

EDUCATIONAL PSYCHOLOGY: LEARNING & COGNITION M.S. & PH.D. HANDBOOK

2022-23 Academic Year

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FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

Important Information

Some general lifelines for all graduate students in the College of Education:

The COE Office of Academic Services and Intern Support (OASIS) is very helpful. OASIS is responsible for maintaining official records of College of Education students, including all paperwork related to graduate study. They are located in Room 2301 of the Stone Building and also on the web. Links to many of their helpful guidelines and forms can be found at <http://education.fsu.edu/student-resources/student-academic-services-oasis>. The FSU Graduate School also has many important resources and forms at <http://gradschool.fsu.edu/>. You can find additional information and announcements on the Learning & Cognition Canvas site, which can be accessed by logging into your account (<https://fsu.instructure.com>).

Forms always seem to be changing:

As you go through the program, you should consult with **OASIS** and the **Graduate School** for the latest requirements, deadlines, and forms. Forms often change and deadlines are often earlier than you think! **See the appendices in this handbook for examples of some of the forms that you may need for the Master's and the Doctoral Programs, although they are not updated as frequently as those on the OASIS and Graduate School sites.**

On passing exams:

With the exception of the Qualifying Review for the PhD program, all students are allowed one additional chance to retake any failed exam described herein (e.g., thesis prospectus defense, preliminary exam, final dissertation defense). If the committee considers a Qualifying Exam to be a conditional pass, then revisions will be allowed before the final determination is submitted. Failure of the Qualifying Review will lead to dismissal from the PhD program. The second failure of any other exam or defense will also lead to dismissal from the MS or PhD program.

Human Subjects Committee required:

Please note that **FSU's Human Subjects Committee** website is another very important resource. **IRB (Institutional Review Board) application and approval is required for ALL research you might conduct at any stage during your time at FSU.** IRB approval is required not only for conducting thesis research, a preliminary study, and dissertation research, but also for class projects and other side research if you intend to disseminate the findings at research conferences or in publications. Even research involving secondary analysis of existing data sets that 1) were collected for a previously approved study, or 2) are available online, etc., must have IRB approval. Also, be aware that **CITI Certificate training** must be successfully completed online every 3 years to submit an IRB proposal.

Helpful contacts:

See Jose Cruz-Torres (3210 Stone, jmc11n@fsu.edu) for registration assistance and questions, Bryan Richards (3210 Stone, brichards@admin.fsu.edu) for financial/funding questions, and Jennifer Walsh (3210 Stone, jwalsh@admin.fsu.edu) and Lisa Beverly (OASIS, 2nd Floor Stone, lbeverly@fsu.edu) for academic questions.

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Preface: Learning and Cognition's Mission & Values

Mission Statement

As a graduate-level-only program, Learning and Cognition's mission is to provide cutting-edge, individualized training for those who wish to earn graduate degrees (Master's and PhD) focused on theory, research, and application in the areas of cognition, learning, motivation, and human development. Serving students who come from many backgrounds, we train students to apply Learning and Cognition in research, classroom, government, or organizational settings. Our program is highly flexible, allowing students to select the training that meets their needs. Through close mentorship and apprenticeship, we provide an excellent grounding in research to support evidence-based practice and contribute to the free, open-access of innovative research that informs teaching and learning wherever it happens.

Core Values

As a program, all aspects of our work (teaching, research, and service) are guided by the following values. We seek to instill these values in our students as well:

1. Ethics—interacting with students and participants, ensuring data security and integrity of data collection, analyses, and reporting of research
2. Community of practice—engaging in respectful collaboration with peers/faculty, and with stakeholders in the applied community
3. Critical thinking & lifelong learning—supporting motivation, engagement, mastery learning, and knowledge acquisition
4. Inclusiveness—maintaining an interdisciplinary focus and appreciation for diversity

We enact our core values as a scholarly community during our bi-weekly colloquia series held on Fridays during lunch. L&C students may now register (pass/fail) for the colloquium (EDF 5922) for 0-1 credits each semester.

Chapter One: Master's in Learning and Cognition

The master's program in Educational Psychology: Learning and Cognition consists of 30-35 credit hours minimum, depending on the track. Students develop their program of study in conjunction with their advisor and follow one of two tracks: Thesis-track or Coursework-track. The Thesis-track is geared toward students who want more practical research training or would like to pursue a PhD. The Thesis-track MS is a residential program that takes approximately 3 years to complete. The Coursework-track MS takes less than 2 years to complete and may be completed entirely online.

Thesis Track

This is a research focused MS degree program. Your goal may be to enter a research-related job after earning your degree or to get prepared for a PhD program. Face-to-face students may be approved to pursue the thesis track once they have (1) an adequate or better first-year annual evaluation (see Chapter 4 for more on this process), including the scholarly engagement criteria described in Chapter 3, and (2) three committee members (as described below) sign off on a thesis-track Program of Study.

Core Courses

Students develop their program of study in conjunction with their advisor (i.e., major professor). The thesis track Master's program in Educational Psychology, majoring in Learning & Cognition (L&C) consists of the following 35 credit hours (across requirements for Core Educational Psychology Courses, Area of Specialization, Research Data and Analysis), and includes 6 Thesis hours:

1. Core Educational Psychology Courses (minimum 12 hours)

(Content courses offered by our department or others may also qualify; please consult with your advisor and your supervisory committee.)

EDP 5300	Motivation and Emotion (3)
EDF 5935	Educational Psychology (3)
DEP 5068	Lifespan Development (3)
EDP 5216	Theories of Learning and Cognition in Instruction (3)
SYP 5105	Theories of Social Psychology (3)
EDP 5285	Group Processes in Instruction (3)
EDF 5431	Classroom Assessment (3)
EDF 6937	Seminar in Special Topics (3): Critical Thinking, etc.
EDH 5305	College Teaching (3)
EDF 6683	Family Support for Learning (3)
EXP 5508	Cognition and Perception (3)

2. Area of Specialization (6 hours)

Students develop their area of specialization in conjunction with their advisor. For example, an elementary teacher or secondary teacher who is interested in studying children's learning as a teacher-researcher might select courses from programs in early childhood, elementary or secondary education, instructional systems, multicultural/multilingual education, reading, special education, or other relevant fields of study. In contrast, a program supervisor from a state agency might select courses from adult education, educational leadership, human

services, management, psychology, social work, or sociology. Students on the Thesis track are required to take a minimum of two related courses in their chosen area of specialization.

3. Research and Data Analysis (9-12 hours, at least 3 courses)

(Research courses taught in this and other departments may also qualify; please consult with your advisor and your supervisory committee.)

EDF 5400	Basic statistics (4 hours), REQUIRED
EDF 5481	Methods of Educational Research (3 hours), REQUIRED
EDF 5916	Research Proposal Writing (1 hour)—co-requisite to EDF 5481, REQUIRED
EDF 5401	General Linear Model (4 hours)
EDF 5402	Advanced Topics in Analysis of Variance (3 hours)
EDF 5461	Introduction to Program Evaluation (3 Hours)
EDF 5462	Evaluation of New Programs (3 Hours)
EDF 5464	Qualitative Evaluation (3 Hours)
EDF 6937	Seminar in Special Topics (3): Grounded Theory, etc.

In order to be eligible for conferral of a degree, the university requires that your cumulative Grade Point Average (GPA) be at least 3.0 in formal graduate courses. No course hours with a grade below "C-" will be credited on the graduate degree; all grades in graduate courses, except those for which grades of "S" or "U" are given, or those conferred under the provision for repeating a course, will be included in computation of the GPA. Grades earned at another institution cannot be used to improve a GPA or eliminate a GPA point-deficiency at Florida State University.

4. Master's Thesis (6 Hours)

IMPORTANT NOTE ON CREDIT HOURS: You are encouraged to begin thinking and reading about potential thesis topics during your first semester or two in the program (you may choose to complete DIS or Supervised Research hours for that). You should begin drafting your Thesis Prospectus by the summer after your first year. You are strongly encouraged to work on the thesis while taking courses. **Once you have completed your coursework, the University requires that you enroll each semester for at least two hours of thesis credit. If you do not do so, after two semesters, your status is deactivated and you must undergo a cumbersome process for readmission!**

Students who complete the required minimum of 6 thesis hours need not be enrolled continuously thereafter in thesis hours if they meet the minimum university requirement for full-time or part-time enrollment by being enrolled in coursework. However, **a student must be enrolled in a minimum of two thesis hours in the semester of graduation.**

Recommended Timetable

We urge you to complete at least EDF 5481 (Research Methods), the Research Proposal Writing co-requisite, and EDF 5400 (Basic Statistics) during your first year in our program. This will help you better understand material in your substantive courses. Additionally, you will find your methods training will boost your statistical training and vice versa. Some students find taking both EDF 5481 and EDF 5400 in the same semester helpful, while others prefer to sequence them. Discuss this with your advisor, who will consider your academic background, other planned courses, and assistantships. If you take EDF 5400 in the Fall, EDF 5401 (General Linear Model) is nearly always offered in the Spring and most students find this to be a solid background for taking other Statistics and Measurement courses, such as EDF 5402 (Analysis of Variance models).

You will also find these methods and statistics courses invaluable in planning your thesis, and, by completing the basics during your first year of study, this may enable you to progress more quickly through your Master's program. **Full-time students should try to spread their course work out over three years (approximately 2 courses and 1 DIS each semester until your second and third years when Thesis hours should be taken in place of DIS), to allow themselves time to focus on their research.** For part-time students or those with special circumstances, see your advisor to adjust the timetable appropriately. Regardless of circumstances, **the university requires that the master's degree be completed within seven years from the time the student first registers for graduate credit.** Any graduate work transferred from another institution must have commenced not more than seven years prior to completion of the degree for the credits to be applicable to the master's degree.

Recommended Sequence:

Year One	Enroll in research & data analysis courses (e.g., EDF 5481; EDF 5916; EDF 5400; EDF 5401) Begin core and disciplinary specialization coursework Begin supervised research/DIS (EDF 5910 or EDF 5906) Complete and turn in a Program of Study in second term of Year One Begin to plan thesis topic and begin thesis prospectus
Year Two	Complete research & data analysis courses Take core and disciplinary specialization coursework Take thesis research hours Prepare and defend thesis prospectus, begin collecting data
Year Three	Full-time students should complete coursework during Year Three Take thesis research hours Conduct & defend thesis research

Major Advisor

Upon admission to the master's program, you will be matched based on availability and research interest with an advisor who will assist you in selecting courses and planning your first year of study. At the end of the second semester all students must complete and turn in a Program of Study. Your advisor will help you select your supervisory committee, direct the remainder of your program of study, and supervise your thesis research.

