

Student Handbook for Sport Psychology



Florida State University

Department of Educational Psychology and Learning Systems

College of Education

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IMPORTANT INFORMATION

Important Notice

Please note that the policies and requirements in this handbook generally apply to all cohorts of master's and doctoral students in sport psychology (not just incoming, first-year students). Hence, it is important for all students, regardless of cohort, to be familiar with updates to the handbook each year. There is one exception to this rule – unless otherwise stated, changes to the coursework in the master's or doctoral curriculum (e.g., a new mandatory course) usually apply prospectively to an incoming cohort rather than to existing cohorts. Existing students typically have the option of switching to a new curriculum (with new course requirements) or adhering to the original curriculum.

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. 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 [here](#). The [FSU Graduate School](#) also has many important resources and forms.

Forms Always Seem to be Changing

It is always important for graduate students to consult with OASIS and the Graduate School for the latest requirements, deadlines, and forms. Students are ultimately responsible for knowing and adhering to the requirements and deadlines. Things often change, and deadlines are often earlier than you think!

Passing Exams

With the exception of the Qualifying Review (i.e., Diagnostic/Qualifying Examination for Doctoral Degree), all students will be allowed one additional chance to retake any failed degree-seeking exam described herein (e.g., comprehensive exam, thesis prospectus defense, thesis final defense, preliminary exam, dissertation prospectus defense, dissertation final defense). If the committee considers any 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 Ph.D. program. The second failure of any other exam or defense will also lead to dismissal from the M.S. or Ph.D. program.

Human Subjects Committee Approval Required

Please note that [FSU's Human Subjects Committee](#) website is another 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.** It is required not just for thesis or dissertation research, but also for the study for the preliminary exam, and any class projects or other non-degree-seeking research you might do. It is research if you intend to disseminate findings at research conferences or in publications. Even research involving secondary analysis of existing data sets that have already been collected on a previously approved study (or are available online, etc.) must have IRB approval!

Academic Standing

Graduate students must maintain a graduate GPA of 3.0 or higher to remain in good academic standing at the University. Per University and College policy, students do not receive academic credit toward the degree requirements for grades below C-. Students are placed on academic probation if their graduate GPA falls below 3.0. The student has one semester to resolve the GPA deficit. The major professor must provide a GPA remediation plan for students placed on academic probation. Students who do not resolve their GPA after one semester are dismissed academically by the University.

FAQs FSU Sport Psychology Program

Although originally developed for prospective graduate students, the following link contains useful information about the FSU Sport Psychology Program.

[Frequently Asked Questions for Prospective FSU Sport Psychology Graduate Students](#)

Sport Psychology Courses Offered Fall 2018 – Spring 2019

Fall 2018

Course	Course Title	Day/Time	Instructor
APK 5404	Sport Psychology	W, 12:30-3:00pm	Gabana
EDF 5942-1	Field Lab Internship	Tu, 3:35-6:35pm (4:00-7:00pm)	Chow
EDF 5942-2	Field Lab Internship	Tu, 3:35-6:35pm (4:00-7:00pm)	Gabana
EDF 6937-2	The Self in Sport & Exercise Settings	M, 12:30-3:00pm	Eklund
EDF 6937-3	Group Dynamics in Sport	W, 3:35-6:05pm	Chow
PET 5054C	Motor Skill Learning	M, 12:30-3:00pm	Eccles

Spring 2019

Course	Course Title	Day/Time	Instructor
APK 6412	Sport & Exercise Psychology Ethics	W, 2:30-5:00pm	Chow
EDF 5942	Field Lab Internship	Tu, 3:35-6:35pm (4:00-7:00pm)	Chow
EDF 5942	Field Lab Internship	Tu, 3:35-6:35pm (4:00-7:00pm)	Gabana
PET 5216	Applied Sport Psychology	Tu, 11am-1:30pm	Eccles
PET 6217	Stress and Performance	W, 11:15am-1:45pm	Eklund
PET 5222	Cognitive Sport Psychology	Tr, 11:00am-1:30pm	Eccles

M.S. and Ph.D. in Sport Psychology

The M.S. and Ph.D. degrees in Sport Psychology are located in the Department of Educational Psychology and Learning Systems (EPLS). Five faculty members who are experts in sport psychology contribute to the program. Dr. Graig Chow is the Program Director and an Assistant Professor. He is also a Certified Mental Performance Consultant (CMPC), Director of Practicum and Supervision of Sport Psychology Services, and the advisor for the Recognized Student Organization, Applied Sport Psychology. Dr. Nicole Gabana is an Assistant Professor, CMPC, and supervisor of sport psychology practica. Dr. David Eccles is an Associate Professor. Dr. Bob Eklund is Associate Dean for Faculty Development in the College of Education and teaches a sport psychology course in the fall and spring. Drs. Chow, Gabana, Eccles, and Eklund are eligible to serve on master's and doctoral supervisory committees. Dr. Gershon Tenenbaum is a Professor, CMPC, and Director of the Sport Psychology Lab. He is on sabbatical for the academic year and is retiring at its conclusion.

Faculty research interests and CVs can be found [here](#). In addition to the Sport Psychology faculty, the Department of EPLS is home to distinguished faculty in Measurement and Statistics, Learning and Cognition, Psychological and Counseling Services, and Instructional Systems and Learning Technologies.

Master's Degree Program

The Master's degree program in Educational Psychology with a major in Sport Psychology is designed for graduate students who wish to study in the area of sport psychology, and assist clients to develop and use mental, life, and self-regulatory skills to optimize performance, involvement, enjoyment, and/or personal development in sport or other domains (e.g., performing arts, military). Master's students have the opportunity to conduct practical work with athletes while receiving supervision to eventually qualify them for CMPC. To this end, students enroll in a program of study comprising a minimum of 37 credits, which includes a comprehensive exam for the coursework-only master's option (default) or a thesis and its oral defense for the thesis-track option (requires application and faculty approval).

Ph.D. Degree Program

The Doctoral degree program, established in 1972, is designed to train and prepare scientist-practitioner-oriented doctoral level students with the goal of producing professionals competent in research on, and the practice of sport psychology. Doctoral students have the opportunity to conduct practical work with athletes while receiving supervision to eventually qualify them for CMPC. Doctoral students are expected to master the program content at a level that will enable them, upon graduation, to become university professors, researchers, or consultants to sport teams and individual athletes. The program focuses on both the theoretical and professional training necessary to function in the field of Sport Psychology. Moreover, the program trains students to address researchable problems with direct implications for present and future sport teams and athletes.

HELPFUL HINTS FOR YOUR FIRST SEMESTER

❖ *Ask Questions*

- "To know the road ahead, ask those coming back." – Chinese proverb
- All the older students have been in your shoes and, like you, had a lot of questions when they arrived. 2nd year students and beyond will be one of your greatest resources.
- Don't be afraid to ask questions. We will try to help make your transition to FSU as smooth as possible.

❖ *What are your priorities?*

- There are a lot of opportunities in the Sport Psychology Program. Knowing your academic and career goals will help keep you focused along the way to your degree. For example, am I interested in research or do I want to do only applied sport psychology work?

❖ *Get to know the Professors*

- Make sure you are aware of their contact information and office hours.
- They can be a great resource for suggestions regarding research areas that you may be interested in.
- Allowing your professors to get to know you will make them excellent assets for writing letters of recommendation.

❖ *Parking can be a NIGHTMARE!*

- During the Fall and Spring Semesters parking can be an issue after 8:45am. Be prepared to spend at least 30 minutes looking for a space.
- If the parking lot directly behind Stone is full, the closest garage is the Spirit Way/Stadium Drive Garage (#3).
- FSU Shuttles travel throughout the city and stop at many apartment complexes. Consider taking the shuttle to school and back home.
- FSU Transportation Services has several apps that can make parking and taking the shuttle less of a stress. Download these apps on your smartphone: TransLoc for shuttle buses and FSU Tranz for parking garage availability.

❖ *Check your Email*

- This is our main source of communication. **Please check and respond in a timely manner to the emails you receive, especially from program faculty.**
- If you use an email that is different than your FSU student account, have all emails forwarded to an email account that you check daily.

❖ *Become Aware of Professional Organizations*

- Professional Organizations can lead to networking opportunities.
- Professional Organizations for Sport Psychology: [Association for Applied Sport Psychology \(AASP\)](#), [APA Division 47](#), [North American Society for the Psychology of Sport and Physical Activity \(NASPSA\)](#).

MASTER'S PROGRAM

Program Type

There are two (2) types of master's degrees in the College of Education (and Sport Psychology); the coursework track and the thesis track. Coursework track programs typically culminate with a Master's Comprehensive Exam in the final semester; students are automatically defaulted into this track upon admission to the master's program. Thesis track programs include credited thesis hours and culminate with a thesis defense in the final semester.

Since Fall 2016, the application process for students applying to the Master's in Sport Psychology Program was changed so there is no designation of master's thesis track when completing and submitting the application. That is, all master's applicants simply apply to the M.S. program. Students who later express an interest in pursuing a research thesis can apply to switch to the thesis-track (typically after the second semester). If Drs. Chow, Gabana, Eccles, or Eklund agree to serve as the major advisor for a student's thesis, a Change of Track form must be completed and submitted to OASIS. Further details are provided in the Thesis Prospectus and Thesis section below.

Minimum Semester Hour Degree Requirements

A minimum of 37 credits are required to graduate with a M.S. degree in Sport Psychology. For students on the thesis track, six (6) of those credits must be thesis credits, two (2) of which must be taken in the semester the student defends the final thesis. **Note:** Master's students typically complete more than 37 credits. For instance, master's students may be required by supervisory committee members to take additional courses which could result in going beyond the minimum of 37 credits. Additionally, master's students may elect to take additional courses beyond the required minimum number of credits for certification (CMPC) or professional development purposes.

