



COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES, HEALTH, AND HUMAN SERVICES

# STUDENT HANDBOOK

Ed.D. in Instructional Systems & Learning Technologies  
with a major in  
Learning Design and Performance Technology

**Academic Year 2024-2025**

Department of Educational Psychology and Learning Systems  
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*The policies identified in this document are to be construed in light of existing University policies and with deference to the requirements imposed on graduate education by the University, the Board of Trustees of Florida State University, and the Governing Board of the State University System of Florida. The information outlined is subject to change and students should be alert to announced revisions required by the faculty of the program, the department, College, and University.*

# SECTION 1: ABOUT THE PROGRAM

## General Information

### OVERVIEW

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The field of Instructional Systems & Learning Technologies is concerned with the processes for creating effective, efficient, and engaging learning environments and with the improvement of educational and training programs through the application of research and technology.

This area of specialization incorporates principles from numerous disciplines including education, psychology, communications, and management with the practical aim of improving instruction, learning, and performance. The Florida State University Instructional Systems & Learning Technologies (ISLT) Program is distinctive in that it also provides you with the opportunity to learn the principles and practices of Human Performance Technology, which affords you an expanded set of employment opportunities. This area of professional practice provides a broad perspective on the identification of various causes of human performance problems and the kinds of improvement strategies that are available in addition to programs of instruction, training, and education.

More information on the FSU ISLT program can be found at the [ISLT webpage: https://cehhs.fsu.edu/islt](https://cehhs.fsu.edu/islt).

The ISLT Ed.D. program with a major in Learning Design & Performance Technology is a cohort-based online program with a summer semester start.

### GRADUATE BULLETIN

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The FSU Graduate Bulletin is a complete collection of all applicable policies and procedures that apply to students at FSU. You can access the FSU Graduate Bulletin [online](https://registrar.fsu.edu/archive/bulletin/graduate/) at <https://registrar.fsu.edu/archive/bulletin/graduate/> or in PDF format. All policies in the Graduate Bulletin apply to graduate students in the program.

### PROGRAM DESCRIPTION

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The online Ed.D. program in Learning Design and Performance Technology offers advanced preparation with both theoretical and practical experience for individuals who want to become leaders in providing data-based solutions to learning and performance problems. Upon completion of this three-year program, students will develop the knowledge and skills to reach new levels in their career.

The Ed.D. program allows students to continue their career while earning their doctoral degree in Instructional Systems and Learning Technologies. During coursework, students will learn how to use a variety of inquiry methods to examine and evaluate learning and performance problems, as well as design theories and tools that will help them develop and implement appropriate solutions. The Learning Design and Performance Technology Ed.D. program culminates in an applied dissertation project that allows

students to demonstrate their ability to use inquiry skills to address an authentic problem in a real-life setting.

Students will progress through the program within a cohort to encourage support, professional network building, and a sense of community.

The demand for highly skilled Learning Design and Performance Technology leaders continues to grow across a wide variety of settings, including business, higher education, healthcare, government, military, and K-12 education. Graduates from online Ed.D. program will lead these fields with learning design, training, and performance systems. The online Ed.D. program differs from Ph.D. program by its strong emphasis on practical research to solve real world problems.

## Program Faculty & Staff

### FULL-TIME FACULTY

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#### Faculty Member



Dr. Kerry Burner  
Masters Program  
Coordinator & Advisor  
Graduate Certificate  
Coordinator  
Associate Teaching  
Professor  
[kburner@campus.fsu.edu](mailto:kburner@campus.fsu.edu)



Dr. Vanessa Dennen  
ISLT Program Coordinator,  
Ed.D. Coordinator  
Professor  
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(850) 644-8783  
[vdennen@admin.fsu.edu](mailto:vdennen@admin.fsu.edu)



Dr. Allan Jeong  
Associate Professor  
3205E Stone Building  
(850) 644-8784  
[ajeong@admin.fsu.edu](mailto:ajeong@admin.fsu.edu)

#### Faculty Member



Dr. Secil Caskurlu  
Assistant Professor  
2304B Stone Building  
(850)  
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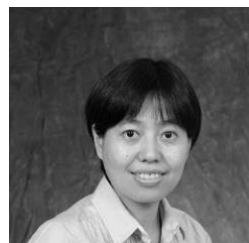
Dr. Songhee Han  
Assistant Professor  
Starting Fall 2024



Dr. Kadir Kozan  
Assistant Professor  
3205E Stone Building  
[kkozan@fsu.edu](mailto:kkozan@fsu.edu)

Faculty Member

Contact Information



Dr. Fengfeng Ke  
Professor  
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Faculty Member

Contact Information



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Assistant Professor  
Ph.D. Coordinator  
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PROGRAM STAFF

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Staff Member

Contact Information



Bryan Richards  
Sr. Administrative  
Specialist  
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Staff Member

Contact Information



Angela Lanier  
Academic Program  
Specialist  
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**Office of Academic Services and Intern Support (OASIS)**

OASIS serves as the representative office for the academic dean of the College of Education, Health, and Human Sciences, assisting graduate students in the steps and milestones required to achieve degree completion. OASIS maintains records for College of Education, Health, and Human Sciences students, including all paperwork related to graduate study. OASIS serves as the primary liaison between prospective and current graduate students in the College of Education, Health, and Human Sciences and the University Office of Admissions, the Office of the Registrar, the Center for Global Engagement and The Graduate School. OASIS staff members also assist the educator preparation programs throughout the University to coordinate internship placements and field-based experiences with PK-12 schools and students.

