they are making satisfactory progress towards their degree unless they have been informed otherwise in writing by their major advisor and/or graduate program leader.

Failing to make satisfactory academic progress and remain good academic standing is grounds for dismissal from the WGSS Graduate Programs. Further, graduate students who receive more than one academic or conduct probation from the university are subject to dismissal from the WGSS Graduate Programs.

VIII. POLICIES FOR GRADUATE ASSISTANTSHIPS IN WGSS

Graduate Assistantships
Graduate assistantships are allocated on a competitive basis, and provide excellent opportunities to develop teaching and research skills. In addition to developing greater understanding of feminist pedagogies, students develop communication and public speaking skills, and gain confidence in the classroom. GTAs and GRAs are expected to fulfill approximately 10 hours of work each week for a .25 FTE position, or approximately 20 hours per week for a .49 FTE position, as part of their contract. FTE means “full-time equivalency” and is designated as 1 FTE for a full-time position (40 hours/week). In addition, regular attendance at the weekly GTA meetings, along with the fulfillment of a course in feminist pedagogies, WGSS 535: Feminist Teaching and Learning, or WGSS 542: The Inclusive Classroom: Difference, Power, and Discrimination, help students cultivate skills in feminist pedagogies.

Graduate teaching assistants at OSU must comply with the University policies regarding the Family Educational Rights and Policy Act (FERPA) and confidentiality related to Canvas
software. Training must be completed before students are given permission to be added to a course site. For more information, see: https://registrar.oregonstate.edu/ferpa-training-module.

All GTAs must be registered for a minimum of 12 graduate credit hours each term during the academic year, and are required to carry health insurance.

GTAs generally spend their first year in the graduate program acting as teaching and/or research assistants for core faculty members. Based on performance reviews, advanced graduate assistants may be invited to teach their own courses in the second year of graduate study. Generally, GTAs teach and/or assist in 200 or 300 level undergraduate courses. Responsibilities include:

- Meeting regularly with the instructor to assist in creating lesson plans, etc. (generally for one hour each week)
- Attending all class meetings.
- Completing all reading assignments for the class.
- Facilitating class discussions.
- Developing visual aids and other materials.
- Grading undergraduate student papers, exams, and other assignments.
- Holding regular office hours (at least two each week).
- Attending and participating in all Monday GTA meetings.
- Responding in a timely manner to all email and phone communications with the instructor and students in the course.
- Participating ethically and collegially in the WGSS community.

Sometimes GTAs will be assigned as Graduate Research Assistants at .25 FTE. Research assistants will assist faculty members with research and scholarship. Research assistants are required to fulfill approximately 9-10 hours each week, and to meet regularly with the faculty supervisor. They should also continue to attend the regular GTA meetings. Responsibilities include meeting regularly with the faculty researcher; carrying out designated research tasks, which may include gathering library and online sources, creating annotated bibliographies, reading and reviewing written work, transcribing interviews, contacting community organizations, handling logistics, creating a specific document, e.g., brochure or newsletter, and/or other tasks as detailed by the faculty supervisor; attending and participating in all weekly GTA meetings; and responding in a timely manner to all email and phone communications with the faculty researcher.

The employment contract for GTAs is from September 15 to June 20 (or the day final grades are due, following the end of spring quarter). GTAs are required to work the expected hours designated in their contract per week, including during the week before classes begin in the fall, during winter break, during spring break, and during finals week each term. It is understood that some weeks may have heavier workloads than others. The weekly GTA meetings, meeting with the faculty supervisor, office hours, and all work as designated above and detailed with the mentor should be included in this total each week. GTAs are responsible for meeting with their faculty mentor regularly (usually once a week.
for teaching responsibilities; it may vary for research assistantships) throughout the term. All GTAs and GRAs must submit a weekly time log to the faculty supervisor, detailing the days, hours, and tasks performed. This log provides a tool for the GTA and mentor to review completed work, set task goals, discuss appropriate time investment, and adjust workload as necessary. Please consult the WGSS Graduate Teaching Handbook for additional information.

Weekly GTA Meetings
All graduate teaching assistants are required to attend a weekly meeting, held on Mondays, 12:00-1:00. At these meetings, GTAs are provided with useful information and resources regarding OSU policies and teaching in WGSS, as well as a regular time to discuss specific classes, teaching strategies, and/or concerns. In addition, some meetings will be facilitated by WGSS faculty on specific themes of relevance to our program’s values and learning objectives. Previous topics of discussion include: accommodating students with disabilities; developing strategies for successful team-teaching; using experiential learning in the classroom; assisting students with writing; collaborating with communities; using film as a teaching tool; and teaching from a social justice perspective. These meetings are mandatory and should not be missed except in extenuating circumstances (to be communicated to the Director of Graduate Studies). Failure to attend will be considered a breach of contract.