Program of Study

Regardless of whether students plan on doing a thesis or remain on the coursework-only track, **a Program of Study must be filed with OASIS by the end of the second semester of enrollment.** The Program of Study consists of the courses which will be taken to fulfill the requirements of the master's degree. Members of the supervisory committee will sign your Program of Study and it will be turned in to OASIS. The master's committee requires 3 members with Graduate Faculty Status. Changes can be made to your Program of Study but must be re-signed by all committee members each time. The Program of Study form is different for [Master](#) and [Doctoral](#) students.

Major Advisor and Supervisory Committee

Upon being admitted to the program, incoming master's students are assigned a major advisor (Drs. Chow, Eccles, or Gabana) based on alphabetical order. The major advisor can assist students in ensuring that their Program of Study is completed correctly and provides general

educational and career mentoring. Beanie is responsible for completing the Advisor Forms and submitting them to OASIS when the new cohort enrolls in August. If Drs. Chow, Gabana, Eccles, or Eklund agree to serve as the major advisor for a student's thesis, then the student is simply reassigned to the major advisor supervising their thesis, and a Change of Track form is completed and submitted to OASIS. For master's students on the thesis track, the major advisor directs the master's thesis track student's Program of Study (see below) and supervises the research leading to the thesis. Selection of a thesis major advisor is based on collaborative discussions with program faculty to determine the best fit. Considerations for selection of a major advisor usually include research interests and advising load of the professor.

Comprehensive Exam

For the coursework-only (i.e., non-thesis track) Master's degree option, students will take a comprehensive exam and oral defense. Students will have 24 hours to complete the written portion of the comprehensive exam, and then must orally defend their responses before the committee.

Students must enroll for the Master's Comprehensive Examination EDF 8966 through the EPLS Department (see Eileen "Beanie" Sirois) during the semester they plan on taking the exam.

Thesis Prospectus and Thesis

The first step in completing a thesis is finding an area of research that is of interest to you. In several classes, students are expected to write extensive literature reviews on an area of research. Choosing a topic that you may potentially select for your thesis can help get you ahead on learning what the research says about topics that interest you. Discussing your area of interest with your potential advisor or other professors is always helpful. They may have an idea of past research articles that you have not considered or may help with study design ideas.

Thus, you are encouraged to begin thinking and reading about potential thesis topics early on, in order to narrow one down during your first or second semester in the program. You should have begun working on drafting your thesis prospectus by the summer after your first two semesters. You are strongly encouraged to be working 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 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 through other coursework. A student must be enrolled in a minimum of 2 thesis hours, however, in the semester of graduation (i.e., final thesis defense).

The second step is preparing the thesis prospectus, which includes three chapters, references, tables/figures, and appendices. The prospectus is a proposal of your research study which will be orally defended and must be approved by the full committee before Internal Review Board application and actual thesis research is begun. The proposal consists of three chapters: an

introduction, complete literature review, and a prospective method section. Your major advisor will determine when the thesis prospectus is ready to send to the supervisory committee. Members of the committee need at least two weeks to review your thesis prospectus, from the time the finalized document is emailed to them to the oral defense. Some committee members may need more than two weeks, so it is important that you communicate with them as you begin to schedule the oral defense. Often it can be difficult to find a defense date and time for the oral defense that is convenient for all your committee members, so it is important to plan accordingly.

For the thesis prospectus defense, the student must present the prospectus and orally defend it before the supervisory committee. After your thesis prospectus has been approved by your supervisory committee and your Institutional Review Board application has been approved by the Human Subjects Committee, you can start conducting your thesis research.

The third step is conducting the thesis research and preparing the thesis. To demonstrate necessary scholarly independence, the student must submit to the supervisory committee a finished thesis (chapters 1-5, references, tables/figures, appendices) and must defend the accuracy and quality of the entire document. The major advisor will determine when the thesis and the student are ready for the formal defense. Similar to the thesis prospectus, members of the committee need at least two weeks to review your finished thesis, and it is important to plan well in advance to manage scheduling conflicts among committee members. For the thesis final defense, the student must present the thesis and orally defend it before the supervisory committee.

Both in-person defenses (thesis prospectus defense and thesis final defense) should be scheduled for at least 90 minutes. The student is responsible for reserving a room in advance (e.g., Sport Psychology Lab) in which to hold these meetings, and should inform the committee of the meeting date, time, and location at least two weeks in advance.

The supervisory committee for the thesis prospectus and thesis consists of three (3) members: your major advisor and two additional members from the major department. All committee members must have Graduate Faculty Status (GFS). While conforming to university guidelines regarding structure, the thesis must be written in the American Psychological Association 6th edition style. Only directly relevant arguments, information, and references are included. All committee members and the student must attend the entire defense in real time either by being physically present or participating via distance technology (e.g., Skype). A grade of “pass” for the thesis defense requires at least a majority approval of the committee members.

*The decision regarding which students are permitted to pursue a thesis is based on the advisor’s (Drs. Chow, Gabana, Eccles, or Eklund) evaluation of the student’s suitability to successfully complete a thesis in a timely manner as well as the advisor’s current thesis advising load. As of Fall 2016, all incoming masters’ students are considered non-thesis track until approved by one of the advisors. If the master’s student is approved by a sport psychology advisor to change from non-thesis track to thesis-track, the advisor must complete the [Major Change Form](#). Advisors must sign the form on the “advisor” line.

By the end of the second semester is an appropriate time to evaluate and determine which track master's students will pursue. To help the potential advisor evaluate the master student's ability to plan, conduct, write, and complete a thesis, a student who is interested in switching to the thesis-track is expected to submit a short synopsis of his/her thesis (5-10 pages double spaced of Times New Roman 12 pt-sized text).

Master's students who are thinking about doing a thesis should take the 1-credit co-requisite EDF 5916 (Research Proposal Writing) as part of EDF 5481 (Research Methods).

Keep in mind that it sometimes takes 3 years to complete the thesis track.

Other Information about the Thesis

Some students undertaking the thesis-track may wish to take EDF 5481 (Methods of Educational Research), EDF 5916 (Research Proposal Writing co-requisite), and EDF 5400 (Basic Descriptive and Inferential Statistics Applications) during the fall or spring semester of the first year in our program, rather than in the summer as outlined in the Cohort Model (described below). Please note that students who choose to do this are still required to take the other required courses for that semester, which will result in having > 10 credits for the semester. Additional Statistics and Measurement courses such as EDF 5401 (General Linear Model) and EDF 5402 (Advanced Topics in Analysis of Variance Applications) may be helpful as well depending on the methodology of your thesis. You will find these methods and statistics courses invaluable in planning your thesis and completing the basics during your first year of study may enable you to progress more quickly on the rest of your master's program. The University requires that work for the master's degree must be completed within 7 years from the time the student first registers for graduate credit. Any graduate work transferred from another institution must have commenced not more than 7 years prior to completion of the degree for the credits to be applicable to the master's degree.

Obtain a copy of Guidelines and Requirements for Thesis, Treatise, and Dissertation Writers from the Office of Graduate Studies, 408 Wescott, (850) 644-3500. More information and examples of past theses can be found on the [Office of Graduate Studies](#) website.

Be sure to contact the Graduate Coordinator for the College of Education in the Office of Academic Services (OASIS), 2301 Stone Building, for [important graduation deadlines](#).

MS in Sport Psychology Cohort Model

The MS in Sport Psychology Cohort Model is designed to ensure that core master's degree program courses are completed, provide the coursework needed for Certified Mental Performance Consultant, and meet class enrolment size requirements. The courses listed in the table below represent those that are required for the Program of Study and the specific year and semester in which they should be taken. Students may elect to take additional courses beyond what is required in order to meet educational goals and professional development needs. For example, students may choose to take additional statistics courses or courses required for CMPC.

YEAR 1				
<i>Fall</i>				
Course Code	Title	Instructor	Note	Credit Hours
APK 5404	Introduction to Sport Psychology	Gabana	CMPC	3
PET 5054C	Motor Skill Learning	Eccles	CMPC	3
EDF 6937	Helping Relationships in Sport Psychology	Chow	CMPC	3
EDF 5942	Field Lab Internship	Chow/Gabana	CMPC	1-3
YEAR 1				
<i>Spring</i>				
PET 5216	Applied Sport and Exercise Psychology	Gabana	In Spring 2019, Eccles will teach	3
APK6412	Sport & Exercise Psychology Ethics	Chow	CMPC	3
EDF 5222	Cognitive Processes in Sport Psychology	Eccles		3
EDF 5942	Field Lab Internship	Chow/Gabana	CMPC	1-3
YEAR 1				
<i>Summer</i>				
EDF 5481	Methods of Educational Research	TBD		3
EDF 5916	*Research Proposal Writing co-requisite (required if thesis)			1
EDF 5400	Basic Descriptive and Inferential Statistics Applications	TBD		4
Note: **These courses can be taken during the fall/spring semesters, so long as all required courses for the semester are taken. Keep in mind that doing this will result in having > 10 credits for the semester.				
YEAR 2				
<i>Fall</i>				
EDF 6937	Group Dynamics in Sport	Eccles		3
EDF 6937	The Self	Eklund		3
EDF 5942	Field Lab Internship	Chow/Gabana	CMPC	1-3
YEAR 2				
<i>Spring</i>				
PET 6217	Stress and Motor Performance	Eklund		3
EDF 6937	Enhancing Human Functioning	Eccles	Enhancing Human Functioning will begin	3

