

# 2024–25 Doctoral Handbook: Ph.D. in Instructional Systems & Learning Technologies

**Updated August 16, 2024**

*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.*



**COLLEGE OF EDUCATION,  
HEALTH & HUMAN SCIENCES**

## Table of Contents

- [Section 1. About the Instructional Systems & Learning Technologies Program](#)
- [Section 2. Instructional Systems & Learning Technologies Degree Programs](#)
- [Section 3. Major Professor/Academic Advising](#)
- [Section 4. Office of Academic Services and Intern Support \(OASIS\)](#)
- [Section 5. Instructional Systems & Learning Technologies Faculty & Staff](#)
- [Section 6. Registration](#)
- [Section 7. Program of Study](#)
- [Section 8. Academic Policies](#)
- [Section 9. Doctoral Supervisory Committee](#)
- [Section 10. Doctoral Scholarly Engagement Requirement](#)
- [Section 11. Doctoral Student Annual Evaluations](#)
- [Section 12. Doctoral Diagnostic/Qualifying Exam](#)
- [Section 13. Doctoral Preliminary Exam](#)
- [Section 14. Admission to Candidacy](#)
- [Section 15. Dissertation](#)
- [Section 16. Graduation](#)
- [Section 17. Funding](#)
- [Appendix A. Sexual Misconduct Resources](#)
- [Appendix B. Office of Accessibility Services](#)

- [Appendix C. Student Resources](#)
- [Appendix D. ISLT PhD Candidate Student Progress Policy](#)

## Section 1. About the Instructional Systems & Learning Technologies Program

### General Information

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 [cehhs.fsu.edu/islt](https://cehhs.fsu.edu/islt) (<https://cehhs.fsu.edu/islt>).*

### Program Goals



The doctoral program in ISLT helps you build competencies in several areas, with the overall goal of developing a program of research based on an integrated understanding of inquiry and practice in a focused content area of interest.

#### 1. ISLT Foundations

1. Instructional design and development
2. Human performance technology and instructional systems
3. Learning and instructional theories and models
4. Trends and current issues in the field

5. Focus Area: specialization within instructional systems & learning technologies

## 2. Inquiry & Research

1. Design and implementation of research studies
2. Quantitative and qualitative data analysis and research methods
3. Measurement, assessment, and evaluation

## 3. Dissertation

1. The culminating experience of the doctoral program includes the completion of a dissertation that requires the design and implementation of a research study within the instructional systems & learning technologies domain.

## Section 2. Instructional Systems & Learning Technologies Degree Programs

Students in the ISLT program study the theoretical basis for, and receive applied training in, the design, development, implementation, evaluation, and management of education and training programs. Skill areas range from needs assessment and job analysis through instructional design, multimedia development, and evaluation. The doctoral program differs from the master's program by its strong emphasis on research.

## Section 3. Major Professor/Academic Advising

"Early in the doctoral program, the student should consult with the professors under whom the student may be interested in working and from whose areas of competency a dissertation topic could be selected. The student should request that the selected faculty member serve as major professor. The departmental chair will approve the major professor who must be a member of the faculty with Graduate Faculty Status (GFS) and have special competence in the student's proposed area of concentration. The appointment must be mutually agreeable to the student, major professor, and departmental chair." ([FSU Graduate Bulletin 2024–2025 \(https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf\)](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf), p. 106)

Upon admission, you will be assigned an appropriate faculty member as your Major Professor (i.e., advisor). In appointing a Major Professor, the admissions committee considers such factors pertaining to the faculty member as (1) the match of interests with those of the student; (2) teaching and advising load; (3) percentage of faculty time allotted to Instructional Systems; and (4) specific requests by the student in his/her application.

Although most students work with the same major professor throughout their time at FSU, a change may be requested by the student, the major professor, or both. Occasionally, as student interests mature, students identify an area of specialization which differs from that of the major professor and a new appointment becomes desirable. 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.

## Section 4. Office of Academic Services and Intern Support (OASIS)

**Contact Information:** 2301 Stone Building, (850) 644-3760



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

**Website:** [cehhs.fsu.edu/OASIS](https://cehhs.fsu.edu/OASIS) (<https://cehhs.fsu.edu/OASIS>)

OASIS serves as the representative office for the Academic Dean of the College of Education, Health, & Human Sciences (CEHHS), assisting graduate students in the steps and milestones required to achieve degree completion. OASIS maintains records for CEHHS students, including all paperwork related to graduate study. OASIS serves as the primary liaison between prospective and current graduate students in CEHHS 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 [FSU Graduate Bulletin 2024–2025](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf) ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)) (p. 97), 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.

### OASIS Staff Contacts

	Name	Contact Info
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## Section 5. Instructional Systems & Learning Technologies Faculty & Staff

### Full-Time Faculty

	Name	Contact Info
	<p><b><u>Dr. Kerry Burner</u></b> (<a href="https://cehhs.fsu.edu/faculty-and-staff/dr-kerry-burner">https://cehhs.fsu.edu/faculty-and-staff/dr-kerry-burner</a>)</p> <p>Associate Teaching Professor</p>	<p>3205G Stone Building</p> <p><a href="mailto:kburner@fsu.edu">kburner@fsu.edu</a> (<a href="mailto:kburner@fsu.edu">mailto:kburner@fsu.edu</a>)</p>
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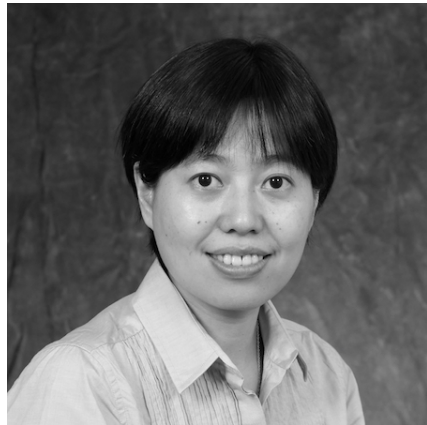


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## Program Staff

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## Section 6. Registration

For questions or for assistance in registering for thesis/dissertation hours, DIS hours, defense courses, qualifying exams, preliminary exams, or other non-lecture courses, please contact your major professor.