GTA Evaluation
At the end of each term, GTAs are asked to complete self-evaluations. Each instructor will also provide a written evaluation at the end of the term for first-year GTAs and GRAs. In addition, first year GTAs will also be evaluated after each teaching presentation or facilitation. This process provides multiple opportunities for feedback for GTAs, and provides WGSS faculty with information to make decisions about future assignments. Advanced GTAs may have the opportunity to teach their own 200 or 300 level courses. Graduate Teaching Assistants teaching their own courses will be evaluated by WGSS faculty members each term. Evaluation forms for first and second-year GTAs are included at the end of this handbook.

In the event that a GTA (or GRA) does not fulfill the terms of the contract, or receives a negative evaluation, the Director of Graduate Studies will meet with the student to discuss ways to improve performance. In addition, the GTA will be required to go through a probationary period, the terms of which will be decided in consultation with the Program Coordinator and Director of Graduate Studies. If the Graduate Teaching Assistant’s performance does not improve, the GTA position may be suspended or terminated.

To remain eligible for a Graduate Assistant position, either as a GRA or GTA, you must remain in good academic standing. Good academic standing is defined as: making adequate progress toward a degree and meeting and/or exceeding the goals set by the advisor and/or committee, and established by the Graduate School.
Guidelines for Interacting with Undergraduate Students

Please note that as a graduate instructor or teaching assistant, you are held to the same standards as faculty members at Oregon State University when it comes to ethical conduct and interactions with students. For GTAs, this may occasionally lead to situations where you are enrolled in (400-/500-level) courses in which you are colleagues with undergraduate students, at the same time that some of these students may be enrolled in classes you teach or provide assistance as a GTA. We do our upmost to prevent this situation occurring. However, should this situation arise and cause problems, please speak with the instructor of the class and/or your advisor for guidance.

Graduate students, especially GTAs, are encouraged to maintain professional relationships with undergraduate students at all times. Because you may have power to determine grades, write letters of recommendation, and/or nominate undergraduate students for awards or opportunities, this is particularly important for GTAs to maintain good boundaries. If you have questions or concerns about your relationships with undergraduate students and/or are having problems maintaining boundaries, please consult with your advisor and/or the DGS.

Graduate Teaching Assistant Leave Request

GTAs are required to complete a Graduate Teaching Assistant Leave Request Form if they will be absent from any official duties, including for conference and research travel. The form must be submitted at least one week prior to your absence.

Additional Funding Opportunities

The Women, Gender, and Sexuality Studies Program offers two annual scholarships: The Judy Mann DiStefano Memorial Scholarship ($1000-2000), and the Jeanne Dost, Margaret Lumpkin, and Jo Anne Trow Founders Scholarship ($750). WGSS students may be considered for both scholarships by completing an application in spring term. Selection criteria include academic excellence, commitment to feminist ideals, community activism, and financial need.

The School of Language, Culture, and Society offers a graduate research award of $1000 to support graduate thesis or dissertation research, to be used to support travel or supplies for research directly related to the thesis. Details regarding the application process for this award will be announced during the academic year.

In addition to Graduate Assistantships, you may also consult the following website, for information about fellowships and scholarships, both internal and external: https://gradschool.oregonstate.edu/awards.

For more information about financing your graduate education, see: https://gradschool.oregonstate.edu/finance. Please note that the WGSS Program cannot provide financial support or research positions during the summer.
IX. WGSS FACULTY

The WGSS core faculty members are committed to your success in this program. They have published extensively, and have won numerous teaching, research, and service awards. They are actively involved in the life of the university.

Dr. Bradley Boovy
Assistant Professor

Ph.D., 2012, Germanic Studies, University of Texas at Austin
M.A., 2006, Germanic Studies, University of Texas at Austin
M.A., 2003, Spanish, Tulane University
B.A., 2001, German and Spanish, Loyola University, New Orleans

Expertise/Research Areas
Histories of Sexuality; Critical Men and Masculinity Studies; Queer Studies; Twentieth-Century German and European literary and cultural studies

Teaching
HC 407: Sex and Gender in the Archives
WGSS 360: Men and Masculinities in a Global Context
WGSS 360H: Men and Masculinities in a Global Context (honors college)
WGSS 462/562: Queer Theories
WGSS 514: Systems of Oppression
WGSS/QS 499/599: Politics of a Film Festival
WGSS 561: Queer Masculinities
GER 349: Grimms’ Fairy Tales
German language courses

Examples of Scholarly Work


Boovy, Bradley. “German Beyond the Classroom: From Local Knowledge to Critical Language Awareness.” In *Die Unterrichtspraxis/Teaching German*, 49.2, Fall 2016.