Program of Study

You and your advisor will select a three-person supervisory committee, which must consist of your advisor, and at least one additional member from the Educational Psychology program (i.e., Measurement and Statistics, Sport Psychology, or Learning and Cognition). A faculty member in either Instructional Systems and Learning Technologies (ISLT) or Psychological and Counseling Services (PCS) also may serve in this position on your thesis committee, *provided that* the individual holds Graduate Faculty Status in Educational Psychology (please see the list in Chapter 2). The third member may be an Educational Psychology faculty member or, if his/her expertise is critical to your successful thesis completion, a faculty member from another Educational Psychology and Learning Systems division (ISLT or PCS) may be able to serve on your committee. A committee member from outside the EPLS department is not required for the master's, but may be added as long as you have three faculty with Graduate Faculty Status (two or more from Educational Psychology) on your thesis committee.

During your first year of study, you and your advisor should draft your Master's Program of Study. Program of Study Forms are available online through **OASIS** (see also Appendix B)

and must be completed by the end of your second semester (i.e., signed by your supervisory committee). If necessary, you can make revisions before applying for graduation. **Note that students enrolled in Learning & Cognition are not seeking certification, so the "No" box should be checked on the Program of Study Form.**

Note: If you plan to complete your PhD in Learning and Cognition at FSU, then courses completed during your MS studies may be counted *toward the internal program requirements* for the PhD in the following manners:

- (1) Courses taken during MS studies and listed on your MS Program of Study form CANNOT be counted toward your total semester hours listed on the PhD Program of Study form.
- (2) **Courses taken during MS studies and NOT listed on your MS Program of Study form (i.e., they were not needed to meet the university's credit hour minimum for a thesis MS) CAN be counted in your total semester hours for your PhD Program of Study. Just note "FSU coursework not used from a previous MS degree" in the transfer credit section of your doctoral Program of Study. There is no limit to the number of credit hours taken during the MS that may be counted toward the PhD!**

In addition, if you complete your MS in Learning & Cognition at FSU, then you will be eligible, with the approval of your dissertation committee, to waive 18 course credit hours toward the PhD Program of Study. Specifically, rather than complete 21 hours total in the Core Educational Psychology Courses (section A), you must complete a minimum of 6 hours and none will be required from section B (Research and Data Analysis), unless counted as an Advanced Course. You will need to complete only 6 hours in a Disciplinary Specialization/Context Minor rather than 9 hours. You will still be required to complete 12 credit hours of Advanced Courses, but these may include Core Research Methods Courses not completed for your MS program of study.

Thesis Defense

Your prospectus defense should occur at least 1 semester prior to the final defense of the thesis. You must be enrolled in at least 2 Thesis hours during the semester you defend your prospectus. Passing the prospectus defense and gaining IRB approval for your study are required before you begin to collect or analyze data. You do not need to register for the prospectus defense, but OASIS does have a prospectus approval form that the committee will need to sign (check OASIS for the most current forms). For your defense of the final thesis, you must provide the committee with your document 2 weeks prior to the meeting date. Before sending your prospectus or final document to the committee, however, you must have checked your document for plagiarism using the Turnitin portal on the Educational Psychology and Learning Systems Student Canvas site AND have your advisor's approval. At your defense, you will give a presentation on your study, lasting approximately 20 minutes, followed by questions from your committee. **You must register for the 0 credit hour Thesis Defense** (for which you pay for one credit hour if you are not enrolled in any other coursework) **and be registered for 2 Thesis hours during the semester of your final defense.**

All committee members and the student must attend the entire (prospectus and final) defense in real time, either by being physically present or participating via distance technology. If exceptional emergency circumstances (e.g., medical or other emergency situations) prevent the participation of a committee member, then it may be necessary to

arrange for an additional appropriately-qualified colleague to attend the defense. A grade of PASS for the defense requires the approval of all members of the committee. Your defense results will be signed by all committee members and the department chair once you have finished making the revisions your committee/advisor asks you to make to your final document. Because revisions to your final document are usually required by the committee and then must be approved by your committee/advisor, it is very important to defend early in the semester you want to graduate.

Please carefully follow the Graduate School's deadlines for defense meetings, final document submission, and graduation application (you must apply online for graduation during the application period in the semester you will complete your degree requirements), etc. so that your plans to graduate are not impeded.

Coursework-only Master's Track

The coursework-only option is designed primarily for students who want a terminal MS degree. Those who are considering a doctoral program are strongly encouraged to complete the Thesis Track to best prepare them for the research requirements of the PhD. Online distance MS students are only eligible to complete the course-only track. We provide two options, Face-to-Face and On-line.

Core Courses

Students electing to take the course-only option for their master's studies must complete a minimum of 30 credit hours. The requirements are similar to those for the thesis track master's degree with two exceptions: (1) course-only students are not required to take the Research Proposal Writing co-requisite to EDF 5481 (Research Methods), and (2) course-only students will complete one extra Core Educational Psychology course for a minimum of 15 credit hours. Online students should consult with their advisor about courses that are regularly offered online. The student electing the course-only option will be assigned a major advisor from among the Learning and Cognition faculty members. The advisor will review and sign the student's Program of Study and ensure the master's program requirements have been completed. The annual evaluation process conducted at the end of each year of enrollment in the program (see Chapter 4) will help students (along with their advisors) to shape their Program of Study and timeline for program completion.

1. Core Educational Psychology Courses (minimum 15 hours)

- a. Must take either EDP 5216 (Theories of Learning and Cognition OR EDF 5935 Educational Psychology)
- b. Must take EDF 5431 Classroom Assessment
- c. Must take EDF 6755 Theoretical and Practical Issues in Education
- d. Core 4 and Core 5 are open to choice from our list above or you can request consideration for a different class if it fits well

2. Area of Specialization (6 hours)

Students develop their area of specialization in conjunction with their advisor. Students on the course-only track are required to take a minimum of two related courses in their chosen area of specialization.

3. Research and Data Analysis (9-10 hours, at least 3 courses)

Course-only students are required to complete 3 methods courses from the list above (EDF 5481 and EDF 5400 are recommended but also can take a less statistical route with EDF 5442 and Program Evaluation courses).

Face-to-Face Program Timetable

We urge you to complete at least two of the three required Research/Data Analyses courses, such as EDF 5481 (Research Methods) and EDF 5400 (Basic Statistics) during your first year in our program. This will help you better understand material in your substantive courses and you will find your methods training will boost your statistical training and vice versa. Some students find it very helpful to enroll in both EDF 5481 and EDF 5400 in the same semester, while others prefer to sequence them. Discuss this with your advisor, who will consider your academic background, other planned courses, and assistantships. If you take EDF 5400 in the Fall, EDF 5401 (General Linear Model) is nearly always offered in the Spring and most students find this to be a solid background for taking other Statistics and Measurement courses, such as EDF 5402 on Analysis of Variance models. Alternatively, if you are more interested in qualitative research methods, a sequence of other methods courses such as EDF 5461 and EDF 5462 can be completed to fulfill your methods/analysis requirements.

Full-time students should be able to complete the degree in under 2 years. For part-time students or those with special circumstances, see your advisor to adjust the timetable appropriately. Regardless of circumstances, **the university requires that work for the master's degree must be completed within seven years from the time the student first registers for graduate credit.** Any graduate work transferred from another institution must have commenced not more than seven years prior to completion of the degree for the credits to be applicable to the master's degree.

Recommended Face-to-Face Sequence:

Year One	Enroll in research & data analysis courses (e.g., EDF 5481; EDF 5400; EDF 5401) Begin core and disciplinary specialization coursework Complete and turn in a Program of Study in second term of Year One
	Complete research & data analysis courses Complete core and disciplinary specialization coursework
Year Two	Complete "capstone" course: EDF 6755 Theoretical and Practical Issues in Education

Online Program Timetable and Course Offerings

The online program is only offered for the course-only MS. As in the face-to-face program, online distance students must complete a minimum of 30 credit hours spanning the following number of courses in three areas outlined above. (You can take more electives to fulfill requirements of an online certificate program you might want to complete, such as Institutional Research or Online Instructional Development.) Many graduate programs and certificates across FSU offer at least one online course. The following timetable, comprising 2 courses per semester for 6 semesters, includes a few examples of how to meet the various requirements, based on when courses are typically offered, although this is subject to change. Students who choose other variants of the required course combinations would substitute in those alternative courses throughout this timeline or might complete the same selections below in a different order based on course availability.

Recommended Online Sequence:

Semester	Course Number	Course Title	Credit Hours	Course Distinction
First Fall	EDF 5481 or EDF 5442	Methods of Educational Research or Inquiry and Measurement for Practitioners	3	Methods Requirement
	SYP 5105	Theories of Social Psychology	3	Core Option
First Spring	EDP 5935 or EDP 5216	Topics in Educational Psychology or Theories of Learning and Cognition in Instruction	3	Core Requirement
	EDF 5400	Basic Descriptive & Inferential Statistics	4	Methods Option
First Summer	EDF 5431	Classroom Assessment	3	Core Requirement
	EDF 5461	Introduction to Program Evaluation	3	Methods Option
Second	TBD	Graduate course in area of specialization	3	Elective
Fall	TBD	Graduate course in area of specialization	3	Elective
Second Spring	EDF 6755	Theoretical and Practical Issues in Education	3	Core Requirement
	DEP 5068	Lifespan Development	3	Core Option

Chapter Two: Faculty with Graduate Faculty Status in Educational Psychology

Faculty Member	Program
Beth Phillips	Learning and Cognition/Educational Psychology
Alysia Roehrig	Learning and Cognition/Educational Psychology
Jeannine Turner	Learning and Cognition/Educational Psychology
Russell Almond	Measurement & Statistics/Educational Psychology
Yanyun Yang	Measurement & Statistics/Educational Psychology
Qian Zhang	Measurement & Statistics/Educational Psychology
David Eccles	Sport Psychology/Educational Psychology
Robert Eklund	Sport Psychology/Educational Psychology
Svenja Wolf	Sport Psychology/Educational Psychology
Vanessa Dennen*	Instructional Systems & Learning Technologies
Allan Jeong*	Instructional Systems & Learning Technologies
Fengfeng Ke*	Instructional Systems & Learning Technologies
James Klein*	Instructional Systems & Learning Technologies

Note. Any professor with Graduate Faculty status (GFS) will be able to sit on or chair either a PhD or MS committee, but as a Learning & Cognition student, your chair should be a Learning & Cognition faculty member. Faculty other than those on this list may be added to a committee as long as there are at least two faculty members (including your advisor) who have GFS in Educational Psychology. However, only tenured faculty with GFS can serve as the University Representative (i.e., not from the EPLS department) on doctoral committees.