			Spring 2020	
EDF 5942	Field Lab Internship	Chow/Gabana	CMPC	1-3
EDF 8966	Master's Comprehensive Exam	Chow		0

Additional Courses to Consider

Course Code	Title	Instructor	Note
PET 6931	Advanced Exercise Physiology (4)	TBD	
MHS 5060	Psychosocial and Multicultural Aspects of Counseling (3)	TBD	CMPC
EDF 5401	General Linear Modeling Applications (4)	TBD	
EDF 5402	Advanced Topics in Analysis of Variance Applications (3)	TBD	
EDF 5406	Multivariate Analysis Applications (3)	TBD	
EDF 5409	Causal Modeling (3)	TBD	
EDF 6475	Qualitative Methods in Education Research (3)	TBD	
EDF 5971	Thesis (6)	Major Advisor	Required if Thesis
EDF 8976	Thesis Defense (0)	Major Advisor	Required if Thesis

DOCTORAL PROGRAM

During the admissions process, students are accepted to the program under a specific major advisor. The advisor assists students in selecting courses and planning their program of study, as well as supervising the preliminary exam and dissertation research. Soon after the Qualifying Review, students, together with their major advisor, select a minimum of three (3) additional members of the graduate faculty who have Graduate Faculty Status (GFS), one of whom is a University Representative who shall represent the graduate faculty at-large and is drawn outside the student's department. The University Representative must be a tenured member of the faculty. Additional members may be appointed if deemed necessary, but must hold GFS. Under exceptional circumstances, two (2) committee members may participate in a defense via Skype rather than in person. Exceptional circumstances include cases in which it is physically impossible for two committee members to be present in person. For example, if both members have courtesy appointments in another state or another country, or if one member has a courtesy appointment and another is on sabbatical in another state or another country, such that neither member can be physically present for the defense, then the student or candidate may hold his or her defense with these two members participating via Skype.

The major advisor typically advises students regarding program and departmental requirements. The supervisory committee decides issues not otherwise covered in these guidelines. In addition,

the supervisory committee formally approves the student's Program of Study, conducts the preliminary defense, and supervises the dissertation.

Qualifying Review (i.e., Diagnostic Examination)

The first year Qualifying Review is a university-wide requirement for all doctoral students. Your first year Qualifying Review **must be completed before the end of your second semester in the doctoral program**. The Qualifying Review is designed to assess the student's suitability for pursuit of the doctoral degree and to facilitate counseling in the development of the student's Program of Study. The Sport Psychology 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/her goals and providing guidance.

For your Qualifying Review, the review committee will include at least two Sport Psychology faculty members. The [Diagnostic/Qualifying Examination for Doctoral Degree](#) form must be completed and submitted to OASIS following this review.

The Doctoral Qualifying Review (Diagnostic Examination) does not require registration.

The Qualifying Review consists of the following:

1. You will prepare a portfolio, which is provided to your review committee members, containing:
 - A complete draft of the Program of Study form (to include all courses and dissertation hours you propose to take and when).
 - Your Curriculum Vitae (CV).
 - A Personal Statement describing your educational and professional goals.
 - A paper (2-3 pages) discussing your potential research direction and intended topic of study.
 - A paper (2-3 pages) discussing your philosophy, objectives, and goals related to mental performance consultation and/or teaching.
2. Following completion of portfolio materials, students will organize a meeting with the review committee during which your portfolio materials are reviewed and evaluated, including the content of your program, and a discussion of how the proposed Program of Study will help your goals.

Your Program of Study will be reviewed to ensure that your courses are consistent with program requirements and your career objectives, and with a view to possibly recommending other committee members.

Your CV will be reviewed to ensure that you understand how to structure, format, and provide content that is appropriate for a professional CV. Your particular strengths and areas for improving your CV will be discussed.

The new Personal Statement is designed to help you think about how to select particular experiences (research, applied, teaching, grants, etc.) at FSU to reach your career aspirations.

In the paper discussing your potential research direction and intended topic of study, you will write about your research areas of interest, potential relevant studies, and dissertation ideas.

In the paper discussing your philosophy, objectives, and goals related to psychological service provision and/or teaching, you will write about your plans and approach to applied work or teaching or both, according to your interests and career objectives. For applied work, things to consider include prior consulting experiences, desired consulting experiences, consulting strengths and weaknesses, interventions/techniques and assessment methods you are competent in or those that you need to gain competency in, supervision, and consulting philosophy and orientation. For teaching items to consider, include prior teaching experiences, desired teaching experiences, teaching strengths and weaknesses, pedagogical skills and classroom assessment, and teaching philosophy and style.

Criteria for successfully completing the Qualifying Review include completing 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; and writing clearly and concisely about your educational and professional goals, your potential research area with a consideration of the research methods that may be used, and your applied and/or teaching objectives. Students with any marginal portfolio materials will have the opportunity for revision. Ultimately, the review committee will assess your suitability for pursuing the doctoral degree. You will be evaluated on your writing ability, critical and logical thinking, ability to present and respond to questions, organizational skills, and reflective capabilities.

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.”

Students who do not complete the Qualifying Review by the end of their second semester in the doctoral program will have a course registration hold placed on their account.

Thesis-Equivalent Research as Part of Qualifying Review

Doctoral students who have not completed a master's thesis prior to admission to the program are required to complete a thesis-equivalent research project within the first year of doctoral studies. In addition to the portfolio and requirements outlined above, the progress and quality of this thesis-equivalent research will also be evaluated during the Qualifying Review to determine the student's suitability to continue in the doctoral program. Failure of the thesis-equivalent research, including making inadequate progress, will lead to dismissal from the Ph.D. program.

Qualifying Review Evaluation Policy and Dismissal

Based on the student's performance on the Qualifying Review, the review committee comprising at least two Sport Psychology faculty members will assign a pass or fail grade, as required by the College of Education. If a student is unsuccessful in passing the Qualifying Review on the first attempt, the student will be given a second opportunity to revise unsatisfactory portfolio materials (and thesis-equivalent research, if applicable). Students will have 30 days to revise and resubmit unsatisfactory portfolio materials and/or thesis-equivalent research. A second failure on the Qualifying Review will result in termination from the Sport Psychology Program. Students who fail to schedule and take the Qualifying Review before the end of the second semester of enrollment will be denied permission to register and take classes in subsequent semesters until this requirement has been satisfactorily completed.

Qualifying Review Appeal Process

If a doctoral student fails the Qualifying Review, the student shall have the right to appeal the decision. To initiate an appeal, the student should contact his/her major advisor with a written request to appeal the decision within five business days of receiving notice of failure. Once the advisor has reviewed the appeal, the student will present the appeal to the Sport Psychology Program Director and the EPLS department chair within five business days of receiving the results. Once the EPLS department chair has received the appeal, the chair will present the appeal to an ad hoc Department Advisory Committee (DAC) for their action within two weeks of receiving the appeal. A committee of two DAC members (who were not involved in the Qualifying Review) and one doctoral candidate will be assigned to review the decision. Once the review has been conducted, the committee will report their findings to the EPLS department chair within two weeks of having received the appeal. The EPLS department chair will then issue a final decision on the matter to the student and the appropriate program faculty within five days of receiving the committee's decision. Should the student not be satisfied with the department's response, the student may appeal to the Associate Dean for Academic Affairs in the College of Education.

Annual Review

In accordance with University and College policy, your major advisor must annually assess, in writing, your academic progress as a doctoral student. **It is your responsibility to schedule a meeting with your major advisor each year to discuss your progress over the past 12 months and address any special problems that may have occurred (typically at the end of**

the spring semester). An [annual review form](#) must subsequently be completed and signed, and then submitted to OASIS.

Scholarly Engagement Requirement for Sport Psychology

Beginning in fall 2016, FSU discontinued the residence requirement for doctoral students and replaced it with the Scholarly Engagement requirement. To meet the Scholarly Engagement requirement, doctoral students should interact with faculty and peers in ways that may include enrolling in courses; attending seminars, symposia, and conferences; engaging in collaborative study and research beyond the university campus; and utilizing the library, laboratories, and other facilities provided by the university. The goal is to prepare students 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 global scholarly community.

Specific to the Sport Psychology Program, the aim of the Scholarly Engagement requirement is to ensure that doctoral students are active participants in the scholarly community. To become competent and independent scholars, doctoral students are expected to acquire, critically evaluate, and create new knowledge, as well as communicate about and disseminate their work. Engagement activities change as you move through the degree such that you will undertake different activities later in your degree than earlier on. Each doctoral student will be evaluated on their Scholarly Engagement at the end of each academic year.

Doctoral students in Sport Psychology can meet the Scholarly Engagement requirement, which applies to each academic year, by fulfilling all activities marked with an “*”, and at least 2 of the activities marked with a “+”, within each of the three following categories: Academic, Research, and Service/Applied.