**Dr. Liddy Detar**  
Senior Instructor I and Academic Advisor

Ph.D., 2002, Literature and Women’s Studies, University of California, Santa Cruz  
M.A., 1999, Literature, University of California, Santa Cruz  
B.A., 1991, English, French, Women’s Studies, Barnard College

**Expertise/Research Areas**  
Feminist Literary and Post/Neo-colonial and diaspora Studies; 19th century literature of British and French empires; 20th century women’s literature of the Caribbean (Francophone and Anglophone), France, West Africa, and U.S.

Theory and practice of teaching writing; feminist social entrepreneurship; student advising, success and retention in the Liberal Arts.

**Teaching**  
WGSS 223: Introduction to Women, Gender, and Sexuality Studies  
WGSS 270: Resisting Gender Violence  
WGSS 280: Women Worldwide  
WGSS 414: Systems of Oppression; Strategies of Resistance  
WGSS 480: Gender and Transnational Activisms

**Examples of Scholarly Projects, Collaborations and Activities**  
Listen UP! Stories for Social Justice – Digital Archive, teaching tool and dynamic story-
telling program for community-based social change. (Housed at Oregon State University)

Marine Studies Initiative - Liberal Arts, entrepreneurship and the sciences creating trans-disciplinary spaces (CLA, OSU ongoing)

C.O. Maker Project and SPARK – Arts, Humanities and Social Sciences for community-based collaborations (ongoing every spring)

**Articles**

“SAGE: Providing Education, Creating Diversity” (Provided content material for short video clip for grant writing purposes for the Corvallis Environmental Center. (Collaborated with AmeriCorps volunteers) June 2011.


**Dr. Qwo-Li Driskill**

**Associate Professor**

**Director of Graduate Studies**

Ph.D., 2008, Rhetoric and Writing: Cultural Rhetorics, Michigan State University
B.A., 1998, Social Transformation and the Arts (Africana Studies, Women’s Studies, Theater), University of Northern Colorado

**Expertise/Research Areas**

Queer Studies; Transgender Studies; Native American & Indigenous Studies; Rhetoric & Writing; Cultural Rhetorics; Literary Studies; Creative Writing Poetry; Performance Studies; Disability Studies; Critical Ethnic Studies

**Teaching**

QS/WGSS 262: Introduction to Queer Studies
QS/WGSS 364: Trans/Gender Politics
QS/WGSS 462/562 Queer Theories
QS/WGSS 431/531: Queer of Color Critiques
QS/WGSS 472/572: Indigenous Queer & Two-Spirit Studies
QS/WGSS 477/477 Queer/Trans People of Color Art/Activism
WGSS 514: Systems of Oppression in Women’s Lives
WGSS 617: Multiracial, Transnational, and Queer Feminisms II

**Examples of Scholarly Work**

**Books**


**Articles and Book Chapters**


Driskill, Qwo-Li. "Theatre as Suture: Grassroots Performance, Decolonization, and Healing."


Dr. Patti Duncan
Associate Professor

Ph.D., 2000, Institute for Women's Studies, Emory University M.A., 1996, Institute for Women's Studies, Emory University B.A., 1992, Psychology and Women's Studies, Vassar College

Expertise/Research Areas
Transnational feminist theories and movements; women of color feminisms; Asian/American feminisms, feminist media studies; motherhood studies; critical mixed race studies; queer studies; gendered effects of war and militarism.

Teaching

Examples of Scholarly Work

Books and Films
Duncan, Patti. Saving Other Children from Other Women: Narratives of Rescue, Migration, and Motherhood. Under contract with SUNY Press.


Fitzgerald, Skye and Patti Duncan, *Finding Face*. Documentary Film. 68:00, 2009.


**Articles and Book Chapters**


Ms. Kryn Freehling-Burton
Senior Instructor and WGSS Ecampus Advisor
MAIS, 2007, Women Studies and Theatre, Oregon State University
B.A., 1993, Political Science, California Baptist University

Expertise/Research Areas
Mothering studies, women in film, TV and popular culture, online pedagogy, science fiction, feminist theatre.