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

### Registration Windows and Academic Calendars

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/> (<http://registrar.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 <https://sc.my.fsu.edu/students/how/enroll-classes-your-shopping-cart> (<https://sc.my.fsu.edu/students/how/enroll-classes-your-shopping-cart>).

- A detailed University Academic Calendar (and an Extended Calendar) can be viewed, by semester/term, at <https://registrar.fsu.edu/bulletins/calendar> (<https://registrar.fsu.edu/bulletins/calendar>)

## Required First Day Attendance Policy

"Attendance at the first class meeting is mandatory unless properly excused by the class's instructor. University-wide policy requires all students to attend the first class meeting of all classes for which they are registered. Students who do not attend the first class meeting of a class for which they are registered will be dropped from the class by the academic department that offers the class. This policy applies to all levels of classes and to all campuses and study centers. This policy does not apply to any class added after its first official meeting. It remains the student's responsibility to verify class drops and check that fees are adjusted.

**"Note:** Students who have received some or all their financial aid prior to the end of the drop/add period for a term may be subject to repayment of financial aid if there is a change in their financial aid eligibility. Examples of this may include, but are not limited to, reduction of class load below required levels, cancellation of schedule, failure to meet satisfactory academic progress requirements, and other conditions required to maintain financial aid eligibility." ([FSU Graduate Bulletin 2024–2025 \(https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf\)](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf), p. 91)

## Student Course Load

"Recipients of stipends from the University, whether holders of fellowships or assistantships, must be full-time students as defined below. Non-degree-seeking students are not required to obtain underload permission. The University reserves the right to determine full-time status based on course and/or research load and stage of degree completion.

"Graduate assistantship holders of appointments that combine to a **quarter-time** or greater than **nine credit hours per term** is defined as a full-time load for those university policies that require a student to be considered full-time. Academic deans or designees may grant exceptions to this policy for teaching assistants in those departments which conform to national course load policies in their disciplines.

"For graduate students receiving a university or externally funded fellowship as defined by the Office for Graduate Fellowships and Awards, nine credit hours per semester constitutes a full-time load.

"A graduate student may not carry more than 15 credit hours without obtaining permission. A heavier load may be permitted by the student's academic dean or designee. Graduate credit hours outside of formal coursework (such as thesis or dissertation credit hours, directed individual study (DIS) credit hours, and hours spent in supervised research and/or teaching) are included in student-load calculation.

"Students who wish to register for fewer than nine credit hours per term must initiate the request, have it approved by the student's faculty advisor, and it may require written approval from their academic dean or designee prior to registration. Guidelines for dean's level approval vary by college and are available at respective Dean's Offices. An approved Tuition Underload Form may be needed, when applicable.

"Enrollment designation of full-time or half-time is a key element in determining eligibility for Financial Aid awards. Financial Aid eligibility is determined by the requirements set forth by the type of loan, scholarship, grant, fellowship, etc. and may require a student to enroll in more than nine hours to meet the eligibility requirement for full-time enrollment. To be eligible to receive Financial Aid, all graduate students must be

enrolled for at least six credit hours per semester. To maintain eligibility for financial aid (federal, state, or institutional), students must be enrolled at least half-time. For financial aid purposes, graduate students at FSU must be enrolled for a minimum of six credit hours each semester to be eligible for financial aid." ([FSU Graduate Bulletin 2024–2025 \(https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf\)](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf), p. 86)

### Standard Full-Time Load and Underload Definitions

"The standard full-time load for graduate students for certification purposes is nine credit hours per term unless otherwise noted.

"Some departments may permit students to register for less than full-time enrollment, also called an underload. This part-time underload registration may consist of individualized graduate credit hours and must be initiated by the student, approved by the student's faculty advisor, and may require approval by the academic dean or designee. Guidelines for dean's level approval by college and are available at respective Dean's Offices. An approved Tuition Underload Form may be needed, when applicable." ([FSU Graduate Bulletin 2024–2025 \(https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf\)](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf), p. 86)

### Graduate Student Enrollment: Doctoral Students

"After completing the required coursework, passing the Preliminary Examination, submitting an Admission to Candidacy to the Office of the Registrar, and continuing to use campus facilities and/or receiving faculty supervision, but not yet having been cleared by the Manuscript Clearance Office, a full-time doctoral student shall register for a minimum of two credit hours of dissertation (or treatise hours for College of Music doctoral students) per semester, including Summer term, plus additional credit hours adding up to the required full-time load, until completion of the degree. A doctoral student also must be enrolled in a **minimum of two hours of dissertation** (or treatise hours for College of Music doctoral students) in the semester of graduation as part of any full-time load or underload.