1st Year

Academic

- *Successfully pass the Qualifying Review
- *Establish a POS approved by the Sport Psychology faculty
- *Successfully complete core Sport Psychology classes
- *Begin literature review and conceptualization for Preliminary Exam project

Research

- *Join a research team in the program
- *Attend research meetings and shadow ongoing research projects in the program

Service/Applied

- +Attend and participate in practicum and supervision of applied sport psychology
- +Attend Sport Psychology Program events (e.g., Program Orientation, Guest Speakers)
- +Attend at least one conference (local, regional, national, international)

2nd Year

Academic

- *Successfully complete core Sport Psychology classes and other courses on POS
- * Successfully pass Phase 1 of the Preliminary Exam

Research

- *Attend research meetings and participate in research projects in the program
- +Be involved as a co-author on at least one non-capstone ongoing research project
- +Present in at least one conference (local, regional, national, international)
- +Submit at least one manuscript as a co-author to a peer-reviewed journal

Service/Applied

- +Attend and participate in practicum and supervision of applied sport psychology
- +Attend Sport Psychology Program events (e.g., Program Orientation, Guest Speakers)
- +Attend at least one conference (local, regional, national, international)
- +Leadership role or mentor in ASP

3rd Year

Academic

- *Successfully complete remaining courses on POS
- *Successfully pass Phase 2 of the Preliminary Exam
- *Begin literature review and conceptualization of Dissertation Prospectus

Research

- *Attend research meetings and participate in research projects in the program
- +Be involved as a co-author on at least one non-capstone ongoing research project
- +Lead author on at least one non-capstone research project
- +Present in at least one conference (local, regional, national, international)
- +Submit at least one manuscript as a co-author to a peer-reviewed journal

Service/Applied

- +Attend and participate in practicum and supervision of applied sport psychology
- +Attend Sport Psychology Program events (e.g., Program Orientation, Guest Speakers)
- +Attend at least one conference (local, regional, national, international)
- +Leadership role or mentor in ASP

4th Year

Academic

- *Enroll in dissertation credits
- *Successfully pass Dissertation Proposal
- *Apply for and receive IRB approval, conduct study, analyze data, and complete written dissertation
- *Successfully pass Dissertation Defense

Research

- *Attend research meetings and participate in research projects in the program
- +Be involved as a co-author on at least one non-capstone ongoing research project
- +Lead author on at least one non-capstone research project
- +Present in at least one conference (local, regional, national, international)
- +Submit at least one manuscript as a co-author to a peer-reviewed journal

Service/Applied

- +Attend and participate in practicum and supervision of applied sport psychology
- +Attend Sport Psychology Program events (e.g., Program Orientation, Guest Speakers)
- +Attend at least one conference (local, regional, national, international)
- +Leadership role or mentor in ASP

Preliminary Exam

A student, who has passed the Qualifying Review and maintains a 3.0 Grade Point Average, can begin the process of completing his/her Preliminary Exam.

The Ph.D. in Educational Psychology, majoring in Sport Psychology, 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 (i.e., proposal) and final defense—to provide you experience with the process before completing the dissertation. It also provides an additional opportunity for publication. In short, the Preliminary Exam is a 2-phase process.

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 be collecting a portion of the data they hope to use for their dissertation during the preliminary phase. Although you will be asked to format your preliminary documents according to the Graduate School's dissertation guidelines to familiarize you with the requirements for your dissertation, a dissertation length document is not required for the Preliminary Exam. A journal length document is appropriate (i.e., a 12-15 page literature review would be reasonable in most cases).

For phase 1, which is the proposal defense, you will submit an Introduction/Literature Review, along with a detailed Methods and Planned Analysis to your committee. The introduction/literature review should include a clear purpose, problem statement, provide a theoretical framework, discuss gaps in the literature, and provide a critical review of the literature in less than 15 pages of double-spaced Times New Roman 12-pt text. Following a

successful proposal defense, you will submit an Internal Review Board application and conduct the study. For phase 2, which is the final defense, you will include a Results and Discussion section, and the final document should be ready as a potential journal article submission. The final document should be no longer than 45 pages, including tables, figures, and references. The introduction/literature review should be no more than 15 pages.

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 Preliminary Exam may be related to your dissertation topic.

Your defense results (Admission to Doctoral Candidacy Form) will be signed by all committee members and the department chair once you have finished making any revisions to your final document requested by your committee/advisor. Since such revisions are usually required and, once made, must be approved by your committee/advisor, it is important to defend early (within the first 7 weeks) in the semester in which you want to begin completing dissertation hours or to defend your dissertation prospectus.

The Preliminary Exam should be completed by the end of the third year in the Ph.D. program. It is recommended that you identify the topic and purpose of your Preliminary Exam study in year 1 so that you can begin the literature review. You should aim to defend your prospectus by the end of year 2, and complete the exam by the end 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 preliminary 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 minimal time lapse for effective work on the dissertation. Realistically, the student should expect to spend a year or more working on the dissertation. If the Preliminary Exam study is related to the dissertation, the dissertation process may be accelerated.

To summarize the preliminary exam process, students complete an original research study, which includes 1) writing and defending a prospectus (Introduction, Literature Review, Method) before their supervisory committee, 2) obtaining Internal Review Board application 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 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.

Timeline for Preliminary Exam

- Year 1 = Begin Preliminary Exam (identify topic and purpose, begin literature review, discuss with program faculty during Qualifying Review)
- Year 2 = Propose Preliminary Exam (complete intro, literature review, and method; defend prospectus to supervisory committee; IRB; & participant recruitment)
- Year 3 = Complete Preliminary Exam (data collection, analysis, results, discussion, & defend final write-up to supervisory committee)

Students should defend their Preliminary Exam Study Proposal no later than the end of their second year.

Students should defend their Preliminary Exam Study Final Document no later than the end of their third year.

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.

The in-person Preliminary Exam prospectus and defense should be scheduled for at least 90 min. The student is responsible for reserving a room in advance (e.g., Sport Psychology Lab) in which to hold these meetings, and should inform the committee of the meeting date, time, and location at least two weeks in advance.

*While it is encouraged that all doctoral students complete the new Preliminary Exam, students admitted to the doctoral program prior to fall 2016 who have already begun working on the old Preliminary Exam format (i.e., conceptual paper and small pilot study) may choose to complete either the old or new 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.

Doctoral students must enroll for the Preliminary Examination EDF 8964 through the EPLS Department (see Eileen "Beanie" Sirois) during the semester in which they plan to defend the final project (i.e., the second phase).

Dissertation Prospectus and Dissertation

Students embark on the dissertation process upon successful completion of the Preliminary Exam defense. The first step is preparing the dissertation prospectus, which includes chapters 1-3, references, tables/figures, and appendices. The dissertation prospectus is a proposal of your research study which will be orally defended and must be approved by the full committee before IRB submission and actual dissertation research is begun. The proposal consists of an introduction, complete literature review, and a prospective method section. Your major advisor will determine when the dissertation prospectus is ready to send to the supervisory committee. Members of the committee need at least two weeks to review your dissertation prospectus, from

the time the finalized document is emailed to them to the oral defense. Some committee members may need more than two weeks so it is important that you communicate with them as you begin to schedule the oral defense. Often it can be difficult to find a date and time for the defense that is convenient for all of your committee members so it is important to plan accordingly. For the dissertation prospectus defense, the student must present the prospectus and orally defend it before the supervisory committee. The prospectus must be approved by the full committee before dissertation research is begun.

During and after research is conducted for the dissertation, students begin writing the dissertation itself. While conforming to university guidelines regarding structure, the dissertation must be written in accordance with the standards of the Publication Manual of the American Psychological Association, 6th edition. Only directly relevant arguments, information, and references are included.

Obtain a copy of Guidelines and Requirements for Thesis, Treatise, and Dissertation Writers from the Office of Graduate Studies, 408 Westcott, (850) 644-3500. Be sure to contact the Graduate Coordinator for the College of Education in the Office of Academic Services, 108 Stone Building, for important graduation deadlines.

To demonstrate necessary scholarly independence, the student must submit to the supervisory committee a finished dissertation (5 chapters, references, tables/figures, appendices) and must defend the accuracy and quality of the entire document. The major advisor will determine when the dissertation and the student are ready for the formal defense. Similar to the dissertation prospectus, members of the committee need at least two weeks to review your finished dissertation, and it is important to plan well in advance to manage scheduling conflicts among committee members. For the dissertation final defense, the student must present the dissertation and orally defend it before the supervisory committee. All committee members and the student must attend the entire defense in real time either by being physically present or participating via distance technology (e.g., Skype). A grade of “pass” for the dissertation defense requires at least a majority approval of the committee members. Both in-person defenses (dissertation prospectus defense and dissertation final defense) should be scheduled for at least 90 minutes.

Recommended Timetable

Full-time students should adhere to the following ideal schedule:

First Year	Enroll in core courses and electives. Begin research experience with major advisor. Pass Qualifying Review.
Second Year	Enroll in advanced courses. Conduct research with advisor. Begin preparing documents for Preliminary Exam.
Third Year	Complete remaining courses on Program of Study. Pass Preliminary Exam and defense.
Fourth Year	Prepare and pass dissertation prospectus. Conduct and defend dissertation research.

Doctoral Program of Study

A department approved Program of Study **must be submitted to OASIS by the end of the third semester of enrollment in the doctoral program**. The Program of Study consists of the courses which will be taken to fulfill the requirements of the Doctoral degree. Members of the supervisory committee will sign your Program of Study and it will be turned in to OASIS. Changes can be made to your Program of Study, but must be re-signed by all committee members each time. The Program of Study form can be found online at <http://education.fsu.edu/student-resources/student-academic-services-oasis/for-graduate-students>. Ask an older student to see an example of their Program of Study if more help is needed. Failure to submit required forms will result in registration holds and may result in a delay in degree conferral.

You must complete graduate committee paperwork in compliance with University standards by submitting your COE Supervisory Committee Revision Form to OASIS which can be found [here](#). The doctoral committee requires 4 members with Graduate Faculty Status, including a University Representative. The University Representative must be “drawn from outside the student’s department, as well as **outside the student’s degree program** for interdisciplinary programs. The University Representative must be a **tenured** member of the faculty with Graduate Faculty Status and should be free of conflicts of interest with other members of the supervisory committee.” (check [this link](#) for more information).