Teaching
WGSS 223 Introduction to WGSS
WGSS 224 Women: Personal and Social Change
WGSS 230 Women in the Movies
WGSS 340 Gender and Science
WGSS 460 Women and Sexualities
WGSS 495 Global Feminist Theologies
WGSS 496 Feminist Theologies in the U.S.

Examples of Scholarly Work
Books, Plays, and Films


Freehling, K. Rooms My Mother Made (one act based on oral history interviews). 2011.


Articles, Book Chapters, and Reviews


Dr. Janet Lee  
Professor  
WGSS Coordinator

Ph.D., 1985, Sociology, Washington State University  
M.A., 1982, Sociology, Washington State University  
B.A. (Hons), 1976, Sociology/Social Policy, University of Stirling, Scotland/UK

Expertise/Research Areas

50
Feminist and literary histories, early-twentieth-century British queer/gender cultural histories and Australian literary histories; historical geography; history of emotions; feminist theories and methodologies; body politics.

Teaching
WGSS 223 Introduction to WGSS
WGSS 280 Women Worldwide
WGSS 340 Gender and Science
WGSS 416 Theories of Feminisms
WGSS 418 Feminist Research
WGSS 511/512/513: Orientation and Professionalization
WGSS 516 Theories of Feminisms
WGSS 510 Internship
WGSS 521 Feminist Leadership

Examples of Scholarly Work
Books


Selected Refereed Articles Since 2000


**Dr. Cari Maes**  
**Assistant Professor**

Ph.D., 2011, History (Latin America), Emory University  
M.A., 2004, Latin American and Iberian Studies, University of California, Santa Barbara  
B.A., 2002, International Relations, James Madison University

**Expertise/Research Areas**  
History of Medicine and Public Health; Maternal and Infant Health; Reproductive Justice; History of Motherhood/Childhood; Latin America; Brazil; Transatlantic Slave Trade history; post-colonial studies

**Teaching**  
WGSS 224: Women Personal and Social Change (Feminist Activism)  
WGSS 280: Women Worldwide  
WGSS 340: Gender and Science  
WGSS 350: Politics of Motherhood in a Global Context  
WGSS 480: International Women

**Examples of Scholarly Works**  

“Afro-Brazilian Girlhood in the Vargas Era, 1930-1945: Insights from the National Children’s Department” in Corinne Decker and LaKisha Simmons, eds. Title TBD (forthcoming)

“Zika and Abortion in Brazil: A View from 1940” in Notches: (re)marks on the history of sexuality (August 2016)


Dr. Ron Mize
Associate Professor

Ph.D., 2000, Sociology, University of Wisconsin, Madison
M.A., 1994, Sociology, Colorado State University, Fort Collins
B.S., 1991, Journalism, University of Colorado, Boulder

Expertise/Research Areas
Critical Migration Studies; Chicano/a Studies; Comparative Race and Ethnicity; Political Economy; Research Methods; Inequalities and Social Justice; Cultural Studies; Social Theory; Political and Historical Sociology.

Teaching
WGSS 518: Feminist Research
WGSS 522: Grant Writing and Development for Feminist Organizations
WGSS 575: Critical Race Feminisms

Examples of Scholarly Work
Books


Articles and Book Chapters
Mize, Ronald L. (2014). “Putting the ‘I’ in CF&I: The Struggle Over Representation, Labor,


Dr. Nana Osei-Kofi
Associate Professor
Director of the Difference, Power, and Discrimination (DPD) Program

Ph.D., 2003, Education, Claremont Graduate University
M.A., 2003, Applied Women's Studies, Claremont Graduate University
B.A., 1994, Business Management, University of Phoenix

Expertise/Research Areas
Social justice studies; cultural studies in education (K-12, higher education); critical theory/political economy; global studies; popular culture; arts-based inquiry

Teaching
WGSS 223 Introduction to WGSS
WGSS 521: Feminist Leadership
WGSS 542: The Inclusive Classroom: Difference, Power, and Discrimination

Examples of Scholarly Work
Books

Articles and Book Chapters


**Dr. H. Rakes**  
**Assistant Professor**

Ph.D., 2012, Philosophy, DePaul University  
M.A., 2005, Philosophy, DePaul University  
B.A., 2003, La Salle University

**Expertise/Research Areas**  
Queer Theory and Queer of Color Critiques; Disability Studies and Crip Theory; Women of Color Feminisms and Intersectionality Theory; Trans Studies

**Teaching**  
QS/WGSS 262: Introduction to Queer Studies  
QS 364/WGSS: Transgender Politics  
WGSS 530: Women of Color Feminisms
Examples of Scholarly Work


Dr. Susan Shaw
Professor

Ph.D., 1987, Religious Education, The Southern Baptist Theological Seminary
MAIS, 1996, Women Studies and English, Oregon State University
B.A., 1981, English, Berry College

Expertise/Research Areas
Women and religion; feminist theologies; feminist teaching and learning; women and rock ‘n’ roll.