* These are some faculty members in EPLS with interests that may overlap with our students' interests; they do not have GFS in Educational Psychology, but may be able to acquire it. You may contact OASIS or Mary Kate McKee to verify GFS of a faculty member.

Chapter Three: PhD in Learning and Cognition

General Guidelines

Requirements and up-to-date forms for the College of Education can be found at OASIS (<http://education.fsu.edu/student-resources/student-academic-services-oasis>). You can find additional helpful information at both the Learning & Cognition (L&C) Canvas site and on the Graduate School webpage (<https://gradschool.fsu.edu/newcurrent-students>).

Major Advisor

Upon admission to the doctoral program, you will be matched based on availability and research interest with a major advisor (i.e., major professor), who will assist you in selecting courses and planning your first year of study. At the end of the first full year, all students are reviewed by program faculty (see the Qualifying Review, below). Your major advisor will help you select your supervisory committee, direct the remainder of your program of study, and supervise your dissertation research.

Qualifying Review

The first year Qualifying Review is a university-wide requirement for all doctoral students. Your first year Qualifying Review should be completed before the end of your first two semesters in the program. Students should plan to defend the Qualifying Review in February if they began the program the previous August. The L&C faculty designed the Qualifying Review to be an opportunity for the student and faculty to reflect on the student's progress, goals, and plans. The meeting to discuss the portfolio to be prepared (described below) is an informal discussion meant to be focused on helping the student meet his or her goals. Examples of successful portfolios (with transcripts removed) are available in the L&C suite.

For your Qualifying Review, you and your advisor will convene a three-person review committee, which must consist of your major advisor, and the two additional L&C faculty. The form to be completed and submitted following this review can be found at <http://education.fsu.edu/student-resources/student-academic-services-oasis> (see also Appendix C).

The Qualifying Review consists of the following:

- (1) You will prepare a portfolio that will be provided to the review committee members, containing:
 - a complete draft of the Program of Study form (to include all courses and dissertation hours you propose to take as well as when you will take them);
 - a completed Progress Monitoring Chart (see Appendix F), which will help you to complete the Program of Study;
 - your unofficial FSU transcript (which the Program Assistant in EPLS can download for you);
 - your vita;
 - samples of your best research writing;
 - a goal statement (describing your professional goals and potential research direction);
 - a 1-page summary of your initial ideas for the study you will conduct for your preliminary exam; and
 - an annotated bibliography (of 3 articles influencing your current or potential research direction);

- (2) students must satisfactorily meet the Scholarly Engagement Requirement; and
- (3) students (ALL) will organize a 1-hour meeting of the supervisory committee during which you review your goals, including the content and timeline of your program, and a discussion of how the proposed Program of Study will help you meet those goals.

Criteria for successfully completing the Qualifying Review include compiling the required materials for the portfolio, designing a coherent Program of Study, earning grades meeting the minimum university criteria (grades of B or higher) with any 'incompletes' completed in no more than one semester, specifying a potential research area with a consideration of the research methods that may be used, and annotating three influential articles related to this area. In cases where the committee has concerns about qualifications, the review committee will consider how course problems are remediated and how incompletes are resolved. Students with marginal goal statements and/or annotated bibliographies will have the opportunity to revise the statement and annotate two additional articles by the end of the third semester in residence.

NOTE: To prepare for the successful completion of the Qualifying Review, the student **must** complete EDF 5481 (and the co-requisite EDF 5916) and EDF 5400 (or equivalent) by the second semester in residence or by the completion of the first 18 credit hours if the student is part time. OASIS will put a hold on your ability to register if you do not meet this deadline.

Scholarly Engagement Requirement

The Faculty Senate established that each program must develop a Scholarly Engagement Requirement that all students must meet each year they are enrolled. Scholarly Engagement plans for the coming year should be discussed with the advisor at the annual review meeting and may change as the student progresses through the program. The following is L&C's Scholarly Engagement Requirement:

To meet the Scholarly Engagement Requirement, doctoral students should interact with faculty and peers in ways that prepare them to be scholars who can independently acquire, evaluate, and extend knowledge, as well as develop themselves as effective communicators and disseminators of knowledge. The purpose of the Scholarly Engagement requirement is to ensure that doctoral students are active participants in the scholarly community.

Doctoral students in the L&C program can meet the Scholarly Engagement requirement by doing **at least three** of the following activities **each academic year** (May-April):

Scholarly Engagement Activity	Completed*
Attend 80% of "lab meetings" with major professor and/or other faculty	
Attend 80% of Learning and Cognition colloquia	
Present at L&C colloquium or other campus event (e.g., CORE)	
Give a guest or invited lecture/presentation	
Work as a GRA on a faculty member's research project	
Volunteer to lead or participate in data collection and/or analyses of extant data	
Co-author a peer-reviewed manuscript with other students and/or with faculty	
Co-author a conference submission with other students and/or with faculty	
Assist with or independently complete a manuscript review for peer-reviewed journal	
Review submissions for a conference	
Attend a local/state/regional conference	
Attend a national/international conference	
Present at a local/state/regional conference	
Present at a national/international conference	
Satisfactorily complete a DIS or Supervised Research with a written "product" (i.e., literature review, study design, study data analysis)	
Participate regularly in a Writing Group	
Volunteer as an academic mentor/tutor, global/program ambassador, etc.	
Hold a leadership role in an academic club/organization	

*Student has provided evidence of completion in his/her annual evaluation materials (i.e., in the vita) if data are not collected by the Program (e.g., colloquium attendance, presentation) or Department (e.g., travel authorization, GRA appointment).

- Student has met the annual Scholarly Engagement Requirement
- Student has **not** met the annual Scholarly Engagement Requirement (Feedback for improvement and a remediation plan to be discussed with your major professor can be found on the final page of this Annual Review form.)

Supervisory Committee

The supervisory committee will formally approve/sign your program of study. For your preliminary exam (and dissertation), you and your major professor will select a four-person supervisory committee, which must consist of your major advisor, and at least three additional faculty. One faculty member (in addition to your major advisor) must hold Graduate Faculty Status in Educational Psychology (see Chapter Two for list of faculty). One member must be a University Representative (i.e., a **tenured** faculty member with Graduate Faculty Status *outside* of the Educational Psychology & Learning Systems department). The fourth member may be chosen in consultation with your major advisor

from any relevant department and must also have Graduate Faculty Status or (in the case of nontenure-track faculty) co-doctoral or co-master's status. Additional members may be added if desired and approved by your major advisor.

Preliminary Exam

A student, who has passed the Qualifying Review and maintains a 3.0 graduate grade point average, can officially begin the process of completing his/her preliminary exam. Note, however, that students are expected to begin developing and discussing ideas for their preliminary exam research study during the first year of the program. Students can register for up to a total of 18 credit hours of Preliminary Research credits (EDF 6912) while working on their prelim. Students may also/instead choose to register for DIS hours (EDF 5906), which can be converted to dissertation hours if the preliminary exam is passed and you are admitted to candidacy during the first 7 weeks of the semester.

The Ph.D. in Educational Psychology, majoring in Learning and Cognition, is a research degree. The preliminary examination is designed to test your scholarly competence and knowledge to complete a research report—including an introduction, literature review, methods, results, and discussion—which provides the examiners the basis for constructive recommendations concerning the student's subsequent formal or informal study. The steps for completing the Preliminary Exam follow the steps for completing the dissertation—including a prospectus defense and final defense—to provide you experience with the process before completing the dissertation. It also provides an additional opportunity for publication.

For the prelim, students propose, complete, and defend to the supervisory committee an original research study. The study is expected to be suitable for potential publication in a journal—that means it should add to the knowledge of the field and not be only a small pilot or a class exercise. Students may choose to collect their own data or use an existing dataset. In some cases, students may collect a portion of the data they hope to use for their dissertation during the preliminary phase. A journal length document is appropriate (i.e., a 7-9-page literature review would be reasonable in most cases). As would be the case for a journal article, your prelims document should be formatted following APA (7th) edition requirements. There are two acceptable formats for the preliminary exam proposal document (your advisor will help you decide the best option for you):

- (1) Submit an Introduction and Literature Review, along with a detailed Methods and Planned Analysis. The introduction and literature should include a clear purpose, problem statement, provide a theoretical framework, discuss gaps in literature and provide a critical review of the literature in the length of a typical manuscript introduction (approx. 7-10 pages). With this option, students should be able to replace the planned analysis with a Results section, add a Discussion section, and the final manuscript should be ready as a potential journal-article submission; OR
- (2) Provide a typical Dissertation-type Chapter One that ends with research questions, along with an outline of the planned Literature Review and a spreadsheet that includes a critical analysis of 10 empirical studies to be included in the literature review (with columns highlighting components of the method, findings, and strengths/weaknesses). This document would also include detailed Methods and Planned Analysis sections. Option 2 allows students to develop their manuscript-style Introduction and Literature Review while they collect and analyze data. The final document of this option is the same as the first option.

The final Prelim document should look more like a manuscript for publication instead of a dissertation. The final document should be no longer than 45 pages, including Introduction/Literature Review, Method, Results, Discussion, tables, figures, and references. The introduction and literature review should be no more than 15 pages.

The in-person preliminary exam prospectus and defense should be scheduled for at least 90 minutes. All committee members and the student must attend the entire prospectus and final defense in real time, either by being physically present or participating via distance technology. If exceptional emergency circumstances (e.g., medical or other emergency situations) prevent the participation of a committee member then it may be necessary to arrange for an additional, appropriately qualified, colleague to attend the defense. A minimum of three members with Graduate Faculty Status (at least 2 must have GFS in Educational Psychology) must participate, although it is highly recommended that your entire 4-person dissertation committee (including University Representative) participate, as your prelim may be related to your dissertation topic. You must provide your prospectus or final document to your committee at least 2 weeks before your defense date. Before sending your prospectus or final document to the committee, however, you must have checked your document for plagiarism using the Turnitin portal on the Educational Psychology and Learning Systems Student Canvas site AND have your advisor's approval. At your defense you will give a presentation on your study, lasting approximately 20 minutes, followed by questions from your committee.

Your successful defense results (admission to doctoral candidacy form) will be signed by all committee members and the department chair once you have finished making the revisions your committee/advisor asks you to make to your final document. Because revisions to your final document are usually required by the committee, and then must be approved by your committee/advisor, it is very important to defend early (within the first 7 weeks) in the semester that you want to begin enrolling in dissertation hours or if you plan to defend your dissertation prospectus in the same semester.