OASIS utilizes a graduate student email listserv to inform students of important dates and deadlines and other academic opportunities. Per the University Graduate Bulletin, the official method of communication at Florida State University is the FSU student e-mail account. In order to stay informed and aware, students are required to set up and maintain their account and check it three times per week. If a student chooses to have the official FSU account forwarded to another e-mail account, the student is still held responsible for all information distributed by the University to the FSU account.

2301 Stone Building, (850) 644-3760  
Office Hours: Monday – Friday, 8:00 AM – 5:00 PM  
<https://cehhs.fsu.edu/OASIS>



## Instructional Systems Student Association

The Instructional Systems Student Association (ISSA) is an organization comprised of students, faculty, and alumni of the Instructional Systems program offered by the College of Education, Health, and Human Sciences at Florida State University. They are dedicated to promoting communication and teamwork among students, alumni, faculty, and staff. Their goals are to enhance the academic and professional development of the IS community and to increase the local and global visibility of the program. All ISLT Ed.D. students are automatically members of ISSA.

# SECTION 2: ACADEMIC CURRICULUM AND REQUIREMENTS

## Advising

For the first three semesters, the Ed.D. Coordinator will serve as advisor for all Ed.D. students.

The Ed.D. Coordinator for 2024-25 is: Dr. Vanessa Dennen [ [vdennen@fsu.edu](mailto:vdennen@fsu.edu) ]

During Semester 3, when Ed.D. students complete the Qualifying Exam, dissertation major professor assignments will be made. The assignment of major professors will be done with consideration of student interests (topical, methodological) and major professor expertise and advising load capacity.

While most students work with the same major professor from this point onward, a change may be requested by the student, the major professor, or both. You should not hesitate to request a change if you believe it is in your best interest. There is no stigma associated with such a decision.

## Program of Study

The Program of Study (PoS) is a form that outlines the coursework and milestones a student must complete successfully in order to earn the degree. In the Ed.D. program, the initial Program of Study will be completed concurrent with taking the Qualifying Exam, during Semester 3 of enrollment. A template will be provided to students in the EME6920 course that term. The initial PoS will be signed by the student's major professor.

The Program of Study will be updated (if needed) and submitted again during the student's last semester of coursework (Semester 6), concurrent with the Preliminary Exam. At this time, the PoS will be signed by the student's full doctoral committee.

It is the student's responsibility to make sure that they have met all degree requirements.

## Ed.D. Degree Requirements

The Ed.D. program uses a cohort-based approach to program planning, with all students in the cohort taking the same course sequence and load. Students who do not successfully complete all courses for their cohort in the correct sequence with their cohort will be considered "off track" with the defined program plan and should discuss their future program plans with the Ed.D. Coordinator.

The set of courses listed below meets all Program, College, and University requirements. The required coursework, inclusive of dissertation hours, totals 66 credit hours. Students who have completed one or more of these courses for a prior degree (e.g., MS in ISLT) will replace the course listed below with an alternate based on the permission and guidance of the Ed.D. Coordinator. Occasionally, all members of the cohort may be given a choice between a course on this list and a similar and equally suitable alternate course if such a course is offered without disruption to the students' on-time completion of course requirements. These options, when available, will be made known to the cohort by the Ed.D. Coordinator.

The minimum number of credit hours earned at FSU for this degree is 66 (42 in coursework and 24 dissertation hours). The maximum number of credit hours that may be completed for this degree is 78.

COURSE PLAN

Instructional Systems Courses	Semester	12 credits
<b>Instructional Systems, Theory, Design, Development</b> EME5603 Systematic Instructional Design EME6677 Instructional Materials Development EDP5216 Theories of Learning and Instruction EME6920 Learning Design & Performance Technology Colloquium	2 5 3 1-3	3 3 3 3
Inquiry and Research Core		30 credits
<b>Instructional Systems Research Core</b> EDF5492 Applied Research Methods in Learning Design and Performance Technology EDG6362 Instructional Systems Research Seminar EDG6363 Practicum in Experimental Learning Research EME6665 Synthesis, Analysis, and Argumentation  <b>Inquiry Methods Core</b> EME6064 Application of Research Methods in Learning Design and Performance Technology EME6356 Learning & Web Analytics EME6357 Evaluation of Training in HPT EME6476 Internet-based Inquiry EME6635 Data Analysis EME6632 Inquiry Design & Management EDF5910 Supervised Research	1  1 6 5  2  4 4 3 6 4 5-6	3  3 3 3  3  3 3 3 3 1 2
Preliminary Exam ( <i>Note: Register for EDF8964 in the semester you take the Preliminary Exam</i> )	6	0
Dissertation (24 credits)*		24 credits
Total Credits		66 credits

\*Florida State University requires that doctoral students successfully complete a minimum of 24 credit hours of dissertation. During the dissertation stage, students are required to register for a

minimum of 2 credit hours per semester. If a student has completed 24 credit hours of dissertation and has not yet met the requirements for graduation, they will be expected to continue enrolling for a minimum of 2 credit hours per semester until the requirements for graduation are met. Students should discuss their credit hour enrollment plans with their major professors.

