**Course Concentration Guidelines**

**Conflict and Dispute Resolution Master’s Program**

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# CRES Final Project Option Overview

To graduate with a CRES master’s degree each student must complete and successfully defend a CRES final project. The CRES final project may take one of three forms:

1. **CRES 611 Terminal Project**A practical applied project accompanied by a 20+ page report on the project and an oral defense. Students must also take CRES 650 Capstone Seminar. See the CRES Thesis & Terminal Project Guidelines document on MyLaw for more information.
2. **CRES 503 Thesis**A formal academic paper (40+ pages) which conforms to the Division of Graduate Studies thesis requirements and an oral defense. Students must also take CRES 650 Capstone Seminar. See the CRES Thesis & Terminal Project Guidelines document on MyLaw for more information.
3. **Course Concentration**

Successful completion[[1]](#footnote-2) of a set of 3 to 4 courses (totaling at least 9 credits) selected to build specific expertise in subject matter outside of the conflict-resolution field that will substantially advance a student’s ability to extend or apply conflict resolution theory or practice into a domain in which conflict occurs. Students must also take the 1-credit CRES 651 Academic Capstone course, during which students will write a 10+ page summary report and do their oral defense. See the CRES Course Concentration Guidelines document on MyLaw for more information.

The goals of the final project are for students to learn about an issue in substantial depth, apply or learn analytical or applied skills, write a concise professional report, and deliver an oral presentation of their findings. The final project may contribute new knowledge to the field, review and assess current knowledge, or provide the student with domain-specific expertise in a particular area. The experience and paper should serve as a valuable step in students’ paths toward the careers of their choosing. Students are strongly encouraged to use their final project to explore directions that will support their overall goals.

Each student will work under the supervision and with the support of an advisor to be selected by the student (see the appropriate Guidelines document for advisor/committee requirements specific to final project type). Students who intend to use human or animal subjects (interviews, surveys, etc.) must gain advance approval to ensure that University requirements are met. To successfully complete the final project, all students must defend their Thesis, Terminal Project, or Course Concentration (see the appropriate Guidelines document for more information).

Students are expected to begin their final project work no earlier than the Spring Term of their first CRES year. Students should not expect to complete final project work/credits within a single term. In fact, students typically register for credits over the course of two or more terms, and students pursuing the Course Concentration must complete 50% or more of their total planned concentration-specific credits before their graduation term. All students must be enrolled for a minimum of 3 graduate credits in their graduation term (unless otherwise approved by the Division of Graduate Studies).All successfully completed final projects will become part of the CRES program collection. Additionally, terminal projects may be added to the UO Jaqua Law Library permanent collections and/or the UO digital repository known as the University of Oregon Scholars' Bank. Thesis manuscripts become part of the University of Oregon Library collection and are added to Scholars' Bank. Completed final projects are available for check out (both in digital and hard copy) by CRES faculty and students. The CRES Program reserves the right to make final projects available electronically to the general public unless previous arrangements have been made.

# Course Concentration Details

This document covers the details of the CRES Final Project option of Course Concentration. For information on the Thesis and Terminal Project options, see the Thesis and Terminal Project Guidelines document instead.

The Course Concentration is a set or sequence of 3 to 4 courses (totaling at least 9 credits) taken over at least two terms along with the 1-credit CRES 651 Academic Capstone course. This option is designed to allow the student to develop specialized or domain-specific knowledge and expertise outside of the conflict-resolution field that will complement the conflict resolution theory and skills they have learned in the program (in addition to the CRES elective requirement), helping prepare them to apply that theory and skillset to a particular problem or in a particular substantive domain. Students who think this might be a good option for them may contact the CRES Faculty Director to start thinking about their concentration plan.

To satisfy the Course Concentration proposal requirement, students must work with an advisor to select and propose courses, obtain the approval of their advisor and the CRES Faculty Director, and submit an approved proposal to CRES before the term of the first course in the concentration. Classes that a student takes prior to the approval of their Course Concentration are not eligible to be included in that student’s Course Concentration; previous courses will not be retroactively approved.

Course Concentration-specific credits are graded by course instructors per the guidelines of the syllabus and host department. Applicable courses can be taken as graded or pass/no pass. Students must receive at least a B or Pass grade for the course to be considered satisfactorily complete and count towards their Course Concentration.

Students who pursue a Course Concentration must register for concentration-specific credits over the course of at least two terms. Students should expect to spend one term planning their concentration before beginning the coursework. Students who receive approval for their Course Concentration in Summer of one year will be in good position to graduate the next Spring.