The Preliminary Exam should be completed before the end of the third year. It is recommended that you identify the topic and purpose of your preliminary exam study in year 1 (by the end of the first semester), so that you can begin the literature review. You should aim to defend your prospectus early in year 2, and complete the exam by the middle of year 3 at the latest. **You must be registered for the 0 credit Preliminary Exam** (for which you pay for one credit hour) during the semester of the final prelim defense. Once the Preliminary Exam is passed, students are officially admitted to doctoral candidacy and are eligible to take Dissertation credit hours. **A student must be admitted to candidacy at least 6 months prior to the granting of the Ph.D. degree.** This ensures a reasonable minimum amount of time for effective work on the dissertation. Realistically, the student should expect to spend a year or more working on the dissertation. If the prelim is related to the dissertation, the dissertation process may be accelerated.

The suggested maximum timeline for the Preliminary Exam is 2.5 years:

Year 1 = Begin preliminary exam (identify topic and purpose, begin literature review, draft proposal). A 1-page summary of preliminary research topic is required in the Qualifier portfolio (before the middle of the second semester).

Year 2 = Propose preliminary exam (complete intro, literature review, and method; defend prospectus to supervisory committee; obtain IRB approval; & participant recruitment) no later than the end of the first semester in Year 2. Begin collecting and/or analyzing data, etc. by the second semester. Students are strongly encouraged to complete and defend the final prelim study by the end of Year 2.

Year 3 = Preliminary exam (data collection, analysis, results, discussion, & defend final write-up to supervisory committee) must be successfully defended by the end of the first semester in Year 3 to be making satisfactory progress.

Deviations from the recommended schedule will be considered in the student's annual evaluations. During their annual evaluations, students will be told they need to make adequate progress toward degree-completion, especially in consideration for funding.

If a student fails the preliminary examination prior to admission to candidacy, a re-examination may be requested, but it must be recommended by the student's supervisory committee and approved by the Academic Dean's Office. Students can take the preliminary examination for admission to candidacy only two times. At least one semester of additional preparation is needed before the re-examination. A second failure on the preliminary exam makes the student ineligible to continue in the degree program.

In summary, for the preliminary exam, students complete an original research study, which includes 1) writing and defending a prospectus (Introduction, Literature Review, Method) before their supervisory committee, 2) obtaining IRB and conducting the study, and 3) defending the final write-up of the project (Introduction, Literature Review, Method, Results, Discussion) before their supervisory committee. The study is expected to be suitable for potential publication in a research journal. The Preliminary Exam usually takes place by the end of your second or third year. Students register for a 0-credit-hour Prelim Defense the semester they defend the final write-up of their project.

Preliminary Examination Policy from Graduate Bulletin

The following describes the Preliminary Examination from the university's perspective. You can find this information in the Graduate Bulletin (pages 104-105):

Satisfactory completion of a preliminary examination shall be required for admission to candidacy for the PhD degree. No student may register for dissertation hours prior to the point in the semester in which the preliminary examination was passed. An admission to candidacy form must be completed and filed in the Office of the University Registrar prior to registration for dissertation hours. After completion of the admission to candidacy process, the student may retroactively add dissertation hours for that semester in which the pre-liminary examination was completed. Retroactive changes are only permitted if the preliminary examination is passed by the end of the seventh week of the semester. For term specific deadline dates, please refer to the "Academic Calendar" in the Registration Guide.

The preliminary examination is designed to test scholarly competence and knowledge and to afford the examiners the basis for constructive recommendations concerning the student's subsequent formal or informal study. The form and content of this examination will be determined by the department, college, school, or examining committee (typically, but not necessarily the same composition as the supervisory committee) administering the degree program. Prior to the examination, the student's examining committee will determine whether the student 1) has a 3.0 average, and 2) has progressed sufficiently in the study of the discipline and its research tools to begin independent research in the area of the proposed dissertation.

The chair of the major department, the academic dean, and the Dean of The Graduate School may attend any session of the supervisory or examining committee

as nonvoting members. A member may be appointed to the examining committee at the discretion of the academic dean or Dean of The Graduate School or on recommendation of the major professor. Normally, the examining committee will be identical with the supervisory committee.

The examining committee will report the outcome of the examination to the academic dean: passed, failed, additional work to be completed, or to be re-examined; the report following the reexamination must indicate the student either passed or failed. The results of the examination will be reported to the Office of the University Registrar for inclusion in the student's permanent record.

If a student fails the preliminary examination before being admitted to candidacy, then the student is ineligible to continue in the degree program unless a re-examination of the preliminary examination is offered by the student's supervisory committee or other relevant decision-making body within each department or unit, per that department or unit's doctoral student handbook. The Academic Dean's office should be notified of the outcome of any preliminary exam attempt.

Students can take the preliminary examination for admission to candidacy a maximum of only two times. A second failure on the preliminary exam makes the student ineligible to continue in the degree program. The second attempt at the preliminary exam shall occur no sooner than six full class weeks after the results of the first attempt are shared with the student. For the purpose of this policy, a "full class week" is defined as a week with five days during which classes are held at FSU. Students must be registered separately for their first and second attempt, if necessary, within the same semester, and must receive either a "pass" or a "fail" grade for each attempt.

An exception request regarding the timing of the re-examination can be submitted for consideration to the Academic Dean's Office by either the student or the supervisory committee. Students who allege that academic regulations and/or procedures were improperly applied for the re-examination of the preliminary exam may have their grievances addressed through the general academic appeals process. The full preliminary exam policy as listed here must be added to all doctoral student handbooks.

Dissertation

Following the preliminary exam, **all doctoral students who are admitted to candidacy must be enrolled for a minimum of 2 dissertation credit hours each term (including summer)**. Minimum hours requirements may be different for international students and for students on assistantship. Continuous enrollment in dissertation hours is a requirement for graduation clearance.

For the dissertation process, the student is required to submit to the major advisor, supervisory committee, and department chair a prospectus, in which a research project suitable for a dissertation is proposed. The prospectus consists of the first three chapters of the dissertation, the document should be sent to your committee members (once you have your major advisor's approval) at least 2 weeks prior to the prospectus defense meeting. This document should also be submitted to Turnitin to check for plagiarism.

Passing the prospectus defense and gaining IRB approval for your study are required before you begin collecting data. **Upon prospectus approval, the student must submit a Prospectus Clearance Form to OASIS.** The University Representative must also submit

a prospectus evaluation to OASIS. The IRB Verification Form must be submitted to OASIS within 60 days of the prospectus defense date. The forms can be found at <http://education.fsu.edu/student-resources/student-academic-services-oasis>. **A student cannot defend his/her dissertation earlier than 4 months from the date of the department chair's signature on the Prospectus Clearance Form.**

You must be registered for at least 2 Dissertation hours the semester you defend your prospectus and be enrolled in at least 2 dissertation credit hours every semester afterward until the final defense of your dissertation. **You will also have to register for a 0-credit hour Dissertation Defense during the semester of your final defense.** See the Graduate School's website for forms and important timelines, and talk to your advisor for details about our expectations for this proposal meeting. Note that the Graduate School will require students with more than 24 dissertation hours to register for 3 credit hours (only 2 of which must be dissertation hours) every semester after 24 dissertation hours have been completed.

For your defense of the final dissertation, you must provide the committee with your document 4 weeks prior to the meeting date and advertise the defense meeting (visit the Graduate School's website for required forms and procedures). **Before sending your document to the committee, you must have checked your document for plagiarism using the Turnitin portal on the Educational Psychology and Learning Systems Student Canvas site AND have your advisor's approval.** At your defense you will give a presentation on your study, lasting approximately 20-30 minutes, followed by questions from your committee.

All committee members and the student must attend the entire (prospectus and final) defense in real time, either by being physically present or participating via distance technology. If exceptional emergency circumstances (e.g., medical or other emergency situations) prevent the participation of a committee member then it may be necessary to arrange for an additional, appropriately qualified, colleague to attend the defense. A minimum of four members with Graduate Faculty Status must participate. A grade of PASS for the defense requires the approval of all members of the committee. Your defense results will be signed by all committee members and the department chair once you have finished making the revisions your committee/advisor asks you to make to your final document. Because revisions to your final document are usually required by the committee, and then must be approved by your committee/advisor and the department chair, it is very important to defend early in the semester you want to graduate. **You will also need to go through Manuscript Clearance with the Graduate School to be sure your manuscript is properly formatted.** Please see the Graduate School's website for the most recent guidelines, dates, and workshops.

Please carefully follow the Graduate School's deadlines for defense meetings, final document submission, and graduation application (you must apply online for graduation during the application period in the semester you will complete your degree requirements), etc. so that your plans to graduate are not impeded.

Defense Decision Definitions from Graduate Bulletin

The Graduate Bulletin lists the types of Dissertation Defense decisions that may be made by the dissertation committee (page 106):

Each member must sign the online Defense Decision Form to substantiate the results of the defense. The oral examining committee will certify the results of the defense.

The oral examining committee will certify the results of the examination as one of the following: Pass, Pass with Major Revisions, Re-Examine, or Fail.

Pass. To receive a Pass, the dissertation must be in its final form or require only minor revisions (e.g., grammar, typographical, clarifications, minor changes not requiring review by full committee) at the time of the defense, AND the student passed their oral defense. A decision of Pass for the defense of dissertation requires at least a majority approval of the committee. Individual departments may impose stricter requirements for what constitutes a Pass. Departments and other degree-granting programs must publicize their policy on this issue in their Graduate Student Handbook and in the relevant section of the Graduate Bulletin.

Pass with Major revisions. This decision indicates that the dissertation requires major revisions (e.g., additional chapters, major restructuring, significant changes needing approval or either the major professor/chair or the full committee), AND the student passed their oral defense. Revisions must be completed and approved within 60 days of a successful defense, or a re-examination will be required per The Graduate School's 60-Day Deadline.

Re-Examine. The committee may determine a re-examination is necessary if the dissertation had significant flaws and. Major revisions are needed (i.e., the current research will take a substantial amount of work/time to correct), AND/OR the student's oral defense was unsatisfactory. This decision can only be given once. If the student completes a re-examination and does not pass with only minor revision required to the dissertation, they should be given a Fail.

Fail. In the case of a Fail, the dissertation had significant flaws to the point at which the committee believes the student should discontinue the program, or that a new research direction is required; AND/OR the student's oral defense was unsatisfactory, and another defense of the existing project will not be allowed. This decision should only be given when a committee/academic unit does not believe the student should continue in the program, or if the student will be required to move in an entirely new direction for their research. It is the committee's goal to prevent students from defending if their work is substantially flawed when they are reviewing it prior to defense. This decision is required if a student completes a re-examination and does not earn a Pass.