"Some students may be eligible to register for an underload. Such an underload may consist of two credit hours of dissertation (or treatise hours for College of Music doctoral students) per semester (or term) until completion of degree, plus any additional credit hours deemed necessary by the student's major professor, adding up to less than a full-time load. Such an underload constitutes minimum enrollment on a part-time basis and does not equate to full-time enrollment. Underload requests must be initiated by the student, approved by the student's faculty advisor, and may require approval by the academic dean or designee. Guidelines for dean's level approval vary by college and are available at respective Dean's Offices. An approved Tuition Underload Form may be needed, when applicable. Before registering for dissertation hours (or treatise hours for College of Music doctoral students), the student must consult the major professor as to the proportion of time to be devoted to dissertation work." ([FSU Graduate Bulletin 2024–2025 \(https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf\)](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf), pp. 86–87)

### Drop/Add or Changes of Schedule

"During the first four days of the term, students can add or drop individual classes, or they may change one class section for another. Students are financially liable for all courses appearing on their schedule after the

fourth day of classes. To add courses after the first four days of classes may require the academic dean's approval. Classes dropped during this period do not appear on the student's transcript. Individual courses may be dropped through the seventh week of classes except for mandated college preparatory courses, freshman composition, and courses involved in allegations of academic dishonesty; however, tuition charges remain. Approval by the student's academic dean is required to:


- reduce the academic load below 12 credit hours;
- increase an undergraduate academic load above 15 credit hours (to a maximum of 21 credit hours); or
- increase a graduate academic load above 18 credit hours (to a maximum of 21 credit hours).

"Dean's approval for an overload or underload must be submitted to the Office of the University Registrar. If the student is appointed as a graduate assistant or is supported on a fellowship, an underload request form must be completed and submitted to the Dean of the Graduate School for approval.

"After the seventh week of classes, courses may be dropped only in exceptional circumstances. Approval is required by the advisor and the academic dean. Such courses will appear on the student's transcript with the notation "WD." Students who register for courses but who do not attend the classes will receive grades of "F" if the courses are not officially dropped. Students changing from a previous Bulletin year should consult their academic dean regarding limitations concerning the policy described above." (**FSU Graduate Bulletin 2024–2025** ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), pp. 89–90)

*\*This must be done through OASIS for all College of Education, Health, & Human Sciences students.*

Guides for dropping a class:

- **Drop a Class from an Open Enrollment Term** (<https://sc.my.fsu.edu/students/how/drop-class-open-enrollment-term-current-or-future>)
- **Drop a Class from a Closed Enrollment Term**  (<https://www.youtube.com/watch?v=izmirPLzQjs>)

### Leave of Absence

"Under special circumstances, graduate students may apply for a leave of absence from the University for a specific period of up to three consecutive semesters (includes Summer term). The circumstances justifying a leave include but are not limited to: personal or family medical conditions, call to active military duty, parental leave, death in immediate family, or completion of an off-campus internship. The student must provide appropriate documentation and a rationale for the leave request." (**FSU Graduate Bulletin 2024–2025** ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), p. 94)

For more complete details regarding the process of taking a leave of absence and applying for readmission, please refer to the **FSU Graduate Bulletin 2024–2025** ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)) (pp. 94–95).

### Withdrawal

"All graduate, law, or medicine (MD degree) students who wish to leave the University after the close of the drop/add period for a term must formally withdraw. Dropping all classes does not constitute formal withdrawal. Students who do not attend classes and fail to withdraw will be assigned grades of 'F' for each

course.

"Withdrawal requests are not automatically approved but must be requested. Withdrawals are initiated in the withdrawal services section of the Department of Student Support and Transitions located in the University Center. The statement 'Withdrew from the University' will appear on the transcripts of students who properly withdraw within the first seven weeks of class. Under documented exceptional circumstances (beyond the student's control), as determined by the appropriate academic dean, a student withdrawing from the University may receive 'WD' grades in all courses taken that term." ([FSU Graduate Bulletin 2024–2025 \(https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf\)](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf), p. 95)

For more complete details regarding the process of withdrawing from the university and applying for readmission, please refer to the [FSU Graduate Bulletin 2024–2025 \(https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf\)](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf) (pp. 95–96).

## Section 7. Program of Study

For questions related to your program of study, please contact your major professor.

"As soon as possible, the student, under the supervision of a designated advisor or major professor, should prepare and receive approval of a plan of courses to be taken. This Program of Study must be signed by the faculty advisor or major professor and the chair of the major department. A copy of the student's approved Program of Study is to be kept on file in the department. At the time of the annual review, changes to the plan should be noted and approved. Once designated, the supervisory committee should be included as part of the approval process for any changes to the Program of Study." ([FSU Graduate Bulletin 2024–2025 \(https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf\)](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf), p. 107)

Students must submit a signed program of study to The Office of Academic Services and Intern Support (OASIS) by the end of the third semester after admission to the program. Program of study templates may be found on the OASIS ["For Graduate Students" website \(https://cehhs.fsu.edu/oasis/graduate-students\)](https://cehhs.fsu.edu/oasis/graduate-students).

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

### Tentative Program Plan for ISLT PhD Students

You should confer with your assigned major professor to formulate a schedule for your first semester.

By the end of your second semester, you should prepare a plan for all of your remaining course work and submit an official *Program of Study* (POS). When you review the list of course requirements (see Curriculum and Course requirements), please be aware that there are some courses that should be taken in a proper sequence to ensure that you proceed efficiently and have completed prerequisite courses at the appropriate times.

### Focus Area for ISLT PhD Students

Your *focus area* should consist of a set of at least four courses (12 credit hours) related to your research

interests within Instructional Systems & Learning Technologies. The focus area must include at least one doctoral research seminar. Doctoral research seminars are offered on a regular basis, with different topics depending on the instructor.

Some example focus areas may include courses related to: instructional design/development, learning sciences and technology, human performance technology, and program evaluation.

Consult with your major professor to develop your program of study.