Students who are not yet admitted to candidacy are not required to have assembled a full committee. In the semester in which students take the Preliminary Exam, they should submit the [COE Supervisory Committee Revision Form](#) to fully specify the members of their committee; generally, students will have four committee members at this time. By college policy, doctoral candidates are required to have the full committee in place no later than the semester in which they defend their prospectus.

In order to receive a Ph.D. in Sport Psychology, students are required to take a minimum of 77 credits, including the 24 credits of Dissertation. However, doctoral students may be required by supervisory committee members to take additional courses which could result in going beyond this minimum. Additionally, doctoral students may elect to take additional courses beyond the minimum number of credits required for certification (CMPC) or professional development purposes. Some courses from a previously attended university may transfer towards the doctoral degree, so long as they were not counted toward your master’s degree.

Note: Courses marked with an asterisk are required unless a similar course was completed during your master’s degree. If you believe that a previously completed master’s course is similar to one of our required courses, please email the course syllabus to the Program Director for approval. Although the course credits do not transfer over (as it was for your master’s degree), this allows you to take a different sport psychology course in its replacement as part of your Program of Study. The topics of EDF 6937 occasionally change. Courses listed under Statistics and Research Methods, Psychology-Related, and Counseling are merely suggestions; there may be additional courses in these disciplines not listed here. In addition, courses can be selected from related areas of study including

education, sport management, sociology, movement sciences, learning & cognition, etc. Students should work collaboratively with their major advisor and supervisory committee to determine the courses for their Program of Study that best meet their research and educational needs.

Course Listings

Sport Psychology and Movement Sciences Core (approximately 31-37 credits)		
PET 5054C	*Motor Skill Learning (3)	Offered in Fall
PET 6931	Advanced Exercise Physiology (4)	Offered in Spring
APK 5404	*Introduction to Sport Psychology (3)	Offered in Fall
EDF 6937	*Group Dynamics in Sport (3)	Offered in Fall
PET 6217	*Stress and Performance in Sport (3)	Offered in Spring
PET 5240	*Applied Sport and Exercise Psychology (3)	Offered in Spring
EDF 5222	*Cognitive Processes in Sport Psychology (3)	Offered in Spring
EDF 6937	*Seminar in SP – The Self (3)	Offered in Fall
EDF 6937	*Seminar in SP – Enhancing Human Functioning (3)	Offered in Spring
EDF 6937	Helping Relationships in Sport Psychology (3)	Required for Practica CMPC
APK 6412	Sport & Exercise Psychology Ethics (3)	Required for Practica CMPC
EDF 6937	Seminar in SP – Supervision in Sport Psychology (3)	
EDF 6937	Seminar in SP – Mental Health and Performance (3)	
DIS and Supervised Research (DIS = 18 credits max, SR = 9 credits max)		
EDF 5906	Directed Individual Study (1–3)	
EDF 5910	Supervised Research (1–9)	
Statistics and Research Methods		
EDF 5400	Basic Descriptive and Inferential Statistics Application (4)	
EDF 5401	General Linear Model Application (4)	
EDF 5402	Analysis of Variance Applications (3)	
EDF 5406	Multivariate Analysis (3)	
EDF 5481	Methods of Educational Research (3)	
EDF 5916	Research Proposal Writing co-requisite (1)	
EDF 5464	Qualitative Research Methods (3)	
EDF 6937	Experimental Quasi-Experimental Designs (3)	
Psychology-Related		
SOP 5053	Social Psychology (3)	
SYP 5105	Theories of Social Psychology (3)	
CLP 6169	Abnormal Psychology (3)	
SOW 5125	Psychopathology (3)	
PPE 5055	Personality Theory (3)	
Counseling		
MHS 5511	Group Counseling: Theory and Practice (3)	
MHS 6401	Advanced Individual Counseling Theories (3)	

MHS 5060	Psychosocial and Multicultural Aspects of Counseling (3)	CMPC
Field Lab Internship		
EDF 5942	Field Lab Internship	At least 1 credit is required each semester involved in applied work
Preliminary Exam and Dissertation		
EDF 8964	Preliminary Exam (0)	Enroll in during the semester defended
EDF 6980	Dissertation (24)	A minimum of 24 is required
EDF 8985	Dissertation Defense (0)	

DIS and Supervised Research

Students may enroll for a Directed Independent Study (DIS) or a Supervised Research Course for the purpose of working individually with a faculty member on a topic. The student negotiates the topic and related requirements with the supervising professor. Until you successfully complete and defend 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. There is a cap on the number of DIS (EDF 5906) and Supervised Research (EDF 5910) credits you can take (18 total for DIS, 9 total for Supervised Research), so plan your Program of Study carefully with your major advisor. If you completed an MS in Sport Psychology at FSU, then the hours from your MS will automatically be counted toward the cap.

Students planning on enrolling in DIS or Supervised Research must work with the faculty member who is supervising the work (typically your major advisor). The Approval Form for Directed Independent Study or Supervised Research must be completed *collaboratively* between the student and faculty supervisor. Form fields must be typed. Incomplete or unsigned forms will not be accepted. DIS and Supervised Research hours are graded on a Satisfactory/Unsatisfactory basis. The DIS or Supervised Research course title on the form must be a unique title that describes the nature of the work being conducted (e.g., The influence of goal-setting on motivation), not a title like Directed Independent Study or Supervised Research. Up to 9 credits can be listed for Supervised Research on one form. In contrast, a maximum of 3 credits can be listed for DIS on one form, so students who plan to enroll in more than 3 credits for DIS in a semester must complete multiple forms. The nature of the DIS/Supervised Research, anticipated product, and due date of product for submission of S/U grade is negotiated *collaboratively* between the student and faculty supervisor.

To register for DIS or Supervised Research hours, students must:

- 1) Negotiate the topic and requirements with the faculty member who will supervise the work
- 2) Fill out the form and obtain the faculty member's signature

- 3) Submit the form to the departmental staff member (i.e., Beanie) to obtain a reference code with which to register

Other Maximum Credit Hours

EDF 5940: Supervised Teaching = 4

EDF 6937: Seminar Advanced Research Topics = 15

Field Lab Internship

The Field Laboratory Internship (EDF 5942) in Sport Psychology is an intensive semester-long supervised practicum usually with a varsity or club sport team at Florida State University. See ASP-FSU below for more information.

FREQUENTLY ASKED QUESTIONS

Are there opportunities for supervised applied experiences?

M.S. Currently there are formal opportunities for students in the master's program for supervised applied experiences with athletes. Master's students shadow the applied work of advanced students during the first semester and serve as apprentices during the second semester. Following the shadowing and apprentice experience as well as successful completion of core courses (e.g., Introduction to Sport Psychology, Applied Sport Psychology, Introduction to Counseling Theories and Techniques, Ethics in Sport & Exercise Psychology), master's students are eligible to begin consulting under the mentorship of a doctoral student and CMPC supervisor. Students must demonstrate an extended theoretical and conceptual understanding of concepts within the field of sport, exercise, and performance psychology in order to become consultants. Master's students must enroll in 1 credit of Field Lab Internship (EDF 5942) each semester they are involved in applied work (as a shadow, apprentice, or consultant).

Ph.D. Currently there are formal opportunities for students in the doctoral program for supervised applied experiences with athletes. Doctoral students typically shadow the applied work of advanced students during the first semester and serve as apprentices during the second semester. Following the shadowing and apprentice experience as well as successful completion of core courses (e.g., Introduction to Sport Psychology, Applied Sport Psychology, Introduction to Counseling Theories and Techniques, Ethics in Sport & Exercise Psychology), doctoral students are eligible to begin consulting (under the mentorship of an advanced doctoral student during the first year of consulting and a CMPC supervisor throughout). Depending on the doctoral student's prior academic and applied background, some exceptions to this process may apply upon supervisor approval. Doctoral students must enroll in at least 1 credit of Field Lab Internship (EDF 5942) each semester they are involved in applied work (as a shadow, apprentice, consultant, or supervisor-in-training).

Are there opportunities for conducting research with Faculty?

Yes, faculty members are actively engaged in research projects leading to publication. Graduate students have opportunities to join research teams and assist with research.

Are there opportunities for teaching?

Doctoral students may have opportunities for teaching undergraduate courses in Sport Psychology, Exercise Psychology, Applied Sport Psychology, and Performance Psychology. To be eligible to teach the doctoral student must be in good standing with the program and making timely progress toward degree requirements (e.g., thesis, preliminary exam, dissertation prospectus, dissertation defense). A summary of key University and Program requirements is provided below. Please review the most recent University Wide Standards for Graduate Teaching Assistants for more details. It is suggested that you complete the following requirements as soon as possible to be considered for a teaching position. It is your responsibility

to ensure that these requirements are met and communicated to sport psychology faculty. Students who fail to meet all of the following requirements will not be considered for available teaching positions, and may have their teaching opportunity revoked if found to be in non-compliance.