After approval by the oral examining committee (which includes or may be the same as the supervisory committee) and completion of the Final Content Approval Form in the Manuscript Clearance Portal, the student should electronically submit the post-defense, final content-approved version of the dissertation to the Manuscript Clearance Advisor. This submission must occur by the semester deadline or within 60 days of successful defense (whichever is earliest). The degree cannot be awarded until the required forms have been completed on The Graduate School's Manuscript Clearance Portal and the final version of the manuscript has been submitted to and approved by the Manuscript Clearance advisor. If the appropriate deadline is missed, the student's semester of graduation may be delayed and/or they must be re-examined. Electronic manuscript/forms submission instructions and deadlines can be found on The Graduate School's website under Thesis, Treatise, and Dissertation.

Core Courses

Courses taught in this and other departments may also qualify; please consult with your advisor and your supervisory committee. Courses from Section A plus Section B must equal at least 21 credit hours.

A. Core Educational Psychology Courses (minimum 12 hours)

(Content courses taught in this and other departments may also qualify; please consult with your advisor and your supervisory committee.)

EDP 5300	Motivation and Emotion (3)
EDF 5935	Educational Psychology (3)
DEP 5068	Lifespan Development (3)
EDP 5216	Theories of Learning and Cognition in Instruction (3)
SYP 5105	Theories of Social Psychology (3)
EDP 5285	Group Processes in Instruction (3)
EDF 5431	Classroom Assessment (3)
EDF 6937	Seminar in Special Topics (3): Critical Thinking, etc.
EDH 5305	College Teaching (3)
EDF 6683	Family Support for Learning (3)
EXP 5508	Cognition and Perception (3)

B. Core Research Methods Courses (three of the following courses)

(Research courses taught in this and other departments may also qualify; please consult with your advisor and your supervisory committee.)

EDF 5481	Methods of Educational Research (3 hours)
EDF 5916	Research Proposal Writing (1 hour)—co-requisite to EDF 5481
EDF 6937	Seminar in Special Topics (3): e.g., Metaanalysis; Multivariate Analysis of Categorical Data, Grounded Theory Methodologies
EDF 5401	General Linear Model (4 hours)
EDF 5402	Advanced Topics in Analysis of Variance (3 hours)
EDF 6475	Qualitative Research Methods (3 hours)
EDF 5409	Causal Modeling (3 hours)
PSY 5916	Developmental Methods (3 hours)

Research courses taught in this and other departments may also qualify; please consult with your advisor and your supervisory committee. **(PLEASE NOTE: EDF 5400 does NOT count for the PhD program;** it is a Master's level course. However, you may need the background in EDF 5400 in order to understand the material in the required higher-level quantitative courses. Please consult with your advisor if needed.)

Other Program Requirements

As outlined in the progress in the Progress Monitoring Chart (see Appendix F), the requirements for the PhD are listed below.

A. Disciplinary Specialization/Context Minor (9 hours)

Students develop their program of study in conjunction with their advisor. For example, an elementary teacher or secondary teacher who is interested in studying children's learning as a teacher researcher would select courses from programs in early childhood, elementary or secondary education, instructional systems, multicultural/ multilingual education, reading, special education, or other relevant fields of study. In contrast, a program supervisor from a state agency might select courses from adult education, educational leadership, human services, management, psychology, social work, or sociology. Many students count these hours toward the requirements for earning a Certificate in another area of study (e.g., Measurement and Statistics, Program Evaluation).

B. Advanced Courses (12 hours)

Advanced quantitative or qualitative analysis (3 hours)

Measurement (3 hours)

Additional courses in Educational Psychology or related area (6 hours)

C. Preliminary Exam

Students complete an original research study, which includes defending a prospectus of the preliminary study, conducting the study, and defending the final write-up of the project before their supervisory committee. Students can register for up to a total of 18 credit hours of Preliminary Research credits (EDF 6912) while working on their prelim. Students may also/instead choose to register for DIS hours (EDF 5906), which can be converted to dissertation hours if the preliminary exam is passed and you are admitted to candidacy during the first 7 weeks of the semester. The study is expected to be suitable for potential publication in a research journal. The final defense of the Preliminary Exam usually takes place by the end of your second year and should be completed no later than the end of your third year. Students register for a 0-credit hour Prelim Defense the semester they defend the final write-up of their project.

D. Dissertation Prospectus and Dissertation (24 hours)

You will register for at least two credit hours during any semester in which you work with the faculty on your dissertation, and you must register for at least two credit hours during the semester in which you schedule your dissertation defense. Students complete an original research study, which includes defending a prospectus of the dissertation study, conducting the study, and defending the final write-up of the dissertation results before their supervisory committee. The study is expected to be suitable for potential publication in a research journal.

Recommended Credit Hours & Timetable

Supervised Teaching (3 hours)

Students who seek university faculty positions should register for supervised teaching and assist in the teaching of an appropriate course or have major responsibility for a course section.

Timetable

We suggest the following schedule for full-time students. For part-time students or those with special circumstances, see your advisor to adjust the timetable appropriately. Regardless of circumstances, **the university requires that all requirements for the doctoral degree be completed within five calendar years from the time the student passes the preliminary examination**, or the student will be required to pass a second

preliminary exam. Once candidacy is reached, students are required to be continuously enrolled for at least two Dissertation hours every semester including summer; however, the faculty strongly recommend all students (especially prior to candidacy) work on their research in the summer even if they are not registered for credits.

Year One	<p>Enroll in core courses and electives Draft and submit a Program of Study with major advisor Begin Supervised Research/DIS or Preliminary Research (EDF 6912) credits to work on preliminary study Begin preliminary exam (identify topic and purpose, begin literature review) Pass qualifying review by middle of second semester to make satisfactory progress</p>
Year Two	<p>Enroll in advanced courses Enroll in DIS (EDF 5906) or Preliminary Research (EDF 6912) credits to work on preliminary study Propose preliminary exam by end of the first semester to make satisfactory progress (complete intro, literature review, and method; defend prospectus to supervisory committee; IRB) Begin collecting and/or analyzing data, etc. by the second semester. Complete disciplinary specialization</p>
Year Three	<p>Enroll in DIS (EDF 5906) or Preliminary Research (EDF 6912) credits to work on preliminary study Complete preliminary exam (complete data collection, analysis, results, discussion, & defend final write-up to supervisory committee) by the end of the first semester to make satisfactory progress Enroll in dissertation hours/Begin to conduct dissertation research Prepare and defend dissertation prospectus</p>
Year Four	<p>Dissertation prospectus must be defended by the end of the first semester to make satisfactory progress Enroll in dissertation hours/Complete dissertation research Defend dissertation by the end of the fourth (or fifth year) as determined by the committee on the basis of the research design</p>

Time Limit for Completion of Degree Requirements

All requirements for the doctoral degree must be completed within five calendar years from the time the student passes the preliminary examination and is admitted to candidacy. If the student’s major professor and/or Department Chair does not choose to either approve an Extension of Time (EOT) or require the student to take the preliminary exam and/or coursework again for readmission to candidacy, then the student may no longer be enrolled in that program or at Florida State University.

Important Note on Doctoral Credit Hours

Once you have completed your coursework and been admitted to doctoral candidacy by passing the Preliminary Exam (completion of required coursework and Preliminary exam usually occur simultaneously), the University requires that you enroll each semester for two hours of dissertation credit (including summer). If you do not do so, after two semesters, your status is deactivated and you must undergo a cumbersome process for readmission! Please register for the 0-credit hour dissertation defense (for which you pay for one credit hour) in the semester in which you plan to defend your dissertation.

Additionally, in order to be eligible for conferral of a degree, the university requires that your cumulative grade point average be at least 3.0 in formal graduate courses. No course hours with a grade below "C-" will be credited on the graduate degree; all grades in graduate courses except those for which grades of "S" or "U" are given or those conferred under the provision for repeating a course will be included in computation of the average.

Program of Study

The Program of Study form (see <http://education.fsu.edu/student-resources/student-academic-services-oasis> or Appendix C) should be drafted (along with your major advisor) during the first year of the program and completed before the second year (it will be presented during your Qualifying Review meeting). If necessary, revisions can be made before applying for graduation. **Note that students enrolled in Learning & Cognition are not seeking certification, so the "No" box should be checked on the Program of Study Form.**

If you completed your MS in Learning and Cognition at FSU, then courses completed during your MS studies may be counted toward the internal program requirements described here under the following circumstances:

- (1) Courses taken during MS studies and listed on your MS Program of Study form CANNOT be counted toward your total semester hours listed on the PhD Program of Study form.
- (2) Courses taken during MS studies and NOT listed on your MS Program of Study form (i.e., they were not needed to meet the university's credit hour minimum for a thesis MS) CAN be counted in your total semester hours for your PhD Program of Study. These courses must be entered under Transfer Courses on the Program of Study and a Request for Evaluation and Posting of Graduate Transfer Credit form must be completed and approved (see Department or COE Graduate Academic Support and Advising office to obtain form). There is no limit to the number of credit hours taken during the MS that may be counted toward the PhD!

In addition, if you complete your MS in Learning and Cognition at FSU, then you will be eligible, with the approval of your committee, to waive 18 course credit hours toward the PhD program of study. Specifically, rather than complete 21 hours total in the Core Educational Psychology Courses (section A), you must complete a minimum of 6 hours and none will be required from section B (Research and Data Analysis), unless counted as an Advanced Course. You will need to complete only 6 hours in a Disciplinary Specialization/Context Minor rather than 9 hours. You will still be required to complete 12 credit hours of Advanced Courses, but these may include Core Research Methods Courses not completed for your MS program of study.

Note, DIS/Supervised Research credit hours are counted cumulatively across the MS and PhD degrees, with a total cap on the number of credits you can take. In addition, only EDF 5906 credits can be converted to dissertation hours if you defend the prelim and are admitted to doctoral candidacy within the first 7 weeks of the semester. Thus, students completing both degrees in L&C should carefully plan the program of study with the major advisor. For students admitted as of Fall 2019, the following maximums are allowed for each type of credit:

- 30 credits of DIS (EDF 5906)

- 18 credits of Supervised Research (EDF 5910)
- 18 credits of Preliminary Research (EDF 6912)

You can take more courses than are required if they assist you in meeting your research and career goals. Until you complete the Preliminary Exam and are eligible to take Dissertation credit hours, you will need to complete DIS and Supervised Research credits while working on your research. The hours from your MS will be automatically counted toward the cap, and we will have to complete a waiver for you to register once the cap is reached.