## Course Registration

Unless otherwise specified below, Ed.D. students are expected to register themselves for all coursework during the regular registration period.

The cohort follows a prescribed curriculum, and the Ed.D. Coordinator notify you of the courses you must register for during Term 1-3. During Term 1, the course list is provided at orientation. In Terms 2 and 3, it is provided in an announcement in the EME6920 class. Thereafter, students may follow the course guide on the Program of Study form completed during Term 3. Additionally, the course curriculum list is available in the curriculum section of this handbook.

There are certain courses that students cannot self-enroll in. These include exams, defenses, supervised research, directed independent studies, and dissertation hours.

Ed.D. students will be automatically registered for the following courses:

- Comprehensive exam (Term 6) – 0 credits.
- Dissertation hours during the first term of doctoral candidacy (Term 7) – 8 credits unless the student requests otherwise via email to the Ed.D. Coordinator prior to the beginning of course registration.

For Supervised Research (Terms 5 & 6), students will receive a form to sign via DocuSign requesting the course. Upon signing the form, the student will be registered for the course.

Students will need to coordinate registration for dissertation hours after Term 7 as well as for the dissertation defense. Angela Lanier is the staff member who will assist with these registrations, and major professors should be copied on all messages to Angela requesting registration in these courses.

For questions or for assistance in registering for thesis/dissertation hours, DIS hours, defense courses, preliminary, comprehensive exams, or other non-lecture courses, please contact Angela Lanier.

For general registration questions, contact the Office of the Registrar at [registrar@admin.fsu.edu](mailto:registrar@admin.fsu.edu) or (850) 644-1050.

The University Office of the Registrar website provides information on registration, enrollment appointments, the course lookup system and online fee payment at <http://registrar.fsu.edu/>.

Registration Guide - [https://registrar.fsu.edu/registration\\_guide/](https://registrar.fsu.edu/registration_guide/)

Class Search – located in <https://my.fsu.edu>

If a student's enrollment appointment (registration window) is current, the student can add, drop or swap classes. For instructions on how to enroll in classes, visit <http://sc.my.fsu.edu/Students/How-To/Enroll-in-Classes-from-Your-Shopping-Cart>.

A detailed University Academic Calendar can be viewed, by semester/term, at <https://registrar.fsu.edu/calendar/>.

### Required First Day Attendance

FSU has a first day attendance policy. In online classes, this means that you should log into Canvas and enter each course on the first day of the semester and complete whatever activity the instructor has requested for first day attendance. If you know you will be unable to do so, contact your instructors in advance via email to verify your intent to take the course.

### Doctoral Supervisory Committee

The doctoral supervisory committee will be formed during the student's sixth semester of enrollment (Spring Semester #2), concurrent with the preliminary examination process. The Instructional Systems and Learning Technologies faculty will ensure that each student has a committee meeting the university requirements.

The supervisory committee must consist of a minimum of four (4) members of the faculty who have Graduate Faculty Status, one of whom is the university representative of the faculty. The university representative is drawn from outside the student's department. For interdisciplinary programs the university representative is drawn from outside the student's department and degree program. 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.

The selection of a supervisory committee should reflect the proper composition of expertise needed to direct the student's dissertation with particular attention to the selected dissertation topic.

If the student needs to revise the supervisory committee at any time after a program of study is submitted, a CEHHS Graduate Supervisory Committee Revision form must be submitted to The Office of Academic Services and Intern Support (OASIS). The student's major professor or, in the event that a major professor must be replaced, the Ed.D. Program Academic Coordinator will initiate the process on behalf of the student.

### Policies and Expectations

The ISLT program follows all University academic regulations and policies as outlined in the [Graduate Bulletin](#). An overview of many important policies can be found at: <https://registrar.fsu.edu/bulletin/graduate-information>

In particular, students should familiarize themselves with the following university policies:

- Academic Integrity and Grievances
- Graduate Degree Requirements
- Student Services
- Academic Regulations and Procedures

All student work is expected to be original and created specifically for a course or degree requirement. Exceptions to this policy must be approved by the student’s instructor or major professor and the student is expected to provide proper attribution in all cases. Note that in the ISLT field work may extend beyond the written word, to include various media. Additionally, ISLT students are expected to refrain from using Generative Artificial Intelligence tools to complete course and degree requirements unless their instructor or major professor has explicitly approved the use of a tool for a specific purpose. Students may consult the ISLT Academic Integrity Statement in the ISLT Canvas organization site for more information.

The ISLT program has adopted the [APA Style](#) Guide for all scholarly work. Students are expected to consult the most recent version of the APA Publication Manual for their coursework and other degree requirements such as exams and the dissertation.

## Doctoral Scholarly Engagement Requirement

Scholarly engagement is an important part of being a successful doctoral student in the Instructional Systems and Learning Technologies program. Coursework is an essential part of scholarly engagement, and in particular doctoral research courses are foundational to a student’s development as a scholar. However, meeting course requirements alone does not satisfy the program’s requirements for scholarly engagement. ISLT doctoral students are expected to participate in a combination of program, college, university, and professional activities.