## Curriculum Overview for ISLT PhD Students

The set of courses listed below meets all Program, College, and University requirements. The required coursework, inclusive of dissertation hours, totals **81 credit hours**. However, the actual number of credit hours needed to successfully earn the degree can vary depending on individual circumstances and doctoral committee guidance. If you enter the doctoral program with a previous Master's degree, you might be able to apply all or part of your previous work toward reducing the credit hours, depending on its relevance to the required courses and elective options in this curriculum. Approvals of prior coursework or waivers for specific course requirements are decided by your doctoral advisory committee based on the recommendations of your major professor. The minimum number of credit hours earned at FSU for the ISLT Ph.D. degree is 48 (24 in coursework and 24 dissertation hours). The maximum number of credit hours that may be completed for this degree is 150. These extremes are very rare; most students should anticipate completing 81 credit hours at FSU to earn their Ph.D.

## Specific Courses Needed to Fulfill the ISLT Curriculum Requirements

- **Instructional Systems Foundations** (15 credits)
  - EME5601 Introduction to Instructional Systems (3 credits)
  - EME5603 Introduction to Systematic Instructional Design (3 credits)
  - EME6677 Advanced Instructional Design & Development (3 credits)
  - EDP5216 Theories of Learning & Instruction (3 credits)
  - EME5608 Trends & Issues in Instructional Design (3 credits)
- **Research Foundations** (6-10 credits)
  - EDF5400 Basic Descriptive & Inferential Statistics Applications (4 credits, if needed)
  - EDF5401 General Linear Model Applications (3 credits)
  - EDF5481 Methods of Educational Research (3 credits)
- **Instructional Systems Inquiry Core** (18–24 credits)
  - **Fall Cycle (take at least 3):**
    - EME6xxx Qualitative Analysis in ISLT (3 credits)
    - EME6xxx Collaborative Research in ISLT (3–6 credits)
    - EME6694 Academic Publishing in ISLT (3 credits)
    - EDF6499 Discourse and Conversation Analysis (3 credits)
    - EME6635 Seminar in Advanced Instructional Systems Problems (3 credits)
  - **Spring Cycle (take at least 3):**
    - EDG6362 Instructional Systems Research Seminar (3 credits)
    - EDG6363 Research on Learning, Instruction, & Performance Systems (3 credits)

- EME6665 Synthesis, Analysis, and Argumentation in Instructional Systems Research (3–6 credits)
- **Focus Area** (9 credits, at minimum)
- **Dissertation** (24 credits, at minimum)

### Research Paper & Apprenticeship Requirement for ISLT PhD Students

The required Research Apprenticeship provides an opportunity for you to complete the Research Paper requirement and to develop research/inquiry skills under the direction of a faculty member within the ISLT program. To complete the apprenticeship, you must find a faculty member within the ISLT program who will work collaboratively with you on an empirical study.

*Request for Direct Independent Study (DIS) or Supervised Research Form can be found at <https://cehhs.fsu.edu/oasis/graduate-students> (<https://cehhs.fsu.edu/oasis/graduate-students>)*

The purpose of the Research Paper requirement is to develop your ability to conduct an empirical study and write a peer-reviewed manuscript. This requirement must be completed *prior to* enrollment for dissertation work.

To meet the Research Paper requirement, you must have a paper reporting an empirical study accepted by a peer-reviewed conference or a peer-reviewed journal. If the paper is a *conference paper*, it must be a complete manuscript (i.e., not an abstract or extended abstract).

You must be the **first or second author** on the paper. If you are the second author, the first author must certify in writing that your contributions to the paper were substantial. In either case, your doctoral committee (Instructional Systems & Learning Technologies members) will determine whether the paper meets the criteria.

## Section 8. Academic Policies

For questions related to ISLT Ph.D. academic policies, please contact your major professor and/or the ISLT Ph.D. Program Coordinator, **Dr. Bret Staudt Willet**, at [bret.staudtwillet@fsu.edu](mailto:bret.staudtwillet@fsu.edu) (<mailto:bret.staudtwillet@fsu.edu>).

For a listing of other important University academic regulations and policies, visit <https://registrar.fsu.edu/bulletin/graduate-information> (<https://registrar.fsu.edu/bulletin/graduate-information>).

### Transfer Credit

"Transfer of graduate courses not counted toward a previous degree from another regionally accredited U.S. graduate school (or comparable international institution) is limited to six semester hours, and transfer of graduate courses not counted toward a previous degree within Florida State University is limited to twelve semester hours, except when the departmental course requirement exceeds the thirty hour University-wide minimum requirement. In the latter case, additional transfer credit may be allowed to the extent of the additional required hours. In all cases, the majority of credit must be earned through Florida State University

or its official consortial institutions. All transfer credit must: 1) be recommended by the major department; 2) be evaluated as graduate work by the Records Audit and Analysis in the Office of the University Registrar at Florida State University; and 3) have been completed with grades of 3.0 ('B') or better.

"Grades earned at another institution cannot be used to improve a grade point average or eliminate a quality point deficiency at Florida State University.

"The University does not accept experiential learning or award credit for experiential learning. Transfer credit based on experiential learning from another institution will not be accepted." (**FSU Graduate Bulletin 2024–2025** ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), p. 102)

### Policy for Dismissing a Graduate Student for Reasons Other Than GPA

"The University reserves the right to dismiss graduate students and terminate their enrollment in an academic program based on a number of different criteria, beyond that of GPA alone. Oversight is provided by The Graduate School, Office of Faculty Development and Advancement, and Office of the Registrar. Additional details on the steps involved in the process are available for faculty and administrators from the Office of Faculty Development and Advancement and for graduate students at the Graduate School.

"Dismissed students will not be permitted to register for further graduate study, including registering as non-degree students, in the degree program or college from which they had enrollment terminated.

"Graduate students who have been dismissed from one degree program may seek admission to another degree program but will not be readmitted or allowed to add the dismissed degree program back as a second major or degree. This includes seeking admission into a different degree program that shared a joint pathway with the dismissed degree program.