Chapter Four: Annual Evaluations & Satisfactory Academic Progress

To assist you in making timely progress through your program and in obtaining valuable research, teaching, and service (contributions to our professional community) experiences while at FSU, the L&C faculty has developed some tools and procedures for monitoring your progress and scaffolding your completion of the requirements for your degree. All graduate (both MS tracks and PhD) students will participate in an annual evaluation process to assess their progress in the program (see Appendix D for the Annual Review Forms, which include the Scholarly Engagement checklist required for PhD and Thesis Master's students). Per university policy, advisors must assess the progress of PhD students in writing, and copies of the annual review must be made available to the student, department chair, and academic dean/OASIS (Graduate Bulletin, Supervisory Committee, p. 61). As a program, the full annual evaluation procedure (described below, including the forms in Appendix D) also is required for all Master's students. All course track students (including online MS students) will take part in a simplified annual evaluation procedure that includes reviewing their Program of Study (POS) and transcript with their advisor, as well as discussing their timeline. In this chapter, we provide information on the annual Satisfactory Academic Progress (SAP) requirement.

Annual Evaluations

Typically, annual evaluations will be conducted during May and June each year (evaluations are due to OASIS by July 1). The goal is to identify any areas in need of extra support or remediation and to make determinations about eligibility for assistantships. In addition to the expectation of high academic performance, students are expected to progress through their program in a timely manner (see recommended timetables in Chapters 1 and 3). Besides the recommended timetables that the L&C faculty has developed, there are University requirements as well:

- (1) The work for the master's degree must be completed within seven years from the time the student first registers for graduate credit. Any graduate work transferred from another institution must have commenced not more than seven years prior to completion of the degree for the credits to be applicable to the master's degree.
- (2) All requirements for the doctoral degree must be completed within five calendar years from the time the student passes the preliminary examination, or the student's supervisory committee will require that a new preliminary examination be passed.

More information specifically regarding these policies and other University-wide policies regarding graduate education can be found online in the Graduate Student Bulletin: <https://registrar.fsu.edu/bulletin/graduate/>.

As part of the formal annual evaluation process, students should give their major advisor the following:

- (1) a copy of his/her unofficial FSU transcript,
- (2) an up-to-date Progress Monitoring Chart (see Appendices D and E; Excel templates can also be downloaded from the L&C Canvas site),

- (3) his/her updated curriculum vitae (for PhD and Thesis Master's students only) to provide documentation for the scholarly engagement checklist, and
- (4) copies of teaching evaluations (if TAed the previous summer or Fall semesters).

The Progress Monitoring Chart should denote both the degree requirements completed and the expected dates of completion of those remaining. The charts are designed to help you plan and complete your program of study and other degree requirements, including scheduling of committee meetings and steps in the research process. Advisors will use the Progress Monitoring Chart to assess student progress and determine whether they are advancing through the program at an acceptable rate.

Before submitting evaluations to OASIS, the faculty will meet to discuss students' evaluation materials and students' progress. Students are also strongly encouraged to meet with their advisors to discuss their progress and future plans during this time. In the event that a student shows inadequate progress, the faculty advisor will intervene and (with the student and other program faculty) will develop a plan of remediation in order to assist the student with managing progress. This may result in ineligibility for teaching and research assistantships, as those positions are generally reserved for students in good standing.

Satisfactory Academic Progress

Federal regulation (34 CFR 668.34) requires that schools establish a Satisfactory Academic Progress (SAP) requirement establishing maximum number of hours allowable to achieve the degree program sought, and minimum progress requirements for continued financial aid eligibility. Florida State University evaluates SAP for financial aid purposes annually. (For more information see: <https://financialaid.fsu.edu/resources/satisfactory-academic-progress-policy-sap>).

For Learning & Cognition, students must not complete more than 81 total credit hours for the MS degree or 216 total credit hours for the PhD degree. Students must maintain Satisfactory Academic Progress in order to receive Federal and State financial aid.

Priority will be given to funding doctoral students in the first four years of study who are making satisfactory progress. Full time students (that is students without full-time outside employment), who have completed a total of 5 years (typically around 100 credit hours) in the L&C PhD program, will no longer be eligible for funding from a department TA or GA position starting Fall 2020.

COE Doctoral Tuition Waiver Policy (NEW)

The COE recently approved a new policy regarding the length of time doctoral students and candidates can be funded by tuition waivers. The policy reads:

All College of Education academic program required coursework can be completed in three years. Therefore, doctoral students in pre-dissertation coursework can receive up to three academic years of waiver funding. A maximum of 6 semesters, or 54 credit hours of dissertation, can be funded for doctoral candidates. These guidelines are effective for newly admitted doctoral students with an admit term of Fall 2020. A two-semester grace period (Fall 2020 and Spring 2021) will be provided to students whose admit term was prior to Fall 2020. The guidelines will fully apply to all students with an admit term prior to Fall 2020 beginning Summer 2021. These guidelines do apply to tuition waivers being provided by grants.

Please note that students can qualify for tuition waiver funding both as a student (pre-dissertation) and then again once in candidacy. Also note that this policy does not mean you cannot complete more coursework after the first three years, they just want you to have the minimum done to meet the degree requirements completed in three years.

FSU Non-Degree Seeking Student Coursework
 (Only 12 hours may be used – Grade must be a “B” or better in order to be used towards the degree.)**

Prefix and No.	Course Name	Semester Hours	Year and Semester Taken (List in chronological order, past to present)
Subtotal			

Transfer Courses (Only 6 Hours May Be Used)**
 You must provide an official transcript to OASIS reflecting all courses you wish to transfer. Courses cannot be posted without an official transcript. Transfer credit must be approved by the University Registrar.
 **Please NOTE: No student may be awarded more than 12 hours of combined non-degree seeking student credit and/or transfer credit.

Prefix and No.	Course Name	Semester Hours	Year and Semester Taken (List in chronological order, past to present)
Subtotal			
Semester in Which Graduation is Planned:			
Total Graduate Hours + Exam or Thesis			
Non-degree seeking student Internal Transfer Credits			
Total Transfer Credits			
Final Total			

Supervisory Committee

*Thesis-Track MS Degree: A minimum of 3 members who hold Graduate Faculty Status (GFS) at FSU is required. – Two members, including the major professor, must be from the major in which the student will receive a degree. The third member may be from the major department.

Non-Thesis Track MS Degree: Approval of major professor required. Additional committee members are optional. Major professor must hold GFS or Co-Directive Status at FSU.

Committee Members (Signed and Typed)	Department/Major	Directive Status
Major Professor:		GFS <input type="checkbox"/>
Typed Name:		
Member:		GFS <input type="checkbox"/>
Typed Name:		
Member:		GFS <input type="checkbox"/>
Typed Name:		
Department Chair:	Date:	
Academic Dean:	Date:	

APPENDIX B: PhD Forms



Diagnostic/Qualifying Examination for Doctoral Degree

Department: _____

In accordance with College policy (see COLLEGE OF EDUCATION, Requirements of Doctoral Study), "Every student who has been admitted to work toward a doctoral degree within a department or program of the College, *must, before the end of the second semester of post-baccalaureate study, complete a departmentally administered diagnostic examination.* ... The department will notify the College of Education's Office of Academic Services and the University Registrar if the diagnostic examination is failed and the student's program is to be terminated."

Therefore, please complete and return the form to the Department Chair for later transmittal to the Office of Academic Services; a copy of this review will also be filed in the student's departmental advising folder.

Student's Name: _____

FSUID Number: _____

Term/Year Admitted: Fall _____ Spring _____ Summer _____ of 20 _____

Program/Major: _____

Date of Examination: ____/____/____

Date Passed: ____/____/____

Date Failed: ____/____/____

Comments: _____

Department representatives:

printed name & signature

**Please return this completed form to OASIS, Graduate Support, Stone Building*

FSU Non-Degree Student/Transfer Coursework (Only 12 hours may be used – Grade must be a “B” or better in order to be used towards the degree.)			
Prefix and No.	Course Name	Semester Hours	Year and Semester Taken (List in chronological order, past to present)
Subtotal			
Semester in Which Graduation is Planned			
Total Graduate Hours + Dissertation			
Exams/Defenses			
Non- Degree Seeking Student/Transfer Credits			
Final Total			
Exam/Defense Schedule		Projected Date of Completion	Actual Date of Completion
Diagnostic/Qualifying Exam (required)			
Preliminary Examination (required)			
Prospectus/Pilot Study Defense (required)			
Dissertation Defense (required)			
Scholarly Engagement Policy			
Effective fall 2016, the doctoral residency requirement was replaced with the Scholarly Engagement requirement. Doctoral students are still required to complete a minimum of 24 dissertation hours and many students complete far more than this minimum. The Continuous Enrollment policy also still applies.			
The Scholarly Engagement requirement ensures that doctoral students are active participants in the scholarly community. Each academic unit with a doctoral program will include a program specific statement in its Graduate Handbook describing how its students can meet the Scholarly Engagement requirement annually.			
Supervisory Committee			
A minimum of 4 members who hold Graduate Faculty Status (GFS) at FSU is required – 2 members, including the major professor, must be from the major in which the student will receive a degree. One member, the University Representative, shall represent the graduate faculty at-large. Additionally, the University Representative must be a tenured member of the FSU faculty.			
**Committee Members (Signed and Typed)		Department/Major	Directive Status
Major Professor:			GFS <input type="checkbox"/>
Typed Name:			
Member:			GFS <input type="checkbox"/>
Typed Name:			
Member:			GFS <input type="checkbox"/>
Typed Name:			
University Representative:			GFS <input type="checkbox"/> TENURE <input type="checkbox"/>
Typed Name:			
Department Chair:		Date:	
Academic Dean:		Date:	

rev. 4.28.2017

Form fields must be typed.

****College of Education
Doctoral Student Program of Study
Revised Deadlines – March 2017**

1. A doctoral student will submit to OASIS, no later than 12 months after enrollment, a completed Program of Study that includes the Major Professor and Department Chair signatures.
2. The two departmental committee member names and signatures must be submitted to OASIS in the semester in which the doctoral student is registered for the Preliminary Exam via the College of Education Supervisory Committee Revision Form.
3. The name and signature University Representative must be submitted to OASIS with the doctoral student's Dissertation Prospectus Clearance Form via the College of Education Supervisory Committee Revision Form.

APPENDIX C: Annual Review Forms

Doctoral Student Annual Review

Department: EPLS

Program: Learning & Cognition

Academic Year: _____

In accordance with University and College policy, the doctoral supervisory committee must annually assess, in writing, the academic progress of each doctoral student.

After review by program faculty, a copy of this form will be provided to the student to be discussed with the advising faculty member. The advising faculty member also will develop and attach a remediation plan for any item rated "Remedial" on the back of this form. After discussing the review and any remediation plan, both the student and the advising faculty member will sign the form. The signed copy should then be submitted to the department chair, who will review and forward it to OASIS.