Engagement should be appropriate to one’s progress within the program. For example, first year doctoral students might focus primarily on attending events and establishing relationships with their major professors, the rest of the faculty, and their peers. Second year doctoral students will begin to be actively engaged in research projects with their major professors and peers, provide service at FSU and within the local community, and explore ways to be involved in both professional organizations and the dissemination of scholarly work.

Doctoral candidates will likely focus most heavily on assuming leadership positions, disseminating best practices and research findings, and maintaining an active presence in professional organizations.

***Each year, ISLT doctoral students will work with their major professors to set goals for scholarly engagement.*** Progress toward those goals will be assessed during the ISLT annual evaluation of doctoral students in the spring semester.

Sample activities that students may participate in include:

### *Program Level*

- Participate in regular meetings with ISLT faculty and students (e.g., join a research group)

- Conduct collaborative research and development work with ISLT faculty and students
- Participate in events sponsored by the ISLT program
- Serve the ISLT program via participation in the Instructional Systems Student Association and volunteer work in support of ISLT initiatives and events

#### *College/University Level*

- Attend college events (e.g., CEHHS Week, CORE Conference)
- Attend campus professional development events (e.g., Preparing Future Faculty, PIE, library-sponsored events, graduate school events, Digitech)

#### *Profession/Community*

- Attend and present at conferences
- Submit to and review for academic and practitioner journals
- Attend events sponsored by local and national professional organizations
- Volunteer for local education-related events
- Serve on a committee or hold an office in a professional organization

### Doctoral Student Annual Evaluations

Doctoral students are evaluated each year. At the end of Year 1, the evaluation will be completed by the Ed.D. Coordinator. Thereafter, the evaluation will be completed by the major professor. The evaluation form can be found at <https://cehhs.fsu.edu/oasis/graduate-students>. The form will be initiated and completed by the major professor and then submitted to the student via DocuSign for signing. It must be submitted to OASIS by July 1 annually.

### Doctoral Diagnostic/Qualifying Exam

All Ed.D. students will complete the qualifying exam during **Semester 3** in the program. A date will be set by the program faculty and announced during the first two weeks of the semester. The exam may not be deferred to a later semester. In the event of a last-minute emergency, the student must provide appropriate documentation related to the emergency and the exam will be rescheduled for later in the same semester.

#### **Purpose**

The purpose of the Qualifying Exam is to provide an early, holistic assessment of student progress in the LDPT Ed.D. program. It also facilitates the process of matching students with their major professors.

Students who are not making adequate progress in the program at this time may either be asked to address major deficiencies or counseled out of the program.

#### **Exam Components and Procedures**



The Qualifying Exam consists of the following components:

1. Portfolio
2. Portfolio Presentation
3. Program of Study

The portfolio will be submitted to the faculty in electronic form (preferably as a PDF file). The presentation will be supplied as a video or link to a video. Specific submission details are provided in the Canvas site where the portfolio is submitted.

### **Portfolio**

The portfolio consists of:

1. Statement of scholarly interest (1-2 page statement indicating scholarly interests in general and the dissertation topic(s) the student is thinking about)
2. Statement of career interest (1 page statement of future career objectives and how this degree and scholarly work will help achieve that goal)
3. Self-assessment (a 1-2 page self-assessment of strengths/weaknesses related to program areas: (a) communication skills (professional and research-focused writing and presentation), (b) research skills, (c) instructional design and technology skills; (d) collaboration and leadership skills. Students should also identify how they might improve weak areas)
4. Unofficial transcript documenting first two terms of coursework
5. Current CV

### **Portfolio Presentation**

The portfolio presentation, which provides an overview of the student's scholarly interests and dissertation ideas, will be submitted as a video and should be 3-5 minutes long, not exceeding 5 minutes. It should be well designed with a planned or scripted narration. Both content and professionalism matter, and this is considered a professional presentation.

### **Program of Study**

A completed program of study form will be included with portfolio.

### **Exam Submission and Feedback Procedures**

1. Students submit exam files to the Ed.D. Coordinator through the EME6920 Canvas site by the deadline provided by the Ed.D. Coordinator.
2. The Ed.D. Coordinator will share the portfolios and presentations with the faculty.
3. The faculty will review each portfolio independently.
4. The faculty will meet and watch the presentations together, and will discuss each student's portfolio.
5. Post-defense, a written summary of results will be provided to the student and placed in the student's academic record file.

6. The Diagnostic/Qualifying Exam Form will be initiated by the Ed.D. Coordinator submitted to OASIS.

### **Exam Outcomes**

There are two possible outcomes of the Qualifying Exam:

1. Pass – the faculty recommend that the student continue in the ISLT doctoral program. Faculty may provide formative feedback to help students strengthen skills and engage in ongoing professional growth, and may request that they address deficiencies that are of concern.
2. Fail – in the event that there is a significant concern about the student’s ability to succeed in the doctoral program or with the student’s professional disposition, the student will be counseled out of the program.

## **Doctoral Preliminary Exam**

Preliminary Exams are scheduled during the Spring term of the second year (Semester 6) in the program. Specific dates will be announced by the Ed.D. Coordinator by the start of the Spring semester. Students will be enrolled in EDF8964 (for 0 credits) to take the examination. In addition, students taking the Preliminary Exam must meet University requirements regarding GPA.