"Program terminations (dismissal for a reason other than GPA) are generally identified by the faculty with support from the Department Chair (or unit head) in the department/unit or single-unit college level and may occur for a number of different reasons.

"As specified by university policy, Graduate policy, or within the unit's Graduate Student handbook, reasons may include but are 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 extent 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, internship work, etc.).
- Failure to meet artistic or creative performance standards.
- Failure to be approved for an Extension of Time (EOT).
- Failure to complete important degree milestone requirements within a reasonable period of time.
- Inability to pass the doctoral diagnostic exam, preliminary exam for admission to candidacy in, etc.
- Failure to complete the doctoral degree or make timely progress towards the research or writing of their treatise or dissertation.

- Failure to complete the master's degree or make timely progress towards the research or writing of their thesis, or the production of their thesis-equivalent creative project.

"In addition, please note that suspension or expulsion from the university may result if a student is found responsible in a formal Academic Honor Policy (AHP) hearing for an egregious AHP violation, or as an outcome from a Student Conduct Code charge for which a student is found responsible.

"Graduate program handbooks **MUST** provide information about failure to meet specific milestone or behavioral requirements. Students who are dismissed for reasons other than grades may follow the General Academic Appeals process if they have evidence that academic regulations and procedures have been improperly applied." (**FSU Graduate Bulletin 2024–2025** ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), pp. 94)

### Time Limit for Completion of Degree Requirement

"All requirements for the doctoral degree must be completed within five calendar years from the time the student passes the preliminary examination and is admitted to the candidacy. If the student's major professor and/or Department Chair does not choose to either approve an Extension of Time (EOT) or require the student to take the preliminary exam and/or coursework again for readmission to candidacy, then the student may no longer be enrolled in that program or at Florida State University." (**FSU Graduate Bulletin 2024–2025** ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), p. 107)

### Grade Appeals System

"The purpose of the grade appeals system is to afford an opportunity for an undergraduate or graduate student to appeal a final course grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement utilized during the grade appeals process is the one contained in the instructor's syllabus at the beginning of the semester. This system does not apply to preliminary or comprehensive exams or to thesis or dissertation defenses; these issues are reviewed by the Student Academic Relations Committee via the Vice President for Faculty Development and Advancement." (**FSU Graduate Bulletin 2024–2025** ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), p. 81)

The specific steps of the Grade Appeals System are detailed in the **FSU Graduate Bulletin 2024–2025** ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)) (pp. 81–82) and on the **Office of Faculty Development and Advancement website** (<https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/grade-appeals-system>).

### Graduate Ombuds

"The Graduate Student Ombudsperson serves as a resource and independent/neutral party for graduate students, who may have a university related concern, to help explore matters by providing a safe space for confidential examination of options and strategies to serious concerns. Through independence, neutrality, impartiality, and confidentiality, the Graduate Student Ombudsperson seeks to provide clarity and direction to

difficult issues, as well as provide graduate students with a mechanism to voice their concerns." ([FSU Graduate Ombuds website \(https://gradombuds.fsu.edu/\)](https://gradombuds.fsu.edu/))

## Academic Honor Policy

"The Academic Honor Policy is an integral part of the FSU academic environment. The policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. New students are introduced to the Academic Honor Policy at Orientation and pledge to uphold it at New Student Convocation. In surveys, students have indicated that the strength of an individual instructor's message about the importance of academic integrity is the strongest deterrent to violating the Academic Honor Policy. Thus, instructors should remind students of their obligations under the policy and fully communicate their expectations to students. If an instructor encounters academic dishonesty, they should follow the procedures detailed below to resolve the alleged violation in a timely manner while protecting the personal and educational rights of the student." ([FSU Office of Faculty Development and Advancement \(http://fda.fsu.acsitefactory.com/academic-resources/academic-integrity-and-grievances/academic-honor-policy\)](http://fda.fsu.acsitefactory.com/academic-resources/academic-integrity-and-grievances/academic-honor-policy))

The complete, up-to-date [FSU Academic Honor Policy \(http://fda.fsu.acsitefactory.com/academic-resources/academic-integrity-and-grievances/academic-honor-policy\)](http://fda.fsu.acsitefactory.com/academic-resources/academic-integrity-and-grievances/academic-honor-policy) is available online.

## FSU Academic Honor Pledge

"I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at the Florida State University. I will abide by the Academic Honor Policy at all times." ([FSU Graduate Bulletin 2024–2025 \(https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf\)](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf), p. 76)

## Academic Honor Violations

**Note:** Instructors are responsible for following and reinforcing the importance of the Academic Honor Policy in their courses and for clarifying in writing their expectations regarding collaboration and multiple submission of academic work.

"Examples have been provided for the purpose of illustration and are not intended to be all-inclusive. All charges include attempting to commit the alleged violation. Failed violation attempts will be construed as similar to completed violations in determining charges and sanctions.

1. **PLAGIARISM. Presenting the work of another as one's own (i.e., without proper acknowledgement of the source).** Typical examples include using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts, or information without acknowledgement of the source; utilizing ghostwriting or pay-for-paper services; or submitting another's work through online thesaurus software.
2. **CHEATING. Improper access to or use of any information or material that is not specifically condoned by the instructor for use in the academic exercise.** Typical examples include copying from another student's work or receiving unauthorized assistance during a quiz, test, or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are

not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams. This includes unauthorized actions taken on any social media platform.