To complete the Course Concentration requirement, students must take the 1-credit CRES 651 Academic Capstone course, through which they will prepare a summary report (minimum 10 pages, double-spaced) and complete an oral defense. Requirements of this summary report will be further defined in the CRES 651 Academic Capstone syllabus. See the end of the document for a guide on how to think about a Course Concentration as an interdisciplinary project. While students may finish concentration-specific coursework before their graduation term, they must have completed 50% or more of their total planned concentration-specific credits before their graduation term (e.g. students whose Course Concentration Proposal outlines 9 credits of coursework must have completed at least 5 of those concentration-specific credits before their graduation term). Students must be enrolled for a minimum of 3 graduate credits in the term in which they will graduate.

## Quick Reference Guide for Course Concentration

|  |  |
| --- | --- |
| **Product** | Specialized coursework about a select problem or specific domain and a summary report |
| **Credit Requirement** | A minimum of 3 to 4 courses, totaling at least 9 credits, plus 1 credit of CRES 651 Academic Capstone |
| **If you change your mind after you’ve taken one type of final project credits…** | Course Concentration credits **will NOT** count toward Terminal Project or Thesis, **nor** will CRES 503 and CRES 611 credits be counted toward the Course Concentration |
| **Proposal Paperwork** | Required by CRES before beginning **any** Course Concentration courses |
| **Deadlines** | Set by the CRES Program |
| **Abstract** | Required as part of the defense scheduling process. |
| **Advisor/Committee Chair** | Must be a current CRES instructor or current full-time University of Oregon (UO) faculty member unless otherwise approved by the CRES Faculty Director and the UO Law Associate Dean of Academic Affairs. |
| **Additional Committee Members** | No additional committee members required |
| **Document Rules, Formatting, etc.** | Must conform to the guidelines listed in the CRES 651 course syllabus |
| **Graduation Term** | Students must take fewer than 50% of their Course Concentration-specific credits in their graduation term and must be taking or have completed the CRES 651 Academic Capstone course. Students must be registered for a minimum of 3 graduate credits (in any course) in the term of graduation. |
| **On Transcripts** | The Course Concentration course grade (Pass/No Pass) will be recorded as, “CRES 651 Academic Capstone” or “Read Academic Capstone” on transcripts. Concentration-specific coursework will be listed as usual on transcripts. Course concentration titles will **not** be listed on your transcript. |
| **Option Available to Concurrent Degree Students** | Yes, concurrent students may opt to do a Course Concentration to fulfill their CRES final project requirement; however, it is possible that this option may **not** satisfy the final project requirement of the other degree program—interested students should check with their partner department. |

# Timeline Information

Time management is key to the successful completion of your Course Concentration. When planning your timeline, it is best to work backward from your due dates. Your planning should consider agreements with your advisor, timing of course offerings, and your own work style. Specifics are explained in the sections below. You should expect to spend at least one term planning, researching, gathering data, and revising before submitting your finalized Course Concentration proposal to your advisor.

**Please note that you must be registered for a minimum of three graduate credits in your term of graduation.**

## CRES Deadlines for Course Concentration

**Prior to the term of first Concentration-specific Course:** Students must submit a finalized Course Concentration Approval form in MyLaw by 3 p.m. on the Friday prior to the term in which they start their first Concentration-specific course. Proposals will then be reviewed by the student’s advisor and by the CRES Faculty Director. Once the student’s plan and proposal has been reviewed, students will be notified via email of the result. Course Concentration courses **will not** be retroactively approved.

**CRES 651 Academic Capstone:** If the student is graduating in Spring term and thus taking CRES 651 Academic Capstone, they should follow the timelines/deadlines stated in the course syllabus. Final summary reports will be submitted to the CRES Program by the Academic Capstone instructor. If the student is graduating in Summer, Fall, or Winter term, students will fulfill the Academic Capstone course as a reading credit, and they must submit a reading credit approval form and abide by the reading credit approval guidelines and timelines.

If the student is graduating in Fall, Winter, or Summer, students must schedule their oral defenses by the end of the 5th week of the term. Summary report drafts are due to the Reading (Independent Study) credit advisors by the end of the 7th week of the term. Oral defenses must be complete before the end of the 10th week of the term. Final advisor approved summary reports are due to the CRES Program Manager by the Friday of finals week/week 11.