The purpose of the Preliminary Exam is for students to clearly articulate their scholarly development and professional goals, provide a well-aligned and feasible proposed study, apply knowledge and skills to implement theoretical and empirical underpinnings of their work, and demonstrate professionalism throughout the dossier. Satisfactory completion of a Preliminary Exam is required for admission to candidacy for the doctoral degree.

The three main parts of the Preliminary Exam include: (a) written statements of interest, (b) research alignment table and management plan, and (c) research concept presentation. The timeline and procedures for completing the Prelim Exam are detailed and posted at the Learning Design & Performance Technology Preliminary Exam Canvas web site at the beginning of Spring semester.

The overriding goal of this Preliminary Exam is to predict the student’s readiness to fulfill all the expectations associated with preparing a dissertation, which includes inquiry skills, knowledge base, professionalism, and work habits. Thus, the committee will consider all work completed in the program to date, not just the exam. It is normally expected that if a student passes all parts of the exam they will pass the Preliminary exam, but there can be rare occasions where there are exceptions.

Completed exams must be submitted on or before the deadline. Submission will occur in the Preliminary Exam Canvas web site. The doctoral faculty will independently review the examination files and convene to watch presentations and discuss student performance. Written feedback will be provided to all students at the conclusion of the exam.

Passage of the examination constitutes advancement to candidacy for the doctoral degree. There is a minimum of six months required between the Preliminary Exam and graduation. Results of the Preliminary Exam will be provided to OASIS via the Doctoral Preliminary Clearance and Results form along with an

Admission to Candidacy form. These forms will be initiated by the Ed.D. Coordinator.

## Dissertation in Practice

Ed.D. students complete a Dissertation in Practice (DiP). Specifically, they produce a written document that details the need, design, outcomes, and implications of a research project addressing a problem of practice. In other words, the DiP is a practice-focused form of the dissertation. DiPs must meet all university requirements for dissertations.

DiP research projects may be situated at the student's workplace if appropriate permissions are secured and ethical considerations addressed. It is not a requirement for the DiP to be situated at the student's workplace.

The design of DiP projects should be done with particular attention to feasibility. It is not uncommon for students to propose goals that would require excessive time, unavailable equipment or participants, overly extensive space, or scheduling challenges.

In this Ed.D. program, dissertation topics will be selected and approved during Semester 4 (Summer 2) of the coursework, and refined during Semesters 5 and 6 (Fall and Spring 2). Students will work with their major professors via enrollment in Supervised Research during this period along with their other course instructors to develop appropriate DiP topics.

Every effort will be made to help students identify a DiP project that is likely to be successfully completed within three semesters, although it is impossible to guarantee a graduation date. Students who change their topics after Semester 4 are likely to require additional terms to graduate.

The dissertation must (1) be based on appropriate empirical data, and (2) address a problem of practice through a systematic process of data collection and analysis. A wide variety of research approaches may be employed depending on the demands of the proposed study.

Dissertations that depart from these criteria may be proposed (for example, historical analysis). Such instances, when considered worthy by the student's committee, must be approved by a two-thirds vote of the ISLT faculty.

The dissertation process consists of the following milestones, with appropriate forms completed and submitted to the university at each milestone:

- Dissertation Prospectus (written document and defense)
- IRB Approval
- Final Dissertation (written document and defense)

### DISSERTATION PROSPECTUS

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The dissertation prospectus is the blueprint for the student's DiP. It consists of an introduction and problem statement, literature review, research questions, and method. It also must include copies of all

interventions and instruments the student will use. The major professor must approve the dissertation prospectus before it is submitted to the doctoral committee.

When the prospectus is complete, the doctoral committee will convene for a defense. At this meeting, the student will provide a brief presentation and the committee will ask questions. The defense will be scheduled for 90 minutes and the presentation will be 12-15 minutes long.

College of Education, Health, and Human Sciences prospectus content and clearance procedure information can be viewed on the OASIS web site under For Graduate Students → Doctoral Students. Students should consult with the major professor regarding program specific prospectus requirements.

Upon prospectus approval, the student must initiate the [University Representative Evaluation Form](https://cehhs.fsu.edu/oasis/graduate-students), which can be found at <https://cehhs.fsu.edu/oasis/graduate-students>.

The major professor will initiate the [CEHHS Doctoral Prospectus Clearance Form](#).

A student cannot defend their dissertation earlier than four months from the date of the department chair's signature on the Prospectus Clearance Form.

## IRB APPROVAL

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Students must have IRB approval in addition to a successfully defended prospectus before any dissertation data collection may occur. IRB approval may be sought concurrently to scheduling and defending a prospectus. However, should the doctoral supervisory committee request changes that materially alter the study after the student already has IRB approval, the student will need to amend their IRB application and wait for approval of the amended protocol prior to data collection. Similarly, it is the student's responsibility to consult with their major professor should changes in the study plan arise and to update their IRB protocol and seek approval as required.

Students must complete and submit the CEHHS IRB Verification Form to the Office of Academic Services and Intern Support (OASIS) within 60 days of the defense of the prospectus. Failure to submit this form within 60 days of the prospectus defense will result in a registration hold. The academic dean will not approve the final manuscript clearance forms if the required IRB approvals are not obtained.

## CONDUCTING THE DISSERTATION

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In accordance with the approved prospectus, students independently design the specific procedure, develop materials, collect data, and analyze and interpret results. The major professor has the primary responsibility for providing advice to ensure that all aspects of dissertation work are conducted appropriately and adequately. The student may seek the advice of other committee members when required.