3. **UNAUTHORIZED GROUP WORK. Unauthorized collaborating.** Typical examples include working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor. This includes unauthorized actions taken on any social media platform.
4. **FABRICATION, FALSIFICATION, AND MISREPRESENTATION. Unauthorized altering or inventing of any information or citation that affects grades given for academic work or attendance.** Typical examples include inventing or counterfeiting data or information; falsely citing the source of information; altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for a class absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.
5. **MULTIPLE SUBMISSION. Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make expectations regarding whether students may incorporate existing work into new assignments clear in writing.** Typical examples include submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.
6. **ABUSE OF ACADEMIC MATERIALS. Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.** Typical examples include stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (This refers only to abuse as related to an academic issue.)
7. **COMPLICITY IN ACADEMIC DISHONESTY. Intentionally helping another commit an act of academic dishonesty.** Typical examples include knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information."

(**FSU Graduate Bulletin 2024–2025** ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), pp. 76–77)

## Section 9. Doctoral Supervisory Committee

For questions related to forming your doctoral supervisory committee, please contact your major professor and/or the ISLT Ph.D. Program Coordinator, **Dr. Bret Staudt Willet**, at [bret.staudtwillet@fsu.edu](mailto:bret.staudtwillet@fsu.edu) (<mailto:bret.staudtwillet@fsu.edu>).

The supervisory committee is typically formed during the third year, as part of the Preliminary Examination. When selecting members of the supervisory committee, the student needs to discuss with and have the consent of the major advisor. 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. The student should make the selection of the supervisory committee with the assistance of the major professor.

If the student wishes 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 form can be found at <https://cehhs.fsu.edu/oasis/graduate-students> (<https://cehhs.fsu.edu/oasis/graduate-students>).

## Section 10. Doctoral Scholarly Engagement Requirement

For questions related to ISLT Ph.D. Scholarly Engagement Requirement, please contact your major professor and/or the ISLT Ph.D. Program Coordinator, **Dr. Bret Staudt Willet**, at [bret.staudtwillet@fsu.edu](mailto:bret.staudtwillet@fsu.edu) (<mailto:bret.staudtwillet@fsu.edu>).

"The purpose of the Scholarly Engagement requirement is to ensure that doctoral students are active participants in the scholarly community. 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. Each academic unit with a doctoral program should include a program specific statement in its Graduate Handbook describing how its students can meet the Scholarly Engagement requirement." ([FSU Graduate Bulletin 2024–2025](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf) ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), p. 105)

Scholarly engagement is an important part of being a successful doctoral student in the ISLT 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 advisors, the rest of the faculty, and their peers. Second year doctoral students will begin to be actively engaged in research projects with their advisors 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 research findings, and maintaining an active presence in professional organizations.

Each year, ISLT doctoral students will work with their advisors 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 in which students may participate 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 Research Showcase** (<https://cehhs.fsu.edu/research/cehhs-research-showcase>))
- 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 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

## Section 11. Doctoral Student Annual Evaluations

For questions related to ISLT Ph.D. Student Annual Evaluations, please contact your major professor and/or the ISLT Ph.D. Program Coordinator, **Dr. Bret Staudt Willet**, at [bret.staudtwillet@fsu.edu](mailto:bret.staudtwillet@fsu.edu) (<mailto:bret.staudtwillet@fsu.edu>).

"Each year, the supervisory committee, the major professor, or the student's advisor prior to selection of a major professor will assess the progress of the student in writing and will make available copies of the annual review to the student, the departmental chair, and the academic dean." (**FSU Graduate Bulletin 2024–2025** ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), p. 106)

The annual evaluation form can be found at <https://cehhs.fsu.edu/oasis/graduate-students> (<https://cehhs.fsu.edu/oasis/graduate-students>). Each year, the form must be signed by the student and the major professor(s), and the form must be submitted to OASIS by **July 1**.

## Section 12. Doctoral Diagnostic/Qualifying Exam

For questions related to the qualifying exam, please contact your major professor and/or the ISLT Ph.D.

## Timing

All full-time doctoral students will complete the qualifying exam during their second term in the program (i.e., Spring). Part-time doctoral students will complete the qualifying exam the semester after they have completed 15 credit hours in the program.

The timeline for qualifying is non-negotiable. The exam may not be deferred to a later term with the exception of truly exceptional circumstances. Permission to defer must be approved by a majority faculty vote at the faculty meeting prior to the qualifying exam. In the event of deferral due to 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 ISLT doctoral program.

Students who are not making adequate progress in the program at this time may either be counseled out of the program or may be asked to complete certain coursework (e.g., intensive English courses) or gain certain experiences (e.g., complete an internship or participate in a research group) and return for re-assessment the following term.

## Exam Components

The Qualifying Exam consists of two components:

1. Portfolio Creation
2. Portfolio Defense

The portfolio will be submitted to the faculty in electronic form (preferably a PDF file) two weeks prior to the defense date.

The portfolio should consist of:

1. **Program of study**, completed to show all intended coursework (it is okay if you later need to make changes so long as your advisor approves the changes)
2. **CV**
3. **Statement of research interest** (1-2 page statement indicating your specific research interests and your short-term (i.e., next 1-2 years) plan for working toward your research goals)
4. **Statement of career interest** (1-2 page statement of your future career objectives and how you plan to achieve that goal)
5. **Self-assessment** (1 page self-assessment of strengths/weaknesses related to program areas: instructional design skills, research skills, writing ability, technology skills; also identify how you might work on your weak areas)
6. **Summary of research activities to date** (completed and planned; indicate participation in research groups, projects worked on, projects planned, conferences and publications for which you are currently

preparing submissions)

7. **Proposed timeline for degree completion.** Indicate each major milestone (last semester of coursework, preliminary exam, prospectus defense dissertation defense)

## Exam Procedures

Portfolio defenses will be scheduled on 1-2 dates (depending on the number of students completing the qualifying exam) toward the end of the term. Defenses will last 20–30 minutes each.

