

## FSLE Program Requirements and Policies (By-Laws)

In addition to the requirements and policies for Ph.D. students at the School level, the FSLE program has a set of guidelines that students are expected to adhere to during their Ph.D. study.

1. Diagnostic exam. At the end of the first academic year, students must submit a research proposal developed under the guidance of their supervisor(s) to fulfill the requirement of the diagnostic exam. The research proposal must consist of a literature review and a methods section describing the participants, materials, and procedure of the proposed study. The proposal should also include an appendix that consists of the actual instruments to be used for data collection. The expected length is 5,000-10,000 words, all inclusive, and the manuscript must be prepared according to the APA guidelines. Students may register for DIS credits to complete the diagnostic proposal.
2. Preliminary exam. By the end of the 5<sup>th</sup> semester (excluding summer semesters), students must submit a paper reporting an empirical study and defend it before the committee. The manuscript must be between 8000-15,000 words, prepared based on the APA style, and consist of the following sections. The template is for quantitative research, and for qualitative research, please consult your supervisor for a structure that fits your topic and research questions.
  - *Abstract.* The abstract should state the problem, summarize the methods, report the findings, and include a statement on the implications of the findings.
  - *Introduction.* This section provides an overview of the topic, states the significance of the current study, and informs the reader of the structure of the article.
  - *Literature review.* This section contextualizes the study by synthesizing the theories, research, and practices pertaining to the investigated topic. The section ends with the research questions the study seeks to answer.
  - *Methods.* This section describes the methods utilized to conduct the study, including, but not limited to, participants, instruments, treatment tasks, procedure, and analysis.
  - *Results.* Please include both descriptive and inferential statistics, and both results of null hypothesis significance testing and effect sizes. Studies that have a correlational component should include a correlational matrix that displays first-order correlational coefficients for all variables before reporting other results.
  - *Discussion.* In this section, interpret the results by referring to theories, previous research, and the methods of this study.
  - *Conclusion.* Summarize the findings, identify limitations, and if relevant, discuss ways your findings can be applied in the classroom.
3. Evaluation. Students' progress will be evaluated at the outset of every summer semester. To complete the evaluation, students will meet with their major supervisor to discuss their progress over the past academic year, their plans for the next year, and any issues that need to be addressed. To prepare for the meeting, students will submit a one-page description of their progress, goals, and concerns if any.
4. Funding. Funding is competitive and when available, students can be funded for four years,

dependent upon annual evaluation of academic progress and biannual progress of RA/TA performance, as well as departmental and programmatic needs. After four years, funding will be subject to departmental and programmatic needs, student progress, and budget constraints. Funding decisions are made based on STE and COE policies.

5. Coursework. Students create a program of study according to program requirements and in consultation with their supervisors. Other things being equal, FSLE courses must be prioritized.