Writing the dissertation is an important part of the process and adequate time needs to be allocated for reviewing and revising. The final draft, prepared in accordance with the latest current edition of the Publication Manual of the American Psychological Association, is formally submitted to the committee and serves as the basis of the oral defense. Final revisions are made following the defense. Determining and

enforcing standards of quality for dissertation research is the prerogative and duty of the committee.

## DISSERTATION PROGRESS

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The Instructional Systems and Learning Technologies (ISLT) program faculty expect that upon being admitted to doctoral candidacy, all students will actively make progress each term on their dissertation projects.

All doctoral candidates (those who successfully complete preliminary exam) must be registered for dissertation credit hours each term until they graduate. Registration implies that the student will work on their dissertation project at a level commensurate with the number of credit hours for which the student has registered. A minimum of 2-3 hours of work per week per credit hour is considered reasonable.

Barring significant problems (e.g., a project falling through or serious medical conditions), Ed.D. students are expected to defend a prospectus within one year of being admitted to candidacy.

The length of time required to collect, analyze, and report data will naturally vary by project, but once a prospectus has been approved by the committee the student is expected to make continual progress each term. Once data collection is complete, the student is expected to submit drafts of their findings to the major professor for review. At the latest, students should have a draft of findings submitted to their major professor by the end of the semester after the one in which data collection was completed.

## DISSERTATION GOAL SETTING AND REPORTING

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All students enrolled in dissertation hours are required to submit to their major professor the following items each term:

- By the end of week 2: Semester goal form
- By Monday of the last week of classes: Semester progress report, including evidence that goals have been met

These forms are available in the ISLT Canvas Organization Site and will become a part of the student's official progress file, and information from these forms will be used in the annual review process and taken into consideration in the event that extensions are requested.

All doctoral candidates are expected to set up and adhere to a regular reporting schedule with their major professors. These updates may be submitted via email, provided during face-to-face meetings, or in another format agreed upon by the student-major professor pair.

## DISSERTATION HOUR GRADING

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There are 3 possible grades that may be assigned for dissertation hours.

S – student has made satisfactory progress. Student has achieved at least 2/3 of the semester goals\* and has provided satisfactory evidence of achieving those goals to the major professor for assessment purposes.

U – student has made unsatisfactory progress. Student has achieved less than 2/3 of the semester goals\* and/or has not provided satisfactory evidence of achieving their goals to the major professor for assessment purposes. Failure to regularly communicate with major professor also will result in a U grade. U grades will not be changed to an S when the goals are attained.

I – incomplete. Incompletes will only be recorded in two instances: (1) the student submits evidence of progress to the major professor very late during the term for which the I is being awarded and the major professor is unable to sufficiently assess the quality of work before the grading deadline, and (2) the student has experienced exceptional circumstances (e.g., seriously illness or injury) toward the end of the term that made it difficult for the student to submit evidence of goal attainment to the major professor.

*\* In some instances, circumstances beyond the student's control will delay progress (e.g., loss of a participant site or difficulties attaining IRB approvals). In these circumstances, so long as the student provides sufficient documentation of reasonable attempts to meet the semester goals (e.g., copies of dated correspondence with research sites and/or the IRB) the student will receive a grade of S.*

## DISSERTATION DEFENSE AND FINAL SEMESTER REQUIREMENTS

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During the semester when the student anticipates completing the dissertation defense, it is time to register for EDF8985 Dissertation Defense (0 hours). Additionally, the student is responsible for monitoring deadlines and completing all requirements for graduation and manuscript clearance.

The major professor must approve the defense-ready dissertation before it is submitted to the doctoral committee. Upon approval, the student will provide an electronic copy of the dissertation to all committee members. The defense-ready dissertation given to the doctoral committee should be complete and should represent work that the student would be satisfied with filing as the final dissertation copy. The student should not revise or do additional work on the dissertation at this time. Revisions may be requested by the committee at the defense and completed prior to filing the final copy of the dissertation with Manuscript Clearance.

An oral defense of the dissertation will be scheduled by the major professor. The defense will occur virtually and synchronously, with all committee members present and engaged in real time. The student may request an in-person defense if that format is preferred.

The defense will be scheduled for two hours. The defense will include a 15-20 minute public presentation that is open to attendance by all members of the graduate faculty, graduate students, and other guests. All guests will be asked to exit the defense prior to committee questions. The student must submit a defense announcement to the Graduate School at least two weeks prior to the scheduled defense.

All policies and requirements outlined in the FSU Graduate Bulletin and Manuscript Clearance will be followed during and after the defense. The doctoral committee will complete the forms provided through the Manuscript Clearance Portal.

## Graduation

Students are required to apply for graduation whether or not the student intends to participate in the University Hooding Ceremony. Applying for graduation is quick and easy using the Student Central Graduation Application. If a student is eligible to graduate, follow the steps in the link below to begin the process. Students must apply for graduation online prior to the stated deadline for the term in which they plan to graduate. Instructions on how to apply for graduation are found at <https://registrar.fsu.edu/training/graduation-apply>.

Students who wish to participate in the Hooding Ceremony must arrange for cap and gown orders through the University Bookstore. The online order form is available at <http://colleges.herffjones.com/college/fsu/>.