**Graduation Term:** By the second Friday of their graduation term, students must complete the Division of Graduate Studies Application for Advanced Degree. Please note that CRES will decline applications for students who do not have a current and accurate Course Concentration Proposal Approval on file and who are not on track to complete all concentration-specific coursework successfully (B or Pass or better), including CRES 651 Academic Capstone.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2021-22 CRES Graduation Term Course Concentration Deadline Dates** | | | | | |
|  | **Fall 2021** | **Winter 2022** | **Spring 2022** | **Summer 2022** |
| **Submit Course Concentration Approval:** Friday prior to the term you’d like to start taking CC courses | 3 pm on 9/24 at the latest | 3 pm on 12/31 at the latest | 3 pm on 3/25 at the latest | 3 pm on 6/17 at the latest\* |
| **Submit application to graduate: Week 2** | 10/8 | 1/14 | 4/8 | 7/1\* |
| **Schedule oral defense: Week 5** | 10/29 | 2/4 | See Academic Capstone Syllabus | 7/22\* |
| **Draft summary report due to advisor: Week 7** | 11/12 | 2/18 | See Academic Capstone Syllabus | 8/5\* |
| **Oral Defense complete: Week 10** | 12/3 | 3/11 | See Academic Capstone Syllabus | 8/26\* |
| **Final copy of summary report due to CRES and advisor: Finals Week** | 12/10 | 3/18 | 6/10 | 9/2\* |

\*Dates are tentative. Please check registrar’s calendar and MyLaw for accurate dates.

## Concurrent Students

Concurrent students may opt to complete a Course Concentration to fulfill their CRES final project requirement; however, please be aware that this option **may not satisfy** the final project requirement of the other degree program. Interested concurrent students should check with their partner department for applicability.

# Steps in the Course Concentration Process

Please note that, depending on your subject and your advisor, some of these tasks may need to be completed simultaneously or in a slightly different order:

1. Think about which final project option (thesis, terminal project, or course concentration) is best suited for your professional goals. Consider meeting with the CRES Faculty Director, faculty members, professionals in the field, and/or the CRES Administrative team. If you decide on a thesis or terminal project, please see the CRES Thesis & Terminal Project Guidelines document. If you decide on a Course Concentration, please keep reading.
2. Identify a particular problem or a particular substantive domain that you plan to address as a professional upon graduation. Review the Course Concentration as an Interdisciplinary Project section below.
3. When you have decided upon a domain or sector, secure an advisor whose scholarship or expertise aligns with the subject matter (See [Advisor](#_Advisor) below).
4. Identify the courses that address specialized or domain-specific knowledge and expertise outside of the conflict-resolution field that will complement the conflict resolution theory and skills you have learned in CRES. Engage your advisor, the CRES Faculty Director, CRES Administrative Team, and faculty members in conversation as you consider options (See [Course Concentration Sequences](#_Course_Concentration_Sequences) below).
5. Draft a Course Concentration plan and proposal with input from your advisor, the CRES Faculty Director, other faculty, and others as necessary. This may require multiple revisions.
6. Complete and submit a Course Concentration Approval form (see [Course Concentration Proposal](#_Course_Concentration_) below)
   1. Review and finalize your proposed Course Concentration coursework with your advisor.
   2. Contact any departments, as necessary, to confirm availability of courses and your eligibility to take those courses.
   3. Complete and submit the Course Concentration Proposal Approval form with your proposal attached in MyLaw. Please note, you will also need to upload the syllabi for the courses you’re planning to take. **NOTE: you must combine all the syllabi and your proposal into ONE PDF.**
   4. Once submitted, it will be reviewed by your advisor and the CRES Faculty Director. Once it has been reviewed by both your advisor and the CRES Faculty Director, the CRES Program Manager will contact you via email about the approval status of your Course Concentration.
7. Register for your Course Concentration coursework as described in your approved plan. Please note, students **can** enroll in Course Concentration coursework prior to CRES approval to ensure a seat in the course. Any changes/substitutions must be approved by the student’s advisor and the CRES Faculty Director via an updated Course Concentration Approval form and proposal before the start of a substitute course.
8. Register for CRES 651 Academic Capstone (Spring term) or CRES 605: Reading (Independent Study credit) in the term of your graduation.
9. If you are graduating in the Spring, you’ll register for CRES 651: Academic Capstone and follow the timeline and assignments listed in the syllabus, which include writing and revising your summary report and completing an oral defense.
10. If you are graduating in Fall, Winter, or Summer terms, you’ll work with an advisor to submit a Reading (Independent Study) Approval form for one credit. In this credit you will:
    * 1. Write and revise your summary report,
      2. Coordinate with your advisor to schedule your oral defense.
      3. Notify the CRES Program Assistant of the date and time of your oral defense and the final title of your Course Concentration by completing a Final Project Oral Defense Scheduling form in MyLaw. Please note, this form will be sent to your Reading credit advisor for approval. The CRES Program Assistant will reserve a room for you and send out an announcement. If you are defending remotely, the CRES Program Assistant will schedule a Zoom meeting for your defense and send you and your advisor a link to the meeting. See more info in the Zoom Defense Guide document.
      4. Successfully complete your oral defense and submit your Course Concentration Summary Report to your advisor.
11. Submit your Final Project Defense Approval form, with your advisor’s signature, to the CRES office. If defending remotely, the CRES Program Manager will coordinate with your advisor to sign the form.
12. Send a digital copy of your advisor-approved Course Concentration Summary Report to the CRES Program Manager. For those students enrolled in CRES 651: Academic Capstone, the instructor will send the final summary reports to the CRES Program Manager at the end of the term.