To be eligible to be a Level-4 (upper-level undergraduate courses) Instructor of Record, you must:

- Have a master's degree or at least 30 hours of graduate coursework in the teaching discipline
- Must attend days one and two of the Fall PIE Teaching Conference before the commencement of one's teaching duties or an equivalent offered by the academic unit (that has been approved by the Graduate School). Days one and two of the Fall PIE Teaching Conference address the following policies which are required at this level: Sexual Harassment Policy, Academic Honor Policy, the Federal Educational Rights and Privacy Act (FERPA), American with Disabilities Act (ADA), Grading Policies, Textbook Adoption Procedure Policy, Syllabus Policy, Class Attendance Policy, Final Exam Policy, Copyright Law Regulations (Copyright Revision Act of 1976 "fair use") and Course Evaluation Policy. Days one and two also include training in a number of topics that are of value to instructors e.g., the use of Canvas for instruction, time management for Teaching Assistants, interacting professionally with one's students, dealing with distressed students, diversity in the classroom, grading and assessment.
- Complete a "teaching in the discipline" course or equivalent academic unit orientation (offered by the Sport Psychology Program during the spring semester)
- Complete a full semester of observations on one of our undergraduate courses
- Be in good standing with the program regarding progress toward degree and prior teaching/GA evaluations
- Receive direct supervision by a faculty member in the teaching discipline
- Receive planned and periodic evaluations
- For non-native speakers of English, have a minimum of 50 on the SPEAK test (administered by Center for Intensive English Studies; CIES)

While not required, EDH5305 – College Teaching: Instruction in Higher Education, is highly recommended for all those who wish to teach.

Instructors of Record are determined by sport psychology faculty each year. Specifically, each faculty member assumes responsibility of specific undergraduate courses (ranging from 1-4 courses, see explanation below) and decides who the Instructor of Record is for each course they oversee. Each Instructor of Record selected must meet eligibility criteria listed above. Faculty oversight involves sitting in on the instructor's classes, conducting planned and periodic evaluations, and providing the instructor with feedback to improve teaching.

The assignment procedure of Instructors of Record by faculty has several benefits for both current faculty and prospective/current doctoral students. First, it improves recruiting of prospective students by providing clear expectations regarding when the student can expect to receive funding via the allocation of a teaching assistantship, as each faculty member knows

exactly how many assistantships they have allocated to current or other prospective doctoral students. Second, it improves transparency and ensures fair distribution of student funding across faculty. Because faculty members are responsible for specific undergraduate courses, it is up to each faculty member to establish how they want to distribute their Instructor of Record assistantships to their advisees over time. For example, some faculty may choose to rotate to ensure that all their advisees get the opportunity to teach, others may choose to reward advisees who demonstrate exceptional teaching by continuing to fund them the next year, and still others may choose to select students based on their career goals, etc. **The undergraduate courses and associated assistantships will be distributed as follows for the fall 2018-spring 2019 academic year, and are based on current/near future advising load of each faculty member:**

Tenenbaum – four courses
Chow – three courses
Gabana – one course

The distribution of courses presented above applies only to the 2018-2019 academic year. If advising loads change substantially in the following academic year or beyond, then the distribution issue will be revisited and possibly revised.

Besides teaching, are there other assistantships available that include a tuition waiver?

There is 1 Graduate Assistantship position (for Program Director), and 1 Teaching Assistantship position (for ASP Supervision) per semester. Similar to Instructor of Record assistantships, each of these are 10-hour per week assistantships. Additional GA, TA, and Research Assistantship positions are contingent on special faculty circumstances such as external grant funding. Other funding sources are available outside of the program. Some students have been able to obtain assistantships in outside departments or other locations on campus. In these cases, the Department of EPLS may cover a tuition waiver. However, the department will only cover this waiver if the student is in good standing with the program and is making timely progress toward degree requirements. Bryan Richards is the office manager for EPLS and processes appointments for students who become University employees and receive graduate assistantships and tuition waivers. He has no information about what assistantships are available in the program, college, or University and is not responsible for filling open positions or finding funding for students.

What type of space is available for graduate students?

The Sport Psychology Lab may be used by graduate students in the program when it is not reserved for a study, course, or meeting. Graduate TAs (Instructor of Record) may be considered for a carrel. Also, there are locked, small private offices in Dirac or Strozier that can be reserved a semester at a time. All sport psychology graduate students have a mailbox which is located outside of Dr. Chow's office (3204-H) in the file cabinet.

What are the job opportunities for program graduates?

In accordance with the scientist-practitioner model, the program's emphasis is on training students for faculty positions in Sport Psychology or applied opportunities to provide part-time or full-time consulting with athletes ranging from amateur to professional. FSU graduates are prepared to work in academic positions at the College/University level, in research institutes, and as coaching educators for College/University or sport organizations.

Will my M.S. program prepare me for a Doctorate?

The M.S. program at FSU provides a solid foundation in sport psychology theory, research, and practice. Students are expected to develop strong research, writing, and critical thinking skills that will enable them to excel at the doctoral level. Many students who graduate with an M.S. degree from our program go on to pursue a Ph.D. in Sport Psychology, Counseling Psychology, and other related disciplines.

What about financial aid, assistantships, & scholarships?

Ph.D. students may have opportunities for teaching undergraduate courses in sport, performance, and exercise psychology. Occasionally, other assistantships exist in the form of research, supervision, or program assistants. Many students apply for and obtain assistantships outside of the program. However, the sport psychology program does not have control over these positions so it is up to the student to seek such opportunities by contacting departments, colleges, and other centers on campus.

Besides assistantships, students can look to the following resources for funding opportunities including financial aid and scholarships:

[Financial Aid information](#)

[FSU Scholarship Information](#)

[College of Education Scholarship Information](#)

[Office of Graduate Fellowships and Awards](#)

Please see the [Graduate School website](#) for further information on finances, expenses, tuition, scholarships, and fellowships.

Satisfactory Academic Progress Requirement for Financial Aid

Federal regulation (34 CFR 668.34) requires that schools establish a Satisfactory Academic Progress (SAP) requirement establishing a maximum number of hours allowable to achieve the degree program sought, and minimum progress requirements for continued financial aid eligibility. Florida State University evaluates Satisfactory Academic Progress for financial aid purposes annually.

For Sport Psychology, this is 81 hours for MS and 216 hours for PhD.

Students must maintain [Satisfactory Academic Progress](#) in order to receive Federal and State financial aid.

FSU SPORT PSYCHOLOGY STUDENT ORGANIZATIONS

Applied Sport Psychology-FSU (ASP-FSU)

The mission of ASP-FSU is to provide interested and qualified graduate students applied experience working with clients on issues related to sport, exercise, and performance psychology. The program is designed to provide graduate students with the supervision necessary to develop their consulting knowledge, skills, and ultimately competency, and complete the mentored experience requirements for CMPC certification.

Students who are involved in any applied work as shadows, apprentices, consultants, or supervisors-in-training must be registered in at least one credit of Field Lab Internship (EDF 5942) and attend and actively participate in ASP Supervision.

Meeting Times: Every Tuesday from 4:00pm-7:00pm during the fall and spring semesters. Each student is assigned a specific section and 1-hour time block (e.g., Section 1: 4-5pm, Section 2: 5-6pm, Section 3: 6-7pm). Summer supervision may be provided depending on a supervisor's availability.

ASP-FSU has a separate handbook and Canvas site which includes guidelines, expectations, documents, resources, and other materials related to applied sport psychology service delivery and supervision.

Sport Psychology Organization and Research Team (SPORT)

SPORT (Sport Psychology Organization and Research Team) is a student-led graduate organization developed to foster professional development within the field of sport and exercise psychology. Through collaborative student efforts, SPORT promotes the development of competent practitioners and academicians by facilitating student research (conference presentations and publications), promoting public outreach (local presentations, newspaper and magazine articles, and hosting conferences), and offering professional development workshops. By undertaking these projects, SPORT seeks to provide experience and create opportunities to help members prepare for future employment.

IMPORTANT: SPORT is currently going under a revision of its intents and purposes. More information will be available during September 2018. Feel free to reach out to [Matteo](#) or [Hila](#) for more information.

STUDENT AWARDS AND GRANTS

AASP

[AASP Foundation Seed Grant](#)

- The AASP Foundation offers "seed grants" for community outreach/research projects. Grants may be for up to \$500. The primary function of these community outreach/research seed grants is to provide limited support to AASP members (especially early career professionals/pre-tenured faculty or students) for their community outreach/research endeavors. In general, proposals must: integrate research and practice; be clearly articulated; ideally show potential for further community outreach/research work, leading to additional funding; and contribute to the knowledge base in exercise and sport psychology.
- **Applications can be submitted at any time.** Grants are due no later than midnight the day before each grant cycle to be considered within that review period. Applications will be reviewed four times a year: beginning January 1st, April 1st, July 1st, and October 1st. Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

[AASP Research Grant](#)

- The Association for Applied Sport Psychology offers research grants for research projects. Grants range from \$250 to \$5000. The primary function of these research awards is to provide limited support to early career professionals (pre-tenured faculty) or students for their research endeavors. In general, proposals must: integrate research and practice; be clearly articulated; show potential for contributing to the knowledge base in sport and exercise psychology.
- **The application deadline is April 1, 2019.** Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

[Community Outreach Grant](#)

- **The purpose of the Community Outreach Grant is to provide funding for projects that incorporate evidence-based practice and support local community initiatives that are congruent with AASP's purpose and mission, as well as the objectives of the Community Outreach Committee.** Further, the Community Outreach Grant will support members' efforts towards earning Certified Mental Performance Consultant status via direct and indirect contact hours that are acquired through the implementation of the community outreach project (as supervised/mentored by a CMPC who is a current AASP member). Grants range from \$250 to \$5000.
- **The application deadline is April 1, 2019.** Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

[Distinguished Doctoral Student Practice Award](#)

- This award recognizes outstanding or innovative service delivery in sport psychology by a doctoral student member of AASP. This award may not be awarded annually. Service delivery and client is defined broadly and reaches across all areas of AASP.

Award Criteria

- Must be a student at the time of deadline for submissions but does not have to be a student at the time the award is presented.
- Must be an AASP member at the time of submission and the time the award is presented.
- Must have at least 100 direct contact hours with clients. Direct contact is defined by the hours in which you were face-to-face with an individual athlete, coach, team, exerciser or client.
- Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

Distinguished Master's Student Practice Award

- This award recognizes outstanding or innovative service delivery in sport psychology by a master's student member of AASP. This award may not be awarded annually. Service delivery and client is defined broadly and reaches across all areas of AASP.