Defenses will be structured as follows:

1. **5-minute** student presentation to faculty, providing overview of:
  1. Research interests
  2. Research activities (to date and planned)
  3. Career interests
  4. Self-assessment
2. 15-20 minute discussion of progress with faculty
3. 5 minute faculty deliberation
4. Oral communication of results to student

Post-defense, a formal, written summary of results will be provided to the student and placed in the student's academic record file.

## Exam Outcomes

There are three 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.
2. **Return for Reassessment.** In the event that there is a major but readily addressed concern about student skills or professional abilities and disposition in one or more areas, the faculty will make recommendations to the student for how to improve in this area. The student will then return for reassessment during the QE process during the next term. The student will either pass or fail during the next term.
3. **Fail.** In the event that there is a significant concern about the student's ability to succeed in the ISLT doctoral program or with the student's professional disposition, the student will be counseled out of the program. If the student is returning for reassessment, having taken the Qualifying Exam during the previous semester, and does not pass during this second try, the outcome will be fail.

## After Qualifying

After taking the Qualifying Exam, please complete and return the [Diagnostic/Qualifying Examination form](https://cehhs.fsu.edu/sites/g/files/upcbnu4516/files/2024-04/Diagnostic_qualifying_Exam_Form_2024.pdf) ([https://cehhs.fsu.edu/sites/g/files/upcbnu4516/files/2024-04/Diagnostic\\_qualifying\\_Exam\\_Form\\_2024.pdf](https://cehhs.fsu.edu/sites/g/files/upcbnu4516/files/2024-04/Diagnostic_qualifying_Exam_Form_2024.pdf)) to OASIS, Graduate Support, Stone Building.

## Section 13. Doctoral Preliminary Exam

For questions related to the preliminary exam, please contact your major professor and/or the ISLT Ph.D. Program Coordinator, **Dr. Bret Staudt Willet**, at [bret.staudtwillet@fsu.edu](mailto:bret.staudtwillet@fsu.edu) (<mailto:bret.staudtwillet@fsu.edu>).

## Purpose and Goals of the Preliminary Exam

The **purpose** of the Preliminary Exam is for students to demonstrate their ability to synthesize knowledge from required instructional systems courses, apply knowledge and skills from research design and methods courses, and demonstrate their ability to conduct independent research. Satisfactory completion of the Preliminary Exam is required for admission to candidacy for the doctoral degree.

The **summative goals** of the ISLT Ph.D. Preliminary Examination include:

- Assess the student's knowledge and skills acquired from four required Instructional Systems Foundations courses (EME5601, EME5603, EME6677, and EDP5216).
- Assess the student's ability to apply knowledge and skills from Research Foundations and Inquiry Core courses.
- Assess the student's ability to design and clearly communicate a focused, cohesive research study.

The **formative goals** of the ISLT Ph.D. Preliminary Examination include:

- Develop a professional portfolio of materials that demonstrate the student's scholarly expertise.
- Advance the student toward conceptualizing a significant and feasible dissertation study.

## ISLT Academic Integrity Statement

The **FSU Academic Honor Policy** (<https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>) sets university-level expectations for academic integrity. The follow paragraphs further explain how some of these expectations apply more specifically to the type of academic work that students complete in the Instructional Systems and Learning Technologies coursework and capstone experiences across all areas (graduate certificates, M.S., Ed.D., Ph.D.).

### Style Guide and Expectations for Attribution

All works referenced by students, regardless of medium, should be given appropriate attribution. In written papers, the APA Style Guide (7<sup>th</sup> Edition) should be followed for both in-text citations and end-of-document reference lists. For other media (e.g., slides, videos), attribution is still necessary, and the course instructor may be consulted for guidance on how to provide attribution.

Students are expected to know the difference between quotations and citations, and give appropriate attribution to quotations per the APA Style Guide (7<sup>th</sup> Edition). Although not a replacement for owning the APA Manual, the **Purdue Online Writing Lab (OWL) website** ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)) offers help.

### Expectations for Originality

Across all courses and examinations, student work is expected to be original and created specifically for that course or examination. Students may not reuse work created for prior courses unless approved to do so by the current course instructor or exam proctor. Students may not reuse work created for concurrently taken

courses unless both instructors are aware and have approved of it.

Originality extends beyond original text to other media. For example, in some courses it is expected that students will participate in original data collection/analysis unless specifically stated otherwise. In some courses it is expected that students will engage in original media development (images, audio tracks, etc.). When data or media from other sources is incorporated into another assignment, appropriate credits to the original authors or copyright holders must be provided.

Creating original work—although it often requires struggle and iteration—is essential for learning. Although generative AI tools (e.g., ChatGPT) can produce fairly decent results with little effort, using these for coursework is prohibited (unless explicitly stated otherwise by the instructor) because the shortcuts on effort will also cut short your depth of understanding and development of skill. When it comes to learning, slow and inefficient processes can actually be good things.

### Assessment of Originality

Some course assignments will be submitted directly to TurnItIn at the time of submission. In other instances, course instructors reserve the right to submit a student's coursework (e.g., assignments, discussion posts) to TurnItIn or similar (e.g., reverse image search engines) should an issue related to originality and intellectual property be suspected.

### Expectations for Originality in the Preliminary Exam

The preliminary exam materials will draw extensively from student's classwork and scholarly activities spanning several years. However, the content submitted for the preliminary should be freshly compiled and significantly updated and synthesized into a new, coherent whole. The submitted materials should represent the student's best, most up-to-date work.

#### Preliminary Exam Components

The preliminary exam has two components for the student to prepare: a **Scholarly Portfolio** and a **Prospectus Foundation**. To pass the Preliminary Exam, students must pass both components.

### Part 1: Scholarly Portfolio

The Scholarly Portfolio is an opportunity for the student to curate and demonstrate evidence of their efforts across the initial several years of the ISLT Ph.D. program as well as articulate their current philosophy in key scholarly areas.