# Course Concentration Sequences

As you consider various subjects and options for your final project during your first year of study, consult with the CRES Faculty Director, CRES Administrative Team, and faculty members who can help you refine a sector and goal. As you think about what area you want to pursue, consider its potential value for career development as well as your enthusiasm for the topic. Your final project should be an asset in securing a job post-graduation.

Examples of course sequences include (but are not limited to) fields like environmental studies, business, law, journalism, education, and anthropology. Joint Campus courses and courses taken at other institutions may be considered for Course Concentrations if approved as transfer credits by the UO Division of Graduate Studies. In appropriate situations, foreign language courses might be eligible to count toward this requirement as may up to two Reading credits. Internship, Thesis, Terminal Project, and CRES Core Courses will **not** count toward the Course Concentration requirement. If students choose to include a CRES elective course, they may only use **one** CRES elective course toward their Course Concentration. **Course Concentration credits are to be completed in addition to elective credits. Thus, students may not count other electives toward the Course Concentration requirement.** Likewise, concurrent students may not “double dip” (i.e., required core or elective courses for their partner degree are not eligible to be counted toward the CRES Course Concentration Plan), but they may apply additional coursework to their Course Concentration. It is the student’s responsibility to obtain confirmation from the managing academic department of each course that the course will be available during the student’s planned sequence terms and that the student will be allowed to register for the course. Approved graduate specializations or certificates can also provide guidance for potential Course Concentrations.

Students can request to review past Course Concentration Summary Reports (email the CRES program assistant for copies), past Course Concentration Plans (available on the MyLaw Final Project page), and the CRES Neighborhoods document (available on the MyLaw Electives page) for possible Course Concentration ideas. The CRES Neighborhoods document provides examples of possible courses in a few select subject areas.

# Advisor

The Course Concentration option requires that students work closely with an advisor. While Course Concentration advisors are referred to throughout this document as advisors, please note that academic advising questions should be addressed to the CRES Program Director, CRES Program Manager, or CRES Faculty Director.

CRES Course Concentration advisors must be current CRES instructors or current full-time University of Oregon (UO) faculty unless otherwise approved by the CRES Faculty Director and the UO Law Associate Dean of Academic Affairs. *Advisors do not necessarily need to participate in your Course Concentration beyond reviewing your proposed course list to ensure they meet criteria for providing sector specific knowledge.*

If a student is graduating in Fall, Winter or Summer, students may ask their Course Concentration advisor to serve as a Reading (Independent Study) credit advisor and oversee their summary report and oral defense. If this is your intention, be sure that your advisor is eligible under the Reading (Independent Study) credit guidelines and that they will be available during the term in which you will be working on your Course Concentration summary report and oral defense. Ask them about their schedules and any plans they may have that might interfere with their ability to participate as your advisor (for example, fellowships, sabbaticals, or research travel). This might be especially important if you plan to defend your Course Concentration during Summer term, as many faculty members hold nine-month appointments and may not be available during the summer.

While students bear the primary responsibilities for quality and completion, the advisor also has responsibilities. It is **your** responsibility to inform a prospective advisor of the program’s expectations about these responsibilities. The CRES Course Concentration Advisor Guidelines document (on the MyLaw Final Project page) is a basic introduction to the responsibilities of a CRES Course Concentration advisor. Please share this document with your advisor. Advisors can also access the document on the CRES website (https://law.uoregon.edu/cres/requirements/final-project#Advisors).

## Selecting and Securing an Advisor

Once you have settled on the domain-specific subject area outside of the conflict-resolution field

that you will be studying through your Course Concentration, you will identify and ask a faculty member to be your advisor. See above for the CRES criteria for Course Concentration advisors.

Your advisor should have knowledge of and experience with the sector of practice or academic area in which you are focusing. Your advisor must also have the time and willingness to fulfill the advising responsibilities. Your advisor does not need to be experienced in every aspect of your subject, but they should be familiar enough to confirm that the courses you have chosen are suitable to build your domain-specific expertise in your target sector.