Student: _____

EMPLID: _____

Program Entry Date: _____

Major Professor (or temporary advising faculty member): _____

Committee (TBA if appropriate): _____

Date Prelim Exam Anticipated (if applicable): _____

Date Prelim Exam Passed (if applicable): _____

Projected Date of Graduation: _____

Please briefly summarize the student's progress over the past 12 months. Please note any special problems that have occurred.

Student is currently taking/has progressed to the following phase of their studies (Please highlight):

Taking Classes	Qualifier	Writing Prelim Prospectus	Prelim Prospectus Defense	Writing Prelim	Defending Prelim	PhD Prospectus	Writing PhD	Defending PhD
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Doctoral students in the L&C program can meet the Scholarly Engagement requirement by doing **at least three** of the following activities **each academic year** (May-April):

Scholarly Engagement Activity	Completed*
Attend 80% of "lab meetings" with major professor and/or other faculty	
Attend 80% of Learning and Cognition colloquia	
Present at L&C colloquium or other campus event (e.g., CORE)	
Give a guest or invited lecture/presentation	
Work as a GRA on a faculty member's research project	
Volunteer to lead or participate in data collection and/or analyses of extant data	
Co-author a peer-reviewed manuscript with other students and/or with faculty	
Co-author a conference submission with other students and/or with faculty	
Assist with or independently complete a manuscript review for peer-reviewed journal	
Review submissions for a conference	
Attend a local/state/regional conference	
Attend a national/international conference	
Present at a local/state/regional conference	
Present at a national/international conference	
Satisfactorily complete a DIS or Supervised Research with a written "product" (i.e., literature review, study design, study data analysis)	
Participate regularly in a Writing Group	
Volunteer as an academic mentor/tutor, global/program ambassador, etc.	
Hold a leadership role in an academic club/organization	

*Student has provided evidence of completion in his/her annual evaluation materials (i.e., in the vita) if data are not collected by the Program (e.g., colloquium attendance, presentation) or Department (e.g., travel authorization, GRA appointment).

- Student has met the annual Scholarly Engagement Requirement
- Student has **not** met the annual Scholarly Engagement Requirement (Feedback for improvement and a remediation plan to be discussed with your major professor can be found on the final page of this Annual Review form.)

Student must complete benchmarks by required time line to not be marked remedial. Please evaluate student performance to date by placing checks in the boxes below (and include date student completed each level):

Performance Level	Taking Classes	Qualifier	Writing Prelim Prospectus	Prelim Prospectus Defense	Writing Prelim	Defending Prelim	PhD Prospectus	Writing PhD	Defending PhD
DATE COMPLETED		By 7 th week of semester 2		By end of 1 st semester in Y2		By end of 1 st semester in Y3	By end of 1 st semester in Y4		By end of Y4 TBD
Superior									
Adequate									
Remedial									

Has student served as a research assistant or otherwise been involved in research this year?
 Yes No If yes, overall assessment: Superior Adequate Remedial

Has student made contributions to our professional community (e.g., regular participation at colloquia and lab meetings, orientation chair, PIE, search committees):
 Yes No If yes, overall assessment: Superior Adequate Remedial

Has student served as a teaching assistant or had any other teaching experiences this year?
 Yes No If yes, overall assessment: Superior Adequate Remedial

To be eligible to begin the prelim process, first year students must have previously completed a thesis and/or be rated at least adequate on all evaluated items above except teaching. Please briefly describe any work checked as remedial, as well as any other comments, positive or negative related to research, teaching, or student contributions. Attach a separate remediation plan if one is required and more room is needed.

Satisfactory Progress

Unsatisfactory Progress (Official Concern)

The signatures below attest to the fact that the above named faculty member and student have discussed this evaluation and any attached remediation plan.

Signature of Major Professor:

Signature of Evaluated Student:

Date: _____

Date: _____

Thesis Master's Student Annual Review

Department: EPLS

Program: Learning & Cognition

Academic Year: _____

In accordance with Learning & Cognition program policy, the master's supervisory committee must annually assess, in writing, the academic progress of each master's student.

After review by program faculty, a copy of this form will be provided to the student to be discussed with the advising faculty member. The advising faculty member also will develop and attach a remediation plan for any item rated "Remedial" on the back of this form. After discussing the review and any remediation plan, both the student and the advising faculty member will sign the form. The signed copy should then be submitted to the department chair, who will review and forward it to OASIS.

Student: _____

FSUSN: _____

Program Entry Date: _____

Major Professor (or temporary advising faculty member): _____

Committee (TBA if appropriate or NA if exam track): _____

Date Thesis Prospectus Defense Anticipated (if applicable): _____

Date Comprehensive Exam Anticipated (if applicable): _____

Projected Date of Graduation: _____

Please briefly summarize the student's progress over the past 12 months. Please note any special problems that have occurred.

Student is currently taking/has progressed to the following phase of their studies (Please highlight):

Taking Classes	Writing MS thesis prospectus	MS thesis prospectus defense	Writing MS thesis	MS thesis defense	GPA check	Comprehensive exam
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Master's thesis students in the L&C program can meet the program's Scholarly Engagement requirement by doing **at least three** of the following activities **each academic year** (May-April):

Scholarly Engagement Activity	Completed*
Attend 80% of "lab meetings" with major professor and/or other faculty	
Attend 80% of Learning and Cognition colloquia	
Present at L&C colloquium or other campus event (e.g., CORE)	
Give a guest or invited lecture/presentation	
Work as a GRA on a faculty member's research project	
Volunteer to lead or participate in data collection and/or analyses of extant data	
Co-author a peer-reviewed manuscript with other students and/or with faculty	
Co-author a conference submission with other students and/or with faculty	
Assist with or independently complete a manuscript review for peer-reviewed journal	
Review submissions for a conference	
Attend a local/state/regional conference	
Attend a national/international conference	
Present at a local/state/regional conference	
Present at a national/international conference	
Satisfactorily complete a DIS or Supervised Research with a written "product" (i.e., literature review, study design, study data analysis)	
Participate regularly in a Writing Group	
Volunteer as an academic mentor/tutor, global/program ambassador, etc.	
Hold a leadership role in an academic club/organization	

*Student has provided evidence of completion in his/her annual evaluation materials (i.e., in the vita) if data are not collected by the Program (e.g., colloquium attendance, presentation) or Department (e.g., travel authorization, GRA appointment).

- Student has met the annual Scholarly Engagement Requirement
- Student has **not** met the annual Scholarly Engagement Requirement (Feedback for improvement and a remediation plan to be discussed with your major professor can be found on the final page of this Annual Review form.)

Please evaluate student performance to date by placing checks in the boxes below (and include date student completed each level):

Performance Level	Taking Classes	Writing MS thesis prospectus	MS thesis prospectus defense	Writing MS thesis	MS thesis defense	GPA check	Comprehensive exam
DATE COMPLETED							
Superior							
Adequate							
Remedial							

Has student served as a research assistant or otherwise been involved in research this year?
 Yes No If yes, overall assessment: Superior Adequate Remedial

Has student made contributions to our professional community (e.g., regular participation at colloquia and lab meetings, orientation chair, PIE, search committees):
 Yes No If yes, overall assessment: Superior Adequate Remedial

Has student served as a teaching assistant or had any other teaching experiences this year?
 Yes No If yes, overall assessment: Superior Adequate Remedial

At a minimum, to be eligible to complete a thesis, first year students must be rated at least adequate on all evaluated items above except teaching. A midterm evaluation will be conducted if concerns are raised here but the student is interested in pursuing the thesis track. Please briefly describe any work checked as remedial (and any other comments, positive or negative related to research, teaching, or student contributions above). Attach a separate remediation plan if one is required and more room is needed.

The signatures below attest to the fact that the above named faculty member and student have discussed this evaluation and any attached remediation plan.

Signature of Major Professor:

Signature of Evaluated Student:

Date: _____

Date: _____

Nonthesis Masters Student Annual Review

Department: EPLS
Program: Learning & Cognition
Academic Year: _____

In accordance with University and College policy, the master’s supervisory committee must annually assess, in writing, the academic progress of each student.

After review by program faculty, a copy of this form will be provided to the student to be discussed with the advising faculty member. The advising faculty member also will develop and attach a remediation plan for any item rated “Remedial” on the back of this form. After discussing the review and any remediation plan, both the student and the advising faculty member will sign the form. The signed copy should then be submitted to the department chair, who will review and forward it to OASIS.

Student: _____
FSUSN: _____
Employee ID: _____
Program Entry Date: _____
Major Professor (or temporary advising faculty member): _____
Projected Date of Graduation: _____

Please briefly summarize the student’s progress over the past 12 months. Please note any special problems that have occurred.

Student is currently taking/has progressed to the following phase of their studies (Please highlight):

Taking Classes	Specialization Identified	GPA Check	Specialization Completed
----------------	---------------------------	-----------	--------------------------

Please evaluate student performance to date by placing checks in the boxes below (and include date student completed each level):

Performance Level	Taking Classes	GPA Check
DATE COMPLETED		
Superior		
Adequate		
Remedial		

Please briefly describe any work checked as remedial, as well as any other comments, positive or negative related to student academic progress, research, teaching, or student contributions. Attach a separate remediation plan if one is required and more room is needed.

The signatures below attest to the fact that the above-named faculty member and student have discussed this evaluation and any attached remediation plan.