Award Criteria

- Must be a student at the time of deadline for submissions, but does not have to be a student at the time the award is presented.
- Must be an AASP member at the time of submission and the time the award is presented.
- Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

Doctoral Dissertation Award

- The Dissertation Award recognizes the completion of an outstanding dissertation by an AASP doctoral student member. The recipient receives a check for \$500, a waived AASP Annual Conference registration fee in the year of the award, and a plaque provided during the conference.
- AASP invites student members to submit applications for the outstanding doctoral dissertation award. Applicants for the AASP Dissertation Award must meet the following guidelines:
 - Completed a dissertation on a topic related to sport, exercise, and/or health psychology between January 1 and December 31
 - Membership in AASP the application year and year preceding application
- Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

Gualberto Cremades International Research Grant

- Funded by the AASP Foundation, the Gualberto Cremades International Research Grant recognizes an international student as principal investigator, residing within or outside the US, for a research project focusing on sport and exercise psychology from an international perspective, with particular emphasis on collaborative efforts from a cross-cultural perspective and/or approaching the field from a non-Eurocentric, non-US

perspective. A total of up to \$1,000 may be awarded for either a single proposal or multiple proposals.

- **The application deadline is April 1, 2019.** Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

Master's Thesis Award

- The Master's Thesis Award recognizes the completion of an outstanding thesis by an AASP student member. The recipient receives a check for \$500, a waived AASP Annual Conference registration fee in the year of the award, and a plaque awarded during the conference.
- Applicants must meet the following guidelines:
 - Completed a thesis on a topic related to sport, exercise, and/or health psychology between January 1 and December 31
 - Membership in AASP the application year and year preceding application
- Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

Oglesby-Snyder Grant for Equity and Cultural Diversity

- The Oglesby-Snyder Grant for Equity and Cultural Diversity is intended to stimulate and enhance efforts to apply sport psychology research to both advance a richer knowledge base and articulate a strong rationale for advocacy assuring that the values and benefits of sport are available to all on an equitable basis. Grants are available for up to \$5,000. In general, proposals must: integrate research and practice; be clearly articulated; show potential for contributing to the knowledge base in sport and exercise psychology.
- **The application deadline is February 1, 2019.** Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

Student Conference Grant

- The Executive Board of AASP is committed to supporting student-oriented professional meetings and may award up to eight grants for a maximum of \$500 per year. The purpose for these grants is to help students defer costs associated with regional conferences (e.g., provide seed money) that promote student presentations and/or student-oriented sessions to discuss professional issues.
***For all conferences, please complete the application by November 1. Notification will be sent approximately by January 1.**
- Grant applications must demonstrate they are student-oriented, the budget is specific and appropriate, and other funding sources have been investigated. Student-oriented will be defined as:
 - Giving students an opportunity to present their research (e.g., 75% of presentations made by students)
 - Having a low student registration fee (\$50 or less)
 - Providing student-oriented sessions (if other speakers are included)
 - Planning student-oriented sessions (e.g., student meeting)
 - Seed money is not to be used for alcoholic beverages

Student Diversity Award

- The purpose of the Student Diversity Award is to:
 - Encourage and promote student research or applied experience related to issues of diversity that impact sport, exercise and health. ([See AASP Position Statement on Human Diversity](#)).
 - Recognize and honor the achievements of students involved in research, service or applied experiences that focus on diversity issues, including, but not limited to race or ethnicity, sexual orientation, social class, or disability.
- Applicants for the award must meet the following criteria:
 - Be a current AASP student member at the time of submission and award.
 - Have made important contributions to the field of sport and exercise psychology in the area of diversity including but not limited to research, service, or applied work with clients, organizations or community groups dealing with diversity issues. Applicants need only fulfill one area (i.e., research, service or applied work) to be eligible.
- Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

APA

APA Division 47 Dissertation and Thesis Awards

- These awards recognize outstanding student research that has the greatest potential for making a significant contribution to the theoretical and applied knowledge base in exercise and sport psychology.
- Abstracts will be judged by a panel of professionals in sport, exercise and performance psychology who are members of APA Div. 47 - Society for Sport, Exercise and Performance Psychology (SSEPP). The awardee(s) will be notified of their selection by March, so they can make plans to attend the APA Annual Convention to present their research and receive the award, which includes a plaque, conference registration fee waiver and monetary gift.
- The student applicant must be a member of APA Div. 47, SSEPP, at the time of application. Graduate students may become student affiliates of SSEPP, whether they are APA student members or not. The student must also have successfully received her or his degree during the year for which the award is given; that is, by Dec. 31 of the application year
- **Deadline: December 31, 2018; December 31, 2019; December 31, 2020.** Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

APA Dissertation Research Award

- The Science Directorate of the American Psychological Association sponsors an annual competition for dissertation research funding. The purpose of the Dissertation Research Award program is to assist science-oriented doctoral students of psychology with research costs. The current program includes 30-40 grants of \$1,000 each, along with

several larger grants of up to \$5,000 to students whose dissertation research reflects excellence in scientific psychology.

- **The application deadline is September 1, 2018.** Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

[Early Graduate Student Researcher Award](#)

- The Early Graduate Student Researcher Awards program recognizes students for conducting outstanding research early in their graduate training (i.e., research conducted within the first two years of doctoral study). It focuses on both the student's general research experience and specific completed research projects. The research independence of the applicant as well as the novelty and implications of research performed as a graduate student will be used for evaluation purposes. Therefore preference may be given to students who have completed their second year of doctoral studies.
- The funds may be used for direct research expenses (e.g., computer time, animal care, equipment, participant fees and incentives), software and/or conference travel; it may not be used for tuition, fees or personal expenses.
- Each recipient receives an award of \$1,000.
- **The application deadline is September 14, 2018.** Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application materials.

NASPSPA

[Graduate Student Research Grant](#)

- The NASPSPA Graduate Student Research Grant aims to promote and support the scholarly activity of graduate student members. The maximum of each grant will be \$2,000. The grant money must be used for activities directly related to conducting the proposed research (e.g., equipment, travel for data collection, participant recruitment) that are specified in the application budget
- **The application deadline is April 1, 2019.** Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application

NCAA

[NCAA Graduate Student Research Grant Program](#)

- The NCAA Research Committee invites research proposals within the general topic areas of student-athlete psychosocial well-being and college athletics participation. Research grants are available for current graduate students enrolled at NCAA-member institutions only and are intended to support the student while conducting research to be used for a doctoral dissertation, master's thesis or external publication. Awards for these one-time research grants are set at a maximum of \$7,500. Recipients will be expected to culminate their project in an article suitable for publication in a scholarly journal, or in a completed master's thesis or dissertation. Recipients will also be required to submit a brief summary

of the funded research suitable for publication on the NCAA website and/or the NCAA Champion magazine.

- Graduate students studying topics of specific interest to the NCAA and its membership and demonstrating the competencies necessary to successfully complete the proposed study will receive highest consideration. Research topics may include, but are not limited to: analytic philosophical/historical accounts of intercollegiate athletics; best practices for academic support of student-athletes; diversity and inclusion issues in intercollegiate athletics; finances of intercollegiate athletics; student-athlete integration into the campus community; student-athlete satisfaction with the college experience; the impact of participation in intercollegiate athletics on the academic or social experiences of student-athletes; and the relationship between athletics time commitments and academic success.
- *IMPORTANT NOTE: NCAA Graduate Student Research Grants are intended to support research primarily in the social and behavioral sciences. Graduate students whose research is nested within sport science, physical health and safety are encouraged to explore funding opportunities through their academic and professional organizations.*
- Make sure to visit [the website](#) for more details about this award, including eligibility requirements and application
- The application deadline is **typically** in May.

APS

[Student Grant Competition](#)

- In an effort to encourage student research in psychological science, the APS Student Grant Competition provides small “seed grant” funding to support research in its initial development stages, e.g., the purchase of research materials or other expenses incurred prior to data collection. Up to eight awards (\$500 each) will be given to APS student affiliates (graduates and undergrads). Research proposals in all areas of psychological science are welcome. Peers will evaluate each research proposal on the clarity in the presentation of ideas, the ability of the project to explain some psychological phenomenon, and the ability of the project to advance research in a specified area. Applicants will receive copies of the peer reviews once the competition has concluded.
- Applicants must be current APS Student Affiliates, and may only enter one APSSC competition each year (i.e., Student Grant Competition, Student Research Award, or RISE Research Award) and as such are only eligible for one of these three awards each academic year. (Note: travel assistance for convention volunteers is excluded from this rule.)

[Student Research Award](#)

- The Student Research Award promotes and acknowledges outstanding research conducted by student members.
- Winners of the Student Research Competition will present their research in symposium format at the Annual Convention in May and receive some monetary compensation for travel costs to the convention.

RISE Research Award

- The RISE Research Award seeks to cultivate psychological science research in fields related to socially and economically under-represented populations, and recognize outstanding student researchers from diverse racial, ethnic, geographic and cultural backgrounds, as well as other underrepresented groups in psychological science.