## Responsibilities of Your Advisor

Your advisor will:

* Assist you in developing your proposal and clarifying the sector or domain outside the field of conflict resolution upon which the Course Concentration will focus.
* Advise you as to the appropriateness of proposed courses
* Be available for consultation and support during the progress of your work
* Refer you to the CRES Program Director, CRES Faculty Director, UO Tutoring & Academic Engagement Center, or other resource(s) if writing/grammar/format coaching is needed
* If you are graduating in Fall, Winter or Summer term and your Course Concentration advisor agrees and is approved to serve as the instructor for your Academic Capstone Reading credit, your advisor should:
  + Meet with you at least twice over the course of the term
  + Provide support and guidance in structuring the summary report (for example, development and order of chapter headings or project implementation)
  + Provide at least one round of feedback on your summary report draft prior to scheduling the oral defense
  + Participate in scheduling your oral defense
  + Conduct your oral defense
  + Read and approve your final summary report
  + Assign a grade based on criteria outlined in [Registration and Grading](#_Registration_and_Grading) below

## Student-Advisor Interaction Recommendations

It is important to be clear from the beginning with your advisor about the expectations of the CRES Program and your advisor’s expectations of you. CRES expectations are defined in the CRES Course Concentration Advisor Guidelines ([on](https://law.uoregon.edu/cres/requirements/final-project) the MyLaw Final Project page) document. It is also important to be clear about your own expectations. Possible discussion topics include:

* Availability during the term in which you will be working on the Course Concentration (for example, will your advisor be going away for fellowships, sabbaticals, Summer vacation, or research travel?)
* Your expectations for yourself and your advisor
* Your advisor’s expectations of themself and of you, how they prefer to work with you
* Preferred ways of communicating (phone, email, meetings)
* Overall timeline
* CRES deadlines
* In addition to the possible topics above, if you are planning to graduate in Fall, Winter or Spring and you’d like our advisor to serve as your Reading credit advisor, you’ll also want to discuss:
  + Availability during the term in which you will be graduating (for example, will your advisor be away for fellowships, sabbaticals, Summer vacation, or research travel?)
  + Reasonable number of days for advisor to read and return summary report draft with comments
  + Citation format that best fits the summary report or your advisor’s preference (APA, MLA, etc.)

You are responsible for meeting deadlines and for keeping your advisor informed of your progress. Make sure that you are respecting your advisor’s time and your own by observing the following:

* Deliver and schedule reviews of your work on a regular basis.
* Maintain reasonable expectations. It is not reasonable to expect an advisor to review and comment on a draft in less than ten days unless you make special arrangements.

# Course Concentration Plan and Proposal

Your Course Concentration Plan must outline your selected sequence of 3 to 4 courses (totaling at least 9 credits), including a timeline for completion (over at least two terms) and the 1-credit CRES 651 Academic Capstone course. Please note that, before you submit a course as part of your Course Concentration, you are expected to know of and have a plan to satisfy any departmental restrictions for that course.

Your Course Concentration Plan will be measured against the following criteria:

* Describes (1) a sequence of courses (2) that together provide specialized or domain-specific knowledge and expertise (3) in a specific, articulable area (4) that will complement the conflict resolution theory and skills taken in the CRES program (5) in a way that advances the student’s professional goals. The Course Concentration is designed to reflect the inherently interdisciplinary nature of conflict resolution: Conflict resolution theory and skills can be studied in the abstract as a discipline; however, conflicts occur within particular social and institutional settings. Accordingly, the proposed sequenced of courses should largely be drawn from a field other than conflict resolution in order to provide knowledge and expertise about the social and institutional settings in which the student contemplates applying their conflict-resolution expertise.
* Reflects an investigation of courses that included (1) gathering substantive information about their content, (2) determining when they are offered, and (3) obtaining the necessary permission to take them.

Your Course Concentration Proposal should include five sections (and should be **at least two pages**, double spaced):

1. Introduction describing your **professional goals** and how they relate to your proposed Course Concentration, including the (non-conflict resolution) domain-specific area in which you plan to focus and your rationale for choosing that particular area.
2. Relevant **research** about how the chosen (non-conflict resolution) domain-specific area will help you achieve your professional goals and how this study will complement your conflict resolution knowledge.
3. Your **expectations** of what (non-conflict resolution) domain-specific knowledge you will gain from each course.
4. An **overview** of how your chosen courses fit into a logical grouping that will help you meet your goal.
5. **Some References** for the above (this can include articles from appropriate professional journals, relevant job descriptions, informational interviews, etc.).