An approved Program of Study must be on file in OASIS in order to receive degree conferral approval from the College of Education, Health, and Human Sciences. The Program of Study must be signed by all committee members, the department chair and the academic dean.

Additional information regarding applying for graduation, the University Commencement Ceremony and diplomas is found at <https://registrar.fsu.edu/graduation>.

# SECTION 3: CAMPUS RESOURCES



## Academic Policies and Procedures

### ACADEMIC POLICIES & PROCEDURES

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[General Bulletins | University Registrar](https://registrar.fsu.edu/bulletin) - <https://registrar.fsu.edu/bulletin>

[The Graduate School](https://gradschool.fsu.edu/) - <https://gradschool.fsu.edu/>

[Student Handbook | Department of Student Support and Transitions](https://dsst.fsu.edu/resources/student-handbook) - <https://dsst.fsu.edu/resources/student-handbook>

## Office of Accessibility Services

Florida State University is committed to providing a quality education to all qualified students and does not discriminate on the basis of race, creed, color, sex, religion, national origin, age, disability, genetic information, veterans' status, marital status, sexual orientation, gender identity, gender expression or any other legally protected group status. Providing services to more than 5000 students, the Office of Accessibility Services (OAS) is committed to ensuring universal access for each Florida State University student. The OAS creates an environment of success through the provision of academic, housing, and dining accommodations, testing support, assistive technologies, and space for students to feel they are part of the FSU community.

### CONTACT INFORMATION

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**Location:** 874 Traditions Way, 108 Student Services Building, Tallahassee, FL 32306

**General Office Hours:** Monday–Friday, 8:00 AM to 5:00 PM

**Website:** <https://dsst.fsu.edu/oas>

## Sexual Misconduct Resources

Sexual misconduct, including sexual harassment, sexual violence (rape, sexual assault, domestic violence, dating violence, & stalking), and all other forms of sex discrimination are violations of University policy and contrary to the University's values, which recognize the dignity and worth of each person. They are also illegal. Sexual misconduct will not be tolerated by Florida State University, whether by faculty, staff, students, visitors, or others. You can find additional information through the Office of Human Resources: <https://hr.fsu.edu/sections/equity-diversity-inclusion/sexual-misconduct-title-ix>.

Florida State handles sexual misconduct complaints sensitively and discreetly; we are all responsible for providing a supportive environment for those in need and for reporting misconduct. If you have

experienced sexual misconduct or know someone who has, FSU is committed to providing support and resources to assist. We do not tolerate sexual misconduct. The kNOW MORE initiative provides support, responses, and prevention for the FSU community: <https://knowmore.fsu.edu/>.

## GET HELP NOW

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### ***FSUPD***

Phone: (850) 644-1234, For emergencies call 911

### ***University Counseling & Psychological Services – Confidential Resource***

Phone: (850) 644-TALK (8255) (24/7)

### ***Victim Advocate Program***

Phone: (850) 644-7161 (24/7, including holidays)

Text: (850) 756-4320

### ***Refuge House (Off Campus Resource) – Confidential Resource***

(850) 681-2111

Additional Resources are available through the kNOW More initiative: <https://knowmore.fsu.edu/get-help-now/h>

## Funding

### ASSISTANTSHIPS

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Assistantships for teaching and/or research are rare for Ed.D. students. To qualify for an assistantship, a student must be registered full time (minimum of 9 credit hours) and must be available for 10-20 hours of work. To qualify for a teaching assistantship, students must have 18 graduate credit hours in the field and complete training through the [Program for Instructional Excellence](#). Faculty members will alert students to teaching or research assistantships if there is available funding.

### COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES FOUNDATION SCHOLARSHIPS

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The [College of Education, Health, and Human Sciences Scholarships and Aid webpage](#) provides a central location for information on distinguished scholarships, assistantships, fellowships, and university financial aid available to College of Education, Health, and Human Sciences students:

<https://cehhs.fsu.edu/scholarships> The application window for College of Education, Health, and Human Sciences scholarships changes each year. There are several different awards that are available.

All students are encouraged to submit a Free Application for Federal Student Aid (FAFSA) regardless of their income. International Students from select countries should consider applying for the Linkage Institutes' Out-of-State Tuition Exemption. You can find more information [here](https://cge.fsu.edu/international-): <https://cge.fsu.edu/international->

students/funding/linkage-institute.

## EXTERNAL FELLOWSHIPS

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Latin American/Caribbean Scholarship

Office of Financial Aid

Student Business Services

University Wide Fellowships & Grants

## FSU GRADUATE SCHOOL AWARDS

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Application for financial awards and application for graduate school admission are two separate processes often with different deadlines. Students need to make separate applications for each award sought. The process of identifying financial assistance should begin at least one year prior to beginning a graduate program. There are a number of available options when it comes to funding your graduate education at Florida State University. The Graduate School administers merit and need-based fellowships, awards, and grants. You can find information about various award options on the [Graduate School Funding page](https://gradschool.fsu.edu/funding-awards): <https://gradschool.fsu.edu/funding-awards>.

## General Student Resources

There are numerous resources, opportunities, and activities on and off campus that are available to graduate students throughout the year. Visit the following links to view them. All resources below are available to both online and on campus students.