FSU Sport Psychology COE Endowment Awards

Hazel Dillmeier Travel Awards for International or NASPSPA Conference

- This endowment is designed to encourage sport psychology graduate students to attend and present a paper/poster at an international or NASPSPA conference (devoted to sport, exercise, and movement sciences). To be eligible the student must:
 1. Show that the abstract was accepted for presentation/poster at conference
 2. Attend and present the paper/poster at conference
 3. Submit receipts of travel, registration, and lodging related to the conference

Hazel Dillmeier Sport Psychology Research Fellowship

- This endowment aims at recognizing students' involvement and productivity in research activities in the program. Criteria to be considered are:
 1. Sound theorizing of a research project(s) in the sport psychology laboratory or field
 2. Approval to conduct research project by one of the sport psychology faculty
 3. Submission of the research project to IRB
 4. Conducting the research project
 5. Preparing a manuscript of the research project
 6. Submitting the manuscript for publication to a refereed journal

Hazel Dillmeier Sport Psychology Service Fellowship

- This endowment aims at recognizing students' involvement in leadership and service activities which contribute to the reputation of the Sport Psychology Program and professional development of graduate students. Criteria to be considered are:
 1. Organizing conferences, guest speakers, and events on campus
 2. Leading on-going activities deemed important for graduate students (e.g., SPORT, ASP-FSU)
 3. Facilitating sport psychology alumni involvement, support, and activities
 4. Representing and promoting the Sport Psychology Program in external forums
 5. Organizing and meeting with prospective graduate students
 6. Assisting with program development and materials (e.g., handbooks, website, brochures)

LIST OF CONFERENCES 2018-2019

Association for Applied Sport Psychology (AASP)

Next Conference: October 3-6, 2018, Toronto, Canada.

North American Society for the Psychology of Sport and Physical Activity

Next Conference: June 5-8, 2019, Baltimore, Maryland

American Psychological Association (APA Div. 47)

Next Conference: August 8-11, 2019, Chicago, Illinois

Association for Psychological Science (APS)

Next Conference: May 23-26, 2019, Washington, DC

European Federation of Sport Psychology (FEPSAC)

Next Conference: July 15-20, 2019, Münster, Germany

International Society of Sport Psychology (ISSP)

Next Conference: 2021, Taipei, Taiwan

CAMPUS AND COMMUNITY INFORMATION

Campus Map

<http://campus.map.fsu.edu/>

Buses

Seminole Express:

With eight routes, the Seminole Express bus service assists students in their day-to-day movement around campus, including Innovation Park. The Seminole Express buses run on Monday-Friday from 7:00am to 8:00pm. Download the TransLoc app on Apple and Android smartphones for route maps and bus trackers.

<https://transportation.fsu.edu/bus-service>

StarMetro:

Students with valid Florida State I.D.s may ride free of charge on all city bus routes. **The Student Fare Free Zone is seven days per week except Thanksgiving and Christmas Days.** <http://www.talgov.com/StarMetro/starmetro-routes.aspx>

Cars and Parking

All students are assessed a per credit hour fee paid with their tuition to cover their parking and transportation needs. To acquire a virtual parking permit visit the Parking and Transportation Services website. Students must have a vehicle license number, vehicle make and model, valid Florida State e-mail.

Virtual parking permits, via license plate registration, are required for all vehicles between the hours of 7:30AM and 4:30PM, Monday-Friday. Permits are valid from August 15 – August 15 for all currently enrolled students.

<http://parking.fsu.edu>

*****Parking is difficult to find! Make sure to give yourself plenty of time!*****

Safety

Campus

- **Blue Light Trail** – Consisting of over 400 strategically placed light poles along the Blue Light Trail; each pole is equipped with emergency speaker phones and topped with strobe lights. By pushing the emergency button located on the pole, students are immediately connected with The Florida State University Police dispatcher. <http://its.fsu.edu/service-catalog/communication-collaboration/emergency-blue-light-telephones-ebtl>
- **The Florida State University Police** – The university police department promotes a safe and secure higher education environment while providing proactive police and customer-related services aimed at reducing crime. <http://www.police.fsu.edu>
- **S.A.F.E. (Student Alert Force and Escort Service) Connection** – Sponsored by the Student Government Association, S.A.F.E. Connection is a free service provided to FSU Students and promotes awareness of the dangers of driving under the influence of alcohol. Travel around campus is available nightly from 7:00AM-2:30AM. If you need a ride call 850-644-SAFE (7233)
- **Victim Advocate Program** – The Victim Advocate Program provides advocacy to victims of crime. An advocate is on call twenty-four hours a day to respond to The Florida State University students who are victimized, or any other person who is victimized on our campus. Services offered include emotional support, instructor notification, referrals, and educational programming for our campus community. <http://www.victimadvocate.fsu.edu>
- **FSU ALERT (Emergency Information and Instructions)** <http://alerts.fsu.edu/>

Community

- **Leon County Sheriff's Office** – 2825 Municipal Way; (850) 922-3300;
<http://lcs.leonfl.org>
- **Tallahassee Police Department** – 234 East Seventh Avenue; (850) 891-4200;
<http://www.talgov.com/publicsafety/tpd.aspx>

Mental Health and General Wellness Resources to Support Graduate Students

- University Counseling Center (appointments): (850) 644-2003
University Counseling Center (24/7 after-hours): (850) 644-TALK (8255)
 - <https://counseling.fsu.edu>
 - Confidential, free mental health counseling and referrals
- Victim Advocate Program: (850) 644-7161 or (850) 644-2277
 - 24-hour free support services
 - Nights/weekends (850) 644-1234, ask for an advocate on call
- University Health Services: (850) 644-6230
 - Medical providers
- Refuge House: (850) 681-2111
 - Confidential, 24-hour crisis hotline
 - Information, referral, intervention, and support
- Health Promotion: (850) 644-8871
- For more information visit: NolesCARE.fsu.edu

FAILURE TO MEET SPECIFIC MILESTONE OR BEHAVIORAL REQUIREMENTS AND APPEAL PROCESS

Procedures for Dismissing a Graduate Student

The University reserves the right to terminate enrollment in an academic program and dismiss a student whose academic performance is below the standards of the program, regardless of GPA, or whose conduct is deemed improper or prejudicial to the interest of the University community. Dismissed students will not be permitted to register for graduate study, including registering as a non-degree student.

Program terminations (dismissal for a reason other than GPA) are determined by the faculty at the academic program/departmental level and may occur for a number of different reasons, including but not limited to:

- Inability to conduct independent research in a fashion appropriate with the accepted norms of a discipline,
- Inability to function within a team environment to the degree that it negatively affects the learning, practice and/or research of fellow graduate students,
- Behavior that does not meet the professional standards of a discipline (typically clinical, social work or school settings, but also including Motion Picture Arts),
- Failure to meet one or more major milestone requirements,
- Inability to pass the diagnostic/preliminary examination/comprehensive examination (note that university policy limits preliminary examination attempts to two),
- Failure to complete the doctoral degree/make progress towards the dissertation, or
- Extensive petitions for candidacy extension.

Graduate program handbooks should provide information about failure to meet specific milestone or behavioral requirements and the appeals process. At a minimum, the following elements must be addressed.

Step 1: A graduate student is identified by his/her academic program/department as not making sufficient progress towards the degree, failing to complete the degree within the specified time-period, displaying substandard academic performance, regardless of GPA, or exhibiting unacceptable behavior(s) that are relevant to professional standards.

Step 2: The graduate student meets with his/her major professor and/or program director to develop a remediation plan for improvement.

- The department should provide a written remediation plan or written academic “warning” to the student containing specific information about improvement(s) needed to avoid dismissal.
- The remediation plan/academic warning should be developed by the department/program for the individual student and be documented accordingly. (For doctoral students, the

annual evaluation is one opportunity to document unsatisfactory progress.) NOTE: programs should establish a reasonable timeline for the graduate student to respond to the remediation plan/warning. The length of time for remediation is dependent on the situation and is up to the program to decide.

- The academic dean, or appropriate designee, must also be notified of the situation, the deficiencies, and the remediation steps presented to the student.

Step 3: If the graduate student fails to resolve/remediate the specified and documented deficiency, the department may initiate a program termination. If the program chooses to terminate the academic progress of the student, the following steps must be completed **prior** to notifying the student.

- The academic unit must consult with the academic dean (or designated individual) regarding their plan to terminate. The consultation should include the unit's handbook language, the remediation steps taken, the student's efforts to date to resolve or address the deficiencies, and the grounds for the program termination.
- At the time of dismissal, the department chair/unit head may petition the academic dean for consideration of special circumstances that they believe justify an alternative resolution.
- The academic dean's office should inform the Registrar's Office and the Graduate School of its intent to move forward with program termination. In conjunction, the three offices will tailor a letter specific to the circumstances of the student. The dismissal letter must be sent to the student, but also sent to several offices for processing (see below).
- At this point, programs may offer the student the opportunity to change their degree program level within the same major/plan (i.e., PhD to EdS, PhD to MS, etc.) or change their academic plan to another degree program, but this is at the unit's discretion.

Step 4: A written letter must be sent to the graduate student being dismissed. The dismissal letter should be sent to the student and copied to the dean's office, the Registrar's Office (Kim Barber), the Office of Faculty Development and Advancement (Jennifer Buchanan), and the Graduate School (James Beck). The letter should specify the following information:

- The process followed to notify the student of their deficiencies and allow them an opportunity to rectify those deficiencies,
- The termination reasons,
- Benchmarks missed,
- The fact that dismissal from the program constitutes dismissal from the University,
- And an academic hold will be placed on registration to prevent future registration,
- Outlining alternatives, a student could request, e.g., graduating with a master's instead of Ph.D. (assuming coursework and degree requirements are met),
- Timeline to complete specific coursework, if any. For example, the letter needs to clearly articulate to the student that the courses in which they are currently enrolled needs to be completed by the dismissal date in order to earn credit for them,

- Notification of the right to appeal and information about how to do so, and
- A deadline for any appeal submittal. *See “General Academic Appeals Process” for more information.