**Your proposal should also include syllabi for your proposed Course Concentration courses.** Your proposal must be approved by your advisor and the CRES Faculty Director via MyLaw by submitting the Final Project Approval Form in the “Forms” section of Mylaw. The completed Final Project Approval form must be submitted through MyLaw no later than **3 p.m. on Friday prior to the term during which the student is taking their first** **Course Concentration-specific course.**

If you need to make changes to information that you submitted in your Final Project Approval form, you will need to submit a new Final Project Approval Form in MyLaw with your revised proposal, which has been approved by your advisor and the CRES Faculty Director. Any changes/substitutions must be approved **before** the start of a substitute course.

# Registration and Grading

Before you take any concentration-specific courses, you must submit a Final Project Approval form (available on MyLaw).This document must be approved by your advisor and the CRES Faculty Director. Once the form and proposal has been reviewed by your advisor and the CRES Faculty Director, the CRES Program Manager will notify you of the approval status via email.

## Course Concentration-specific Coursework

**Registration**: While you may register for your concentration-specific courses as soon as registration opens, your Course Concentration may not be approved at that point; therefore, those courses will not count toward your Concentration unless you have received email approval of your Final Project Approval form and your Course Concentration proposal.

**Grading**: Grading of each course that is included in a student’s Course Concentration will be determined and assigned by the instructor of each course per the syllabus and guidelines of that department. **Successful completion in this context is defined as at least a B or Pass grade**. If the home department for a given course (e.g., LAW) defines a “passing grade” as something lower than a B, the student may petition to the CRES Faculty Director to have the lower-but-passing grade accepted as part of their concentration.

## CRES 651 Academic Capstone (for students graduating in Spring term)

**Registration**: You will become eligible to take CRES 651 Academic Capstone if:

* 1. You have successfully completed your concentration-specific coursework or
  2. You are entering your graduation term and have successfully completed at least 50% of your concentration-specific coursework.

You will need to complete the Qualtrics Registration survey for the term during which you wish to register for CRES 651 Academic Capstone. Once the CRES Program Manager has confirmed your eligibility, you will be cleared to register and will receive an email with details of how to register via DuckWeb.

**Grading**: This course is Pass/No Pass, and grades are determined and entered by the Academic Capstone instructor. See course syllabus for grading guidelines. Syllabi from the last year are available on the CRES website under “Degree Requirements.”

The summary report will be a robust exploration of the connection of conflict resolution and the student’s chosen area of domain-specific knowledge. Students will:

1. Discuss how your chosen Course Concentration advances your professional goals and planned career trajectory.
2. Describe the discipline or ‘allied area of expertise’ in which your courses reside.
3. Summarize the knowledge that you acquired through your Course Concentration, especially the “terms of art” and key concepts and insights from this related field.
4. Situate the discipline relative to the conflict resolution field, especially the respects in which it (a) diverges from, (b) intersects with, and (c) complements the conflict resolution field.
5. Identify job opportunities presented at the intersection of this affiliated area of expertise and the conflict resolution field.
6. Describe the steps you plan to take to deepen your knowledge and expertise within this related field.

Requirements of this summary report will be further defined in the CRES 651 Academic Capstone course syllabus.

## CRES 605 Reading Credit (for students graduating in Fall, Winter or Summer term)

**Registration**: You will become eligible to take a CRES 605 Reading credit (in lieu of Academic Capstone) if:

* 1. You are graduating in Fall, Winter or Summer term and
  2. You have successfully completed your concentration-specific coursework or
  3. You are entering your graduation term and have successfully completed at least 50% of your concentration-specific coursework.

You will need to complete a Reading credit form; please see the CRES Reading/Independent Study Guidelines and Approval Form in MyLaw. Students can ask their Course Concentration advisors (if eligible) or any other eligible instructor to serve as their reading credit advisor (see CRES Reading/Independent Study Guidelines for eligibility requirements). Please note, this form needs to be submitted via MyLaw and will be reviewed by your reading credit advisor and one of the CRES Faculty Directors. Once the CRES Program Manager has confirmed your eligibility and the Reading/Independent Study Approval Form has been approved, you will be cleared to register and emailed with the details of how to register via DuckWeb.

**Grading**: This course is Pass/No Pass, and grades are determined and entered by the student’s reading credit advisor. Grading should be based 80% on the quality of the summary report and 20% on the quality of the oral defense (see [Oral Defense](#_Oral_Defense_2) below).

The summary report requirements are identical to those outlined in the section above. Students may also use the syllabus for CRES 651 Academic Capstone as a guide for their Reading (independent study) credit.

# Writing and Formatting Standards

You should not expect your advisor to edit a poorly written paper. It is the student’s responsibility to edit and, if necessary, have someone else read for grammar and style issues prior to delivering any drafts to your advisor. Do not be surprised if an advisor sends back a poorly written paper without full review, requiring that you work on the grammar before the advisor will comment on content.