Signature of Major Professor:

Signature of Evaluated Student:

Date: _____

Date: _____

APPENDIX D: MS Student Progress Monitoring Charts

Thesis Master's Student Progress Monitoring Chart

FOR ALL THESIS MASTER'S STUDENTS				Add the year and note which degree requirements you have completed and the expected date of those remaining in the appropriate semester.													
			COURSE #	COURSE TITLE	FA/	SP/	SU/	FA/	SP/	SU/	FA/	SP/	SU/				
Core Educational Psychology Courses	Minimum 12 hours	Core courses must be completed by end of Year Two of the program	DEP 5068	Lifespan Development (3)													
			EDP 5216	Theories of Learning and Cognition in Instruction (3)													
			SYP 5105	Theories of Social Psychology (3)													
			EDP 5285	Group Processes in Instruction (3)													
			EDP 5300	Motivation and Emotion (3)													
			EDF 5935	Educational Psychology (3)													
			EDF 5431	Classroom Assessment (3)													
			EDF 6937	Seminar in Special Topics (3): Critical Thinking, etc.													
			EDH 5305	College Teaching (3)													
			EDF 6683	Family Support for Learning (3)													
			EXP 5508	Cognition and Perception (3)													
			Xxx 5xxx	Consult with advisor and supervisory committee for content courses taught in our department or others that may qualify													
			Research and Data Analysis Courses	9-12 hours, typically 3 courses	R & DA courses must be completed by end of Year Two of the program	EDF 5400	Basic statistics (4) **Strongly suggested for first year of program										
						EDF 5481	Methods of Educational Research (3 hours) **Strongly suggested for first year of										
						EDF 5916	Research Proposal Writing (1) - Co-requisite to EDF 5481 **For thesis track students only										
EDF 5401	General Linear Model (4)																
EDF 5402	Advanced Topics in Analysis of Variance (3)																
EDF 5443	Measurement and Evaluation in the Classroom (3)																
EDF 5461	Introduction to Program Evaluation (3)																
EDF 5462	Evaluation of New Programs (3)																
EDF 5464	Qualitative Evaluation (3)																
Xxx 5xxx	Consult with advisor and supervisory committee for content courses taught in our department or others that may qualify																
Area of Specialization	6 hours	Complete by end of Year Two of the program	Xxx 5xxx	Consult with advisor to select related courses on a topic of interest taught in any department or college													
			Xxx 5xxx	Consult with advisor to select related courses on a topic of interest taught in any department or college													
			Xxx 5xxx	Consult with advisor to select related courses on a topic of interest taught in any department or college													
Note. Traditional full time students should finish with all coursework by the end of their second year of the program.																	
					Add the year and note which degree requirements you have completed and the expected date of those remaining in the appropriate semester.												
			COURSE #	COURSE TITLE	FA/	SP/	SU/	FA/	SP/	SU/	FA/	SP/	SU/				
Additional Program Requirements	To be completed throughout course of program, see recommended timetable in L&C handbook			Draft Program of Study with major advisor **by end of 2nd semesters in program													
				Submit Program of Study **by end of 2nd semester in program													
				With major advisor select a three-person supervisory committee													
				Annual Evaluation ** to be completed yearly by your advisor and L&C faculty													
Supervised Research / Thesis	Hours are variable. Must be at least 6. To be completed during Years Two and Three		EDF 5906	Supervised Research (variable hours) **Begin first year of program													
			EDF 5906 or 5971	Thesis Prospectus work (register for Supervised Research or Thesis hours)													
			EDF 5971	Thesis Prospectus Defense (must be registered for at least 2 Thesis hours)													
			EDF 5971	Thesis Research (variable hours) **Begin in second year of program. Must register for 2 Thesis hours the semester you defend and total 6 hours to graduate													
			EDF 8976	Thesis Defense (0) **Register the semester that you plan on graduating													

Nonthesis Master's Student Progress Monitoring Chart

FOR ALL NONTHESIS MASTER'S STUDENTS+A1:O32				Add the year and note which degree requirements you have completed and the expected date of those remaining in the appropriate semester.													
Area of Specialization	Minimum hours	COURSE #	COURSE TITLE (credit hours)	Available ONLINE?	FA/	SP/	SU/	FA/	SP/	SU/	FA/	SP/	SU/				
					FA/	SP/	SU/	FA/	SP/	SU/	FA/	SP/	SU/				
Core Educational Psychology Courses	Minimum 15 hours	Core courses must be completed by end of Year Two of the program	DEP 5068	Lifespan Development (3)	Yes												
			EDP 5216	Theories of Learning and Cognition in Instruction (3) (must take either this class or EDF 5935)	Yes												
			SYP 5105	Theories of Social Psychology (3)	Yes												
			EDP 5285	Group Processes in Instruction (3)	Sometimes												
			EDP 5217	Principles of Learner Motivation	Yes												
			EDF 6755	Theoretical and Practical Issues in Education (3; required)	Yes							plan for 2nd spring in program					
			EDP 5300	Motivation and Emotion (3)	No												
			EDF 5935	Educational Psychology (3) (must take either this class or EDP 5216)	Yes												
			EDF 5431	Classroom Assessment (3) (required)	Yes						plan for first summer in program						
			EDF 6937	Seminar in Special Topics (3): Critical Thinking, etc.	No												
			EDH 5305	College Teaching (3)	No												
			ADE 5083	Human Resource Management	Yes												
			EDG 5709	Culturally Responsive Teaching (3)	Yes												
			EDE 5266	EDE Current Issues and Trends in Elem Ed	Sometimes												
			EDF 6683	Family Support for Learning (3)	No												
			EXP 5508	Cognition and Perception (3)	No												
			EDF 5906 OR EDF 5910	Directed Independent Study OR Supervised Research (these independent study options are a possibility for 3 credits to replace one of the other Core courses. Consult with your advisor as to what this would entail.)	Yes												
			Xxxx 5/6xxx	Consult with advisor for content courses taught in our department or others that may qualify to meet requirements	variable												
			Research and Data Analysis Courses	9-12 hours, typically 3 courses	R & DA courses must be completed by end of Year Two of the program	EDF 5400	Basic statistics (4)	Yes									
						EDF 5481	Methods of Educational Research (3 hours) must take this or EDF 5442 within first 3 semesters	Yes									
EME 6356	Learning and Web Analytics (3)	Yes															
EDF 5442	Inquiry and Measurement for Practitioners (3) must take this or EDF 5481 within first 3 semesters	Yes															
EDF 5401	General Linear Model (4); EDF 5400 is prerequisite	Yes															
EDF 5402	Advanced Topics in Analysis of Variance (3)	No															
EDF 5461	Introduction to Program Evaluation (3)	Yes															
EDF 5462	Evaluation of New Programs (3) EDF 5461 is prerequisite	Yes															
EDF 5464	Qualitative Evaluation (3)	Yes															
Xxxx 5xxx	Consult with advisor and supervisory committee for methods courses taught in our department or others that may qualify to meet requirements	variable															
Area of Specialization	6 hours	Complete by end of Year Two		Consult with advisor to select related courses on a topic of interest taught in any department or college; note that these three courses need to be related to one another to form a coherent set	variable												
			Xxx 5xxx		variable												
			Xxx 5xxx	Consult with advisor to select related courses on a topic of interest taught in any department or college	variable												
					Add the year and note which degree requirements you have completed and the expected date of those remaining in the appropriate semester.												
Additional Program Requirement	Discusses appropriate timing with your advisor	Cumulative GPA of 3.00 or higher for all 30-31 minimum program hours															
		Annual Evaluation ** to be completed yearly by your advisor and L&C faculty															

APPENDIX E: PhD Student Progress Monitoring Chart

CORE CURRICULUM FOR PhD STUDENTS				Add the year and note which degree requirements you have completed and the expected date of those remaining in the appropriate semester.															
			COURSE #	COURSE TITLE	FA/	SP/	SU/	FA/	SP/	SU/	FA/	SP/	SU/	FA/	SU/	SP/			
Core Educational Psychology Courses	Select at least 4 courses	Combined with courses selected from the Core Research Methods Courses, must equal at least 21 credit hours	DEP 5068	Lifespan Development (3)															
			EDP 5216	Theories of Learning and Cognition in Instruction (3)															
			SYP 5105	Theories of Social Psychology (3)															
			EDP 5285	Group Processes in Instruction (3)															
			EDP 5300	Motivation and Emotion (3)															
			EDF 5935	Educational Psychology (3)															
			EDF 5431	Classroom Assessment (3)															
			EDF 6937	Seminar in Special Topics (3): Critical Thinking, etc.															
			EDH 5305	College Teaching (3)															
			EDF 6683	Family Support for Learning (3)															
			EXP 5508	Cognition and Perception (3)															
						Xxx 5xxx	Consult with advisor and supervisory committee for content courses taught in our department or others that may qualify												
Core Research Methods Courses	Select at least 3 courses	Combined with courses selected from the Core Educational Psychology Courses, must equal at least 21 credit hours	EDF 5481	Methods of Educational Research (3) **Strongly suggested for first year of program															
			EDF 5916	Research Proposal Writing (1) – Co-requisite to EDF 5481															
			EDP 6937	Metaanalysis; Multivariate Analysis of Categorical Data															
			EDF 5401	General Linear Model (4)															
			EDF 5402	Advanced Topics in Analysis of Variance (3)															
			EDF 6475	Qualitative Research Methods (3)															
			EDF 5409	Causal Modeling (3)															
			PSY 5916	Developmental Methods (3)															
						Xxx 5xxx	Consult with advisor and supervisory committee for content courses taught in our department or others that may qualify												
						**EDF 5400 does NOT count for the PhD program, although you may need in order to understand the material in the higher level quantitative courses.													

PhD PROGRAM REQUIREMENTS				Add the year and note which degree requirements you have completed and the expected date of those remaining in the appropriate semester.																
			COURSE #	COURSE TITLE	FA/	SP/	SU/	FA/	SP/	SU/	FA/	SP/	SU/	FA/	SU/	SP/				
Advanced Courses	Must consist of at least 12 hours. Consult advisor and supervisory committee for appropriate courses.		Xxx 5xxx	Advanced quantitative or qualitative analysis (3)																
			Xxx 5xxx	Measurement (3)																
			Xxx 5xxx	Additional course in Educational Psychology or related area (3)																
			Xxx 5xxx	Additional course in Educational Psychology or related area (3)																
Disciplinary Specialization/ Minor	Must consist of at least 9 hours. To be completed by end of second year of program.		Xxx 5xxx	Consult with advisor to select related courses on a topic of interest taught in any department or college																
			Xxx 5xxx	Consult with advisor to select related courses on a topic of interest taught in any department or college																
			Xxx 5xxx	Consult with advisor to select related courses on a topic of interest taught in any department or college																
Other Program Requirements	Discuss appropriate timing with your advisor and supervisory committee			Draft Program of Study with major advisor **in 2 semesters of program																
				Complete First Year Qualifier **by end of 2nd semester in program																
				Submit Program of Study **by end of 2nd semester in program																
				Annual Evaluation **to be completed yearly by your advisor and L&C faculty																
				DIS and/or supervised research (EDF 5906 is the typical DIS code) **recommended to take (2-3 credit hours) along with 2 courses every semester to flesh out a full load (9 credit hours)																
				Supervised Teaching **for students who seek university teaching positions after graduation																
Supervised Research/ Preliminary Exam			EDF 5906	Prelim 1-page summary of ideas (due with qualifier, end of year 1)																
			EDF 5906	Prelim Proposal (done by end of year 2)																
			EDF 5906	Prelim Research (data collection & analysis)																
			EDF 5906	Prelim Writing																
			EDF 8964	Defend Preliminary Exam (done by end of year 3)																
Dissertation Research			EDF 6980	Dissertation Prospectus (EDF 6980 is the typical code for dissertation hours)																
			EDF 6980	Dissertation Research																
			EDF 6980	Dissertation Writing																
			EDF 8985	Defend Dissertation																