## ACADEMIC SUPPORTS

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[Reading & Writing Center](https://wr.english.fsu.edu/reading-writing-center): <https://wr.english.fsu.edu/reading-writing-center>

[FSU Libraries](https://www.lib.fsu.edu/): <https://www.lib.fsu.edu/>

[Office of Accessibility Services](https://dsst.fsu.edu/oas): <https://dsst.fsu.edu/oas>

## CAREER SERVICES

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[Career Center](https://www.career.fsu.edu/): <https://www.career.fsu.edu/>

[Center for Academic & Professional Development](https://learningforlife.fsu.edu/): <https://learningforlife.fsu.edu/>

[Preparing Future Professionals \(PFP\) Program](https://gradschool.fsu.edu/degrees-and-programs/preparing-future-faculty-pff): <https://gradschool.fsu.edu/degrees-and-programs/preparing-future-faculty-pff>

[University Libraries](https://www.lib.fsu.edu/): <https://www.lib.fsu.edu/>

## FSU RECREATION/EVENTS

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[College of Music Concerts & Events](https://music.fsu.edu/concerts-and-events): <https://music.fsu.edu/concerts-and-events>

[Crenshaw Bowling Lanes](https://union.fsu.edu/crenshaw): <https://union.fsu.edu/crenshaw>

[FSU Campus Recreation](https://campusrec.fsu.edu/): <https://campusrec.fsu.edu/>

[FSU Flying High Circus](https://circus.fsu.edu/): <https://circus.fsu.edu/>

[FSU Museum of Fine Arts](https://artsandculture.google.com/partner/florida-state-university-museum-of-fine-arts): <https://artsandculture.google.com/partner/florida-state-university-museum-of-fine-arts>

[FSU Student Affairs](https://studentaffairs.fsu.edu/): <https://studentaffairs.fsu.edu/>

[Oglesby Union](https://union.fsu.edu/): <https://union.fsu.edu/>

[Opening Nights Events](https://openingnights.fsu.edu/events/): <https://openingnights.fsu.edu/events/>

[School of Dance Events](https://dance.fsu.edu/events): <https://dance.fsu.edu/events>

[Union Productions](https://union.fsu.edu/up): <https://union.fsu.edu/up>

[WVFS Tallahassee 87.9FM, "The Voice of Florida State"](https://wvfs.fsu.edu/): <https://wvfs.fsu.edu/>

## HEALTH & WELLNESS

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[Center for Couple & Family Therapy](https://healthandhumansciences.fsu.edu/human-development-family-science/centers-institutes/ccft/): <https://healthandhumansciences.fsu.edu/human-development-family-science/centers-institutes/ccft/>

[Health Insurance Subsidy Benefit](https://gradschool.fsu.edu/funding-awards/subsidy-benefit): <https://gradschool.fsu.edu/funding-awards/subsidy-benefit>

[University Counseling Center](https://counseling.fsu.edu/): <https://counseling.fsu.edu/>

[University Health Services](https://uhs.fsu.edu/): <https://uhs.fsu.edu/>

[Victim Advocate Program](https://dsst.fsu.edu/vap): <https://dsst.fsu.edu/vap>

## HOUSING

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[CGE Housing Options](https://cge.fsu.edu/living-tallahassee/housing): <https://cge.fsu.edu/living-tallahassee/housing>

[Graduate Student Housing](https://housing.fsu.edu/future-residents/graduate-and-non-traditional-student-housing): <https://housing.fsu.edu/future-residents/graduate-and-non-traditional-student-housing>

[Off-Campus Housing](https://offcampushousing.fsu.edu/): <https://offcampushousing.fsu.edu/>

[University Housing](https://housing.fsu.edu/): <https://housing.fsu.edu/>

## DIVERSITY & LEADERSHIP

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[Center for Global Engagement](https://cge.fsu.edu/): <https://cge.fsu.edu/>

[Center for Leadership & Social Change](https://thecenter.fsu.edu/): <https://thecenter.fsu.edu/>

[Congress of Graduate Students](https://sga.fsu.edu/cogs.shtml): <https://sga.fsu.edu/cogs.shtml>

## TALLAHASSEE COMMUNITY

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[City of Tallahassee](https://www.talgov.com/Main/Home.aspx): <https://www.talgov.com/Main/Home.aspx>

[ISLT's Tallahassee Recommendations](https://bit.ly/3AvwUPy): <https://bit.ly/3AvwUPy>

[Leon County](https://m.leoncountyfl.gov/): <https://m.leoncountyfl.gov/>

[Tallahassee Democrat](https://www.tallahassee.com/) (Local News): <https://www.tallahassee.com/>

[Tallahassee Online Visitor's Guide](https://visittallahassee.com/visitor-services/): <https://visittallahassee.com/visitor-services/>

## TRANSPORTATION

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[Parking on Campus](https://transportation.fsu.edu/parking/parking-permits): <https://transportation.fsu.edu/parking/parking-permits>

[Seminole Express \(Bus Services\)](https://transportation.fsu.edu/bus): <https://transportation.fsu.edu/bus>

[StarMetro](https://www.talgov.com/starmetro/starmetroHome.aspx): <https://www.talgov.com/starmetro/starmetroHome.aspx>

[Transportation & Parking Services](https://transportation.fsu.edu/): <https://transportation.fsu.edu/>