If you need assistance with your writing, please contact the CRES Program Director, CRES Faculty Director, or the on-campus Tutoring and Academic Engagement Center.

Course Concentration summary formatting should follow the style outlined in the Academic Capstone course syllabus or, if the student is completing a reading credit, may follow any style that is agreed upon by advisor and student.

# Oral Defense

The oral defense is an opportunity to give a public talk about the domain-specific knowledge you’ve gained by pursuing your Course Concentration, how that relates to conflict resolution, and what you have learned from the undertaking. By tradition, oral defenses are open to the community and are announced (title, time/date, location, and short description) to current CRES students, alumni, and faculty via email, social media, LinkedIn, and MyLaw. Course Concentration oral defenses are scheduled for 60 minutes to allow for discussion and feedback, though some oral defenses may be completed in less time. Once you select a day/time for your defense with your advisor, you are responsible for submitting a Final Project Scheduling Form through the MyLaw Forms page.

If you are taking the Academic Capstone course, you should do the following to prepare for your defense:

* Prior to and during your defense
  + Consult the Academic Capstone syllabus for expectations and grading rubric.
  + Consult the syllabus and with your instructor to provide sufficient time for them to review the draft of your summary report before your oral defense.
  + Follow the deadlines listed in the syllabus for defense scheduling and summary report submission. Your instructor will work with you to select a date. Your instructor will notify the CRES Program Assistant of your selected date/time, and you’ll be emailed with more information about defense requirements, and your defense announcement..
  + If indicated in the syllabus, submit an IT request at <https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet?ID=47358> at least 48 hours in advance to reserve any required audio/visual equipment for showing a PowerPoint, video, etc.
  + Remote/Zoom Defenses:
    - A Zoom meeting will be scheduled and one of the CRES staff will moderate your defense. The Zoom meeting link will be sent to you and your advisor, and it will be included in your defense announcement.
    - A CRES team member will meet you in your Zoom defense meeting 15 minutes early to test the screenshare optionx for showing a PowerPoint and explain the process.
  + Prepare a 20-minute presentation on your final project. Speak with your instructor about expectations for your presentation. In general, you will:
    - Provide an overview of your domain-specific area (non-conflict resolution) of focus
    - Provide your insights into how this area relates to conflict resolution
    - Elaborate on what you learned from the experience; what you would do differently, looking back; further learning indicated; what interested you most; what plans you have for continuing to engage with the subject matter; how your views changed; implications and conclusions of your studies; etc.
  + See the Academic Capstone course syllabus for more information on what to expect on the day of the defense.
* After Your Defense:
  + Ask your instructor to complete the Final Project Defense Approval Form. If remote, the CRES Program Manager will follow up with the instructor.
  + If you’d like, the CRES Program Manager can take a photo of you or you can email us a photo of you after your defense to be posted on the CRES Facebook page.
  + If recorded, the Program Assistant will ask for your consent to post the recording of your presentation and/or questions on the CRES MyLaw site.
  + The Academic Capstone instructor will send electronic copies of all summary reports to the Program Manager.

If you are taking a Reading credit,

To prepare for your defense you should:

* Consult with your advisor to provide sufficient time for them to review the draft of your summary report before your oral defense.
* By week five of your graduation term, work with your advisor to schedule a 60-minute time block for your defense (see [Timeline](#_CRES_Students_5), above for CRES oral defense deadlines).
* Notify the CRES Program Assistant of the date and time of your oral defense and the final title of your Course Concentration through the Final Project Defense Scheduling Form in MyLaw. Once the form has been approved by your advisor, the CRES Program Assistant will reserve a room for you and send out an announcement.
* Submit an IT request at <https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet?ID=47358> at least 48 hours in advance to reserve any required audio/visual equipment for showing a PowerPoint, video, etc.
* Bring copies of your final summary report to your defense or arrange with your advisor to submit your final summary report electronically.
* Bring a copy of the Final Project Defense Approval form to your defense for your advisor and submit this form to the CRES office after your defense is complete.
* Remote/Zoom Defenses:
  + A Zoom meeting will be scheduled and one of the CRES staff will moderate your defense. The Zoom meeting link will be sent to you and your advisor, and it will be included in your defense announcement.
  + A CRES team member will meet you in your Zoom defense meeting 15 minutes early to test the screenshare optionx for showing a PowerPoint and explain the process.
  + The CRES Program Manager will follow up with your advisor to sign the Final Project Defense Approval Form.
* Prepare a 15-20-minute presentation on your final project. Speak with your advisor about expectations for your presentation. In general, you will:
  + Provide an overview of your domain-specific area of focus
  + Provide your insights into how this area relates to conflict resolution
  + Elaborate on what you learned from the experience; what you would do differently looking back; further learning indicated; what interested you most; what plans you have for continuing to engage with the subject matter; how your views changed; implications and conclusions of your studies, etc.