The Scholarly Portfolio will be reviewed by the ISLT faculty.

The Scholarly Portfolio will contain six pieces, curated in a private **online portfolio** hosted on OneDrive, accessible to all ISLT faculty members. The OneDrive folder should contain the files or links to all six pieces. Students should prepare: (1) a cover letter that introduces themselves and synthesizes all components of the portfolio and (2) a brief, five-minute recorded presentation in which the student expands on the cover letter and provides key highlights of the scholarly portfolio. Students should also include a (3) a CV that includes up-to-date documentation of all relevant scholarly activities and written statements of (4) research, (5) design and teaching, and (6) service and leadership.

## 1. Cover Letter

The Cover Letter should be **one page, single-spaced, using 12-point Times New Roman font, with one-inch margins on all sides.**

The purpose of the Cover Letter is to provide an introduction and overview of who the student currently is and who they are aiming to become as a scholar. The Cover Letter is the student's opportunity to make a good first impression, tie together all the pieces of the portfolio, and highlight the most important elements from the CV and their experiences and philosophies of research, design and teaching, and service and leadership. Finally, the student should include several lines in the cover letter that offer reflections on their experiences of compiling and synthesizing the portfolio. For example, discuss which pieces of the portfolio were easy to locate and update, as well as any areas where it was difficult to find common themes.

### *Cover Letter Resources:*

- The Professor Is In: [How To Write Academic Job Cover Letters](https://theprofessorisin.com/category/academic-job-search/how-to-write-academic-job-cover-letters/) ➡ (https://theprofessorisin.com/category/academic-job-search/how-to-write-academic-job-cover-letters/)
- The Professor Is In: [Why Your Job Cover Letter Sucks \(and what you can do to fix it\)](https://theprofessorisin.com/2016/08/26/why-your-job-cover-letter-sucks/) ➡ (https://theprofessorisin.com/2016/08/26/why-your-job-cover-letter-sucks/)
- Inside Higher Ed: [How to Write a Successful Cover Letter](https://www.insidehighered.com/advice/2020/01/22/dos-and-donts-writing-cover-letter-academic-job-market-opinion) ➡ (https://www.insidehighered.com/advice/2020/01/22/dos-and-donts-writing-cover-letter-academic-job-market-opinion)
- FSU Career Center: [Writing Effective Letters](https://career.fsu.edu/sites/g/files/imported/storage/original/application/ec198cae65e78d91533d7ed81fe049a7.pdf) (https://career.fsu.edu/sites/g/files/imported/storage/original/application/ec198cae65e78d91533d7ed81fe049a7.pdf)  
(https://career.fsu.edu/sites/g/files/imported/storage/original/application/ec198cae65e78d91533d7ed81fe049a7.pdf)

## 2. Five-Minute Recorded Presentation

The Five-Minute Recorded Presentation should expand on the information in the cover letter and provide key highlights of the scholarly portfolio overall. The presentation should include slides for visual reference and audio for the student's narration. The recording **should not exceed five minutes** in total.

## 3. CV



There is no page limit for an academic CV. Still, ideally the document would be formatted as **single-spaced, using 12-point Times New Roman font, with one-inch margins on all sides.**

The purpose of the CV is to showcase the breadth of the student's strengths and experiences. Ultimately, this document has a lot of flexibility to communicate a message about the student, and it is left to them to decide what to include or exclude. Still, following academic conventions means that the CV should prominently feature sections on Research, Teaching, and Service.

### *CV Resources:*

- The Professor Is In: [Karen's Rules of the Academic CV](https://theprofessorisin.com/2016/08/19/dr-karens-rules-of-the-academic-cv/) ➡ (https://theprofessorisin.com/2016/08/19/dr-karens-rules-of-the-academic-cv/)

#### [karens-rules-of-the-academic-cv/](#)

- FSU Career Center: [Writing a Curriculum Vitae](https://career.fsu.edu/sites/g/files/imported/storage/original/application/3241240b93400f1b9ed9e4161e81b982.pdf) (<https://career.fsu.edu/sites/g/files/imported/storage/original/application/3241240b93400f1b9ed9e4161e81b982.pdf>)
- Kadir Kozan's CV: [web version](https://kadirkozan.wordpress.com/project1/detailed-cv/)  (<https://kadirkozan.wordpress.com/project1/detailed-cv/>)
- Secil Caskurlu's CV: [PDF version](https://education.fsu.edu/sites/g/files/upcbnu3146/files/SC22CT.rtf) (<https://education.fsu.edu/sites/g/files/upcbnu3146/files/SC22CT.rtf>)
- Bret Staudt Willet's CV: [PDF version](https://www.fsu.edu/cvdb/KSTAUDTWILLET.rtf?0=) (<https://www.fsu.edu/cvdb/KSTAUDTWILLET.rtf?0=>) and [web version](https://bretsw.com/cv/)  (<https://bretsw.com/cv/>)

#### **4. Research Statement**




The Research Statement should be **1–2 pages, single-spaced, using 12-point Times New Roman font, with one-inch margins on all sides.**

The purpose of the Research Statement is twofold. First, students should articulate the focus and significance of their research agenda. This should focus on the types of problems that are interesting to the student, the questions that they tend to investigate, and the methods they have employed. The student should be sure to explicitly connect and situate their research focus within the ISLT field.

Second, students should point to evidence of their research efforts. Evidence could take a wide variety of forms, including:

- Conference activity (e.g., author or co-author of presentations, posters, and/or papers)
- Publication activity (e.g., author or co-author of journal articles, conference proceedings, and/or book chapters)
- Grant activity (e.g., co-PI on a