Teaching
WGSS 495: Feminist Theology and Spirituality
WGSS 496: Feminist Theologies in the U.S.
WGSS 521: Feminist Leadership
WGSS 535: Feminist Teaching and Learning

Examples of Scholarly Work
Books


**Articles and Book Chapters**


**Dr. Elizabeth M. Sheehan**

**Assistant Professor**

**School of Writing, Literature, and Film and WGSS**
Ph.D, 2011, English Literature, University of Virginia
B.A., 2002, English, Yale University

Expertise/Research Areas
Late 19th and 20th century British and American literatures and cultures, especially modernism; feminist theory; critical race studies; affect studies; critical fashion studies

Teaching
WGSS 555: Feminist Textual and Discourse Analysis
WGSS 499/599: Fashion, Gender, Modernity

Examples of Scholarly Work

Books


Articles and Book Chapters


Dr. Mehra Shirazi  
Associate Professor

2007-2009 Postdoctoral Fellow, University of California, Berkeley, School of Public Health, Ph.D., 2007, Public Health Promotion and Education, Oregon State University  
M.S., 1996, Environmental Health Management, Oregon State University  
B.S., 1994, Microbiology, Oregon State University  

Expertise/Research Areas  
Gender and health; health disparities; community –engaged research;; immigrant and refugee health studies; Islamophobia studies and documentation; qualitative research

Teaching  
WGSS 235 Women in World Cinema  
WGSS 270 Resisting Gender Violence  
WGSS 482/582: Global Perspectives on Women’s Health  
WGSS 483/583 Race, Gender, and Health Justice  
WGSS 619 Feminist Participatory Research

Examples of Scholarly Work  
Articles and Book Chapters  


**Book Chapters**


**Program Faculty and Instructors**
In addition to these core faculty members, our program has over fifty affiliated program faculty members, drawn from departments and programs all over campus. Graduate students in WGSS may take courses from program faculty members, and may also include program faculty members on their graduate committees. A list of program faculty in WGSS can be found here: https://liberalarts.oregonstate.edu/slcs/wgss/faculty-staff-directory/affiliated-faculty

Also, a number of instructors teach within our program, both on-campus and online, including administrative staff members at OSU and community members. For more information about WGSS instructors, see: https://liberalarts.oregonstate.edu/slcs/wgss/wgss-faculty-staff-directory

**X. ACKNOWLEDGEMENTS**

This graduate handbook draws from many sources at OSU, especially the Graduate School website and supporting documents. In addition, this handbook was influenced by other graduate handbooks and resources at Oregon State University, including those of the
School of Design and Human Environment, Human Development and Family Sciences, the College of Earth, Ocean, and Atmospheric Sciences, the Chemistry Department, and the School of Writing, Literature, and Film. This handbook has also benefited from discussions with faculty members at other institutions, as well as public content from other Women, Gender, and Sexuality Studies programs, including Emory University and the University of Maryland.

**XI. FREQUENTLY ASKED QUESTIONS**

*Should I have a thesis or dissertation topic in mind during my first term or two in the graduate program?*
Not necessarily. In fact, we encourage you to take a broad spectrum of classes so that you have a strong foundation for whatever you eventually decide to study. Narrowing your intellectual life too soon upon entering graduate school tends to be a poor strategy for maximizing your learning at OSU.

*Can undergraduate courses be included in my program of study?*
No, only graduate courses can be included. However, you are encouraged to enrich your education by taking undergraduate courses if you desire. Undergraduate courses cannot be included within the 12-credit minimum requirement for enrollment for GTAs/GRAs.

*Can community members serve on my thesis or dissertation committee?*
Generally yes, but they must first be approved by WGSS and by the Graduate School in order to be appointed as temporary Graduate Faculty.

*What happens if I fall behind the rest of my cohort and take fewer credits one term?*
All GTAs must complete 12 credits a term in order to maintain their funding. If you reduce your credits, your funding may be in jeopardy. However, we recognize the importance of completing your graduate education at your own pace and encourage you to talk with your advisor or committee chair and/or the Director of Graduate Studies if you find yourself having problems fulfilling your various responsibilities.

*What happens if my program of study lists a course that I end up not taking or I switch to another course?*
You must file changes with the Graduate School. Forms are available on their website.

*When should I plan to have my committee program meeting?*
As you take classes in your first terms, you should be thinking about who would make good committee members for your emerging thesis or dissertation idea. If you plan to conduct research with human subjects, you will need sufficient time for your IRB proposal to go through the IRB process before you begin research. Many graduate students plan their committee meetings in late winter or early spring with this in mind. All MA students must have their program of study meeting before the end of the first year. Doctoral students should complete their qualifying exams and dissertation proposal meetings before the end
of their second year or first term of their third year in the program.

*How do I know who will make a good committee chair or member for my topic?*
Take a class with a professor whose research relates to what you are interested in exploring for your thesis or dissertation. Attend lectures and workshops led by faculty members. This is an especially good way to get to know our program faculty who teach in other schools and colleges. Read their publications!

*How can I be the best advisee for my advisor or chair?*
Initiate communication with them early and often, once a term at the very least. When planning meeting times, be cognizant of their busy schedules by being on time and finishing on time. Come to meetings with a clear list of questions or items you would like to discuss. If you need to reschedule, email early.

*I'm spending more than the required number of hours a week on my GTA responsibilities. What should I do?*
Communicate with your teaching or research supervisor by sharing your time log. They will assist you in determining how long each task should take and strategies for approaching various duties.

*What if I'm not ever spending the required number of hours on my GTA duties?*
Some GTAs are faster graders than others, or there are fewer students in the class. If you are regularly under ten hours for a .25 appointment (or nineteen hours for a .49 appointment), communicate with your teaching or research supervisor. They can review your work and provide additional tasks as appropriate to your assignment.

*What should I be doing over winter and spring break for my GTA hours?*
Since you are supposed to be working approximately ten hours each week for a .25 GTA position (or twenty hours per week for a .49 position) from September 15 to the end of spring term, you do need to complete time logs for winter and spring breaks as well as the week before fall term starts. In finals week, you should meet with your mentor from the term just ending AND also with the mentor for the upcoming term. Each can give you final/starting tasks to complete over the break. These tasks could include grading final assignments, making final grade calculations, revising/creating grading rubrics, finalizing syllabi, developing or posting content to Canvas sites, writing exam questions, preparing presentations, etc.

*Can I turn in the same paper for more than more graduate seminar?*
The practice of using one paper to fulfill multiple assignments is generally discouraged. However, if it makes sense to build on previous work or to use different versions of the same paper for more than one class, you must first secure permission from both instructors.

*Can I make every seminar paper a chapter of my thesis or dissertation?*
The practice of trying to make every required paper count as a chapter of your thesis or dissertation is also discouraged, and may limit your intellectual exploration in the program.
It certainly makes sense to shape your writing assignments around your areas of interest; however, you will get more out of each class, and the program as a whole, if you open yourself up to the intellectual breadth of our field.

What should I expect in terms of turnaround time, once I submit my thesis or dissertation draft to my advisor? Please remember that the faculty have multiple responsibilities, and may not be able to review your drafts and provide feedback immediately. In general, you should provide at least two weeks advance notice to your advisor for reviewing thesis drafts and at least three weeks advance notice for reviewing dissertation drafts.

What does “scheduling a defense” actually mean? This means actually communicating with the Graduate School and filing the paperwork to schedule your defense. It does not just mean getting a room and scheduling it with your committee (although you need to do that too).

What if my committee chair goes on leave or I don’t get along with my chair? It is fine to file a replacement with the Graduate School and paperwork is available on their website. Be sure to communicate with all committee members and handle any changes in a professional and timely manner.

Can I choose my own Graduate Council Representative (GRC)? Yes, and no. You can choose your own GRC but from the list produced by clicking on the GRC tab on the Graduate School website. You cannot directly approach someone to serve as your GRC without first getting a list of faculty members able to serve. The GRC must have no formal affiliation to WGSS.

What if I can’t find the necessary form on the Graduate School website or am confused about their policies? Visit the Graduate School at 300A Kerr Administration Building and talk to someone in the office. It is always a good idea to talk face to face with someone if you have questions that are not being answered online.

XII. EVALUATION FORMS FOR GRADUATE TEACHING ASSISTANTS AND INSTRUCTORS and POLICY AND PROCEDURE FORMS (See the following pages)
GTA END-OF-TERM EVALUATION

Term/Year____________CourseNumber/Name____________________________________________

Graduate Teaching Assistant __________________________________________________________

Faculty Supervisor ________________________________________________________________

Instructions: Evaluation of Graduate Teaching Assistants is required each term as a condition of contract retention. Please rate this individual on the following characteristics. You may elaborate on any of the characteristics or comment on additional attributes of the GTA on the back of this form.

Rating (1 = Poor ↔ 5 = Excellent)

Attendance/Punctuality
- Meetings 1 2 3 4 5 N/A
- Classes 1 2 3 4 5 N/A
- Appointments with students 1 2 3 4 5 N/A
- Timely response to emails 1 2 3 4 5 N/A

Grading of Assignments
- Punctual posting of grades on canvas 1 2 3 4 5 N/A
- Quality of comments on students’ writing 1 2 3 4 5 N/A

Teaching Skills (Lectures, Discussions, Activities)
- Preparation 1 2 3 4 5 N/A
- Organization 1 2 3 4 5 N/A
- Interaction/rappor with students 1 2 3 4 5 N/A
- Ability to communicate information 1 2 3 4 5 N/A
- Motivation 1 2 3 4 5 N/A
- Integrity 1 2 3 4 5 N/A
- Dependability 1 2 3 4 5 N/A
- Overall Ability 1 2 3 4 5 N/A

Teaching Strengths:

Teaching Weaknesses:

Supervisor:________________________________________________________Date_________________
GTA:__________________________________________________________Date_________________
Director of Graduate Studies:_________________________________________
GTA ONLINE TEACHING EVALUATION

Term/Year_____________ Course _______________________; Date of Course Site Observation ________________
Teaching Assistant ___________________; Evaluator__________________________________________

Instructions: This evaluation is to be completed before the end of October, January, or April by the student's advisor/chair, Director of Graduate Studies, WGSS Program Coordinator, or Online Program Coordinator. Evaluation of Graduate Teaching Assistants is required each semester as a condition of contract retention. You may **elaborate** on any of the characteristics or **comment** on additional attributes of the Teaching Assistant on the back of this form. This evaluation should be discussed with the GTA as soon as possible after the observation and the original placed in the TA’s file.

Rating (1 = Poor ↔ 5 = Excellent)

<table>
<thead>
<tr>
<th>Online Teaching Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on course concepts for the week in feedback</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate feedback on writing conventions/referencing</td>
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<tr>
<td>(should not eclipse content feedback)</td>
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</tr>
<tr>
<td>Timely grading of assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(before next assignment due)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grading of assignments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(thoughtful feedback focusing on idea development)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Grading of Individual Discussion Posts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>(enough feedback to improve for the next week)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekly Message to Class – Method/s used? ____________________</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Upcoming Week</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Overall class achievements for Previous Week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Feedback on Class Discussion Board</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

(Repeat for each message)

Overall

1 2 3 4 5

What was especially strong about the online teaching so far?

What could be improved in upcoming weeks?

Suggested Date for next Observation:_________________________; Supervisor:_______________ Date_____________

GTA:_____________________; Date_________________
WGSS GTA Self-Assessment

Name _____________________________ Course/Term________________________

Reflect on your performance in the following areas. What worked well? What was easy? What will you do differently in the future? What did you need more guidance on? etc.

Teaching Skills (Lectures, Discussions, Activities) Rating (1 = Poor ↔ 5 = Excellent) N/A
Preparation 1 2 3 4 5
Organization 1 2 3 4 5
Materials (PPT, hand-outs, etc.) 1 2 3 4 5
Interaction/rapport with students 1 2 3 4 5
Ability to communicate information 1 2 3 4 5
Use of feminist pedagogies 1 2 3 4 5
Overall effectiveness in the classroom 1 2 3 4 5

Below, include rating and comments:

Attendance/Punctuality __________________________________________________________
Grading of Assignments
Postings of grades on canvas ___________________________________________________
Commenting on students’ writing _______________________________________________

Teaching Skills (Lectures, Discussions, Activities)
Preparation _________________________________________________________________
Organization _______________________________________________________________
Interaction/rapport with students ______________________________________________

What was the most memorable learning-moment for you this term?

Other reflections (you may continue on the back as needed):

__________________________________________________________
GTA Signature
__________________________________________________________
Date
GTA EVALUATION OF TEACHING PRESENTATION

Term/Year__________ Course Number/Name____________________________________________________

Graduate Teaching Assistant ______________________________________________________________

Faculty Supervisor___________________________________________________________________________________

Date of Teaching Presentation _____________________________________________________________________

Type of Presentation? (Check all that apply.) □ Lecture □ Activity □ Discussion

Instructions: This evaluation should be completed after the GTA performs a teaching presentation. This includes partial and full class period presentations. Evaluation of Graduate Teaching Assistants is required each term as a condition of contract retention. Please rate this individual on the following characteristics of this particular teaching presentation as best you are able. You may elaborate on any of the characteristics or comment on additional attributes of the Teaching Assistant on the back of this form. This evaluation should be discussed with the TA as soon as possible after the teaching and the original placed in the TA’s file.

Rating (1 = Poor ↔ 5 = Excellent)

Teaching Skills (Lectures, Discussions, Activities)
   Preparation
   Organization
   Materials (PPT, hand-outs, etc.)
   Interaction/rapport with students
   Ability to communicate information
   Use of feminist pedagogies
   Overall effectiveness in the classroom

What went well?

What could be improved for next time?

Supervisor:_________________________________________ Date________________________

GTA:__________________________________________________ Date_______________________
Graduate Teaching Instructor Evaluation

Term/Year__________ Course Number/Name________________________________________________________

Graduate Teaching Assistant _________________________________________________________________

Evaluator ________________________________________________________________________________

Date of Teaching Presentation ________________________________________________________________

Type of Presentation? (Check all that apply.) □ Lecture □ Activity □ Discussion

Instructions: This evaluation is to be completed for a GTA teaching their own course. Evaluation of Graduate Teaching Assistants is required as a condition of contract retention. Please rate this individual on the following characteristics of this particular teaching presentation as best you are able. You may elaborate on any of the characteristics or comment on additional attributes of the Teaching Assistant on the back of this form. This evaluation should be discussed with the TA as soon as possible after the teaching and the original placed in the TA’s file.

Rating (1 = Poor ↔ 5 = Excellent)

Teaching Skills (Lectures, Discussions, Activities)

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What went well?

What could be improved for next time?

Suggested Date for next Evaluation:_________________________________________________________
## Committee Declaration Form

**MA Thesis**  
**Women, Gender, and Sexuality Studies**  
**Oregon State University**

<table>
<thead>
<tr>
<th>Major Professor (Committee Chair)</th>
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<td>Typed Name</td>
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*Once you have selected a Committee Chair, the Chair will work with you on the selection of additional committee members. Please note that all committee members must be approved by your Chair, prior to serving on your committee.*

<table>
<thead>
<tr>
<th>Minor Professor (if Applicable) or Committee Member</th>
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<tr>
<th>Committee Member/Graduate Council Representative (GCR)</th>
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*The GCR is selected by the student from a list provided by the Graduate School. The GCR is a full voting member of the student’s committee. The GCR functions as a regular member of the committee, participating in all examinations, deliberations, and decisions. In addition, the GCR is responsible for assuring that the conduct of all committee meetings and actions are in compliance with policies and procedures of the Graduate Council as presented by the Graduate School. The GCR assumes responsibility for assuring fair and appropriate treatment of the student and all committee members, and for assuring the integrity of the degree.*

<table>
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## Approval

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Committee Declaration Form  
PhD Committee  
Women, Gender, and Sexuality Studies  
Oregon State University

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</table>
Conference Travel Authorization, MA and PhD Students
Women, Gender, and Sexuality Studies
Oregon State University

In order to access available funds for conference travel and reimbursement, you must submit a Travel Authorization form. Authorizations must be approved at least one week prior to departure, and any foreign travel requests require additional time and must be approved prior to airfare purchase. Authorizations cannot be requested or approved after the fact. Please submit this form to Karen Mills for final travel authorization.

<table>
<thead>
<tr>
<th>Student Name</th>
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<tbody>
<tr>
<td>Conference</td>
<td>Conference Title</td>
<td>Title of Your Presentation</td>
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<tr>
<td>Location and Dates</td>
<td>Conference Location &amp; Dates</td>
<td>Dates of Travel</td>
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**Approval**

**APPROVED - Major Professor**

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**APPROVED – Program Coordinator**

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**APPROVED – School of Language, Culture and Society**

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<th>Typed Name</th>
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</table>
Graduate Teaching Assistant Leave Request Form

Name: ____________________________
ID: ____________________________

Starting and Ending Dates of Total Leave Request

I request leave from official duty beginning on _____/_____/______ and ending on _____/_____/______.

Total number of hours requested: _______________

Reason(s) for Leave

Break between terms  __________
Attending conference  __________
Personal business  __________

**15 days of leave request per academic year is allowed

Approved  Not Approved

_______________________________________________
Supervisor Signature (major professor or class coordinator)  Date