On the day of your oral defense:

* Be prepared to deliver your 15-20-minute presentation (some students use PowerPoint, other audio/visual tools, and/or handouts; others do not.)
* Your advisor and audience members will ask questions about your coursework and your paper and engage in discussion with you about key issues.
* Once, time permitting, all audience questions are answered, your advisor will ask the audience members to leave the room briefly. You and your advisor will then discuss what changes, if any, will be required for the final version of the paper and the timeline for completion. This discussion may take approximately 5-15 minutes. If defending remotely, you will be placed in a Zoom breakout room for this discussion.
* You should provide the Final Project Defense Approval form, to be signed by your advisor.
* If you’d like, the CRES Program Manager can take a photo of you or you can email us a photo of you after your defense to be posted on the CRES Facebook page.
* If recorded, the Program Assistant will get your consent to share the recording presentation and/or questions on the CRES MyLaw site.
* Submit an electronic copy of your final advisor approved summary report to the CRES Program Manager by the Friday of finals week (week 11).

Your advisor will review your summary report and your performance in your oral defense and will assign your Reading credit course grade as outlined in [Registration and Grading](#_Registration_and_Grading_1).

# Completion

To graduate, you must successfully complete your concentration-specific coursework and pass the CRES 651 Academic Capstone (or Reading credit). A digital copy of your summary report must also be submitted electronically to the CRES Program Manager. If your final project is bound or has other special printing needs, please also submit a hardcopy to CRES. Once you submit your completed final project and appropriate documentation, the CRES Program will work with the Division of Graduate Studies to approve you to receive your degree.

For deadline requirements, see the appropriate [Timeline](#_CRES_Students_4) sections above. Please note that, per UO [Division of Graduate Studies policy](http://gradschool.uoregon.edu/node/216#TimeLimit), all students must complete their degree within seven years of starting the degree program.

# CRES Course Concentration as an Interdisciplinary Project

This section was written by Edgar Temam, who teaches the CRES 651: Academic Capstone, as a guide to helping students think about the Course Concentration as an interdisciplinary project.

CRES is an inherently interdisciplinary field.

The CRES Course Concentration option can be conceptualized as an explicitly interdisciplinary project.

An interdisciplinary project attempts to address a **complex research question**.[[2]](#footnote-3)

An interdisciplinary project's **research question** is **complex**, at least, in the sense that it cannot be addressed within the conceptual and theoretical framework of a single field or discipline or from an inherently limited **disciplinary perspective**.

An interdisciplinary project thus calls for a selection of relevant fields or disciplines, which, for a Course Centration project, means a selection of the courses that the project will concentrate on.

An interdisciplinary project addresses the **complex research question** from the perspective of the selected fields or disciplines by **drawing upon** their relevant **insights** in order to achieve a **more comprehensive understanding** of the answer to the question or the ways that such a question needs to be addressed.

To achieve this **more comprehensive understanding**—that is, to achieve the project's goal, its contribution to the field of conflict resolution—the project **integrates** the **insights** **drawn from** the selected fields or disciplines into a new, holistic understanding that none of the fields or disciplines individually offers.

An interdisciplinary project concludes by reflecting on and assessing its interdisciplinary process and results, by testing these results, and by sharing them--e.g., in the case of a Course Concentration project, through the Summary Report and the Oral Defense—thereby through peer feedback further assessing the interdisciplinary process and testing the results—namely, the new, holistic, **more comprehensive understanding**.[[3]](#footnote-4)

1. For this purpose, “successful completion” is defined as at least a B or Pass grade. See “Course Concentration Guidelines” for more information. [↑](#footnote-ref-2)
2. Terms in bold type are technical terms from the field of interdisciplinary studies (IDS). [↑](#footnote-ref-3)
3. For more on interdisciplinary projects and technical terms, please surf and skim the following Web pages: "About Interdisciplinarity", "Introductory Remarks," "Definitions," "Philosophy of Interdisciplinarity," and "History Interdisciplinarity" at <https://wwwp.oakland.edu/ais/> under "Resources": this site offers fundamentals on interdisciplinary studies (IDS) from the perspective of one of the main school of thoughts on IDS. The AIS site also offers access to almost all the articles from its journal (except for the latest ones) under "Publications"--I recommend the following two articles: William H. Newell's "The State of the Field: Interdisciplinary Theory" and Rick. Szostak's "The State of the Field: Interdisciplinary Research" (both in Volume 31 (2013)).of Disciplines and [↑](#footnote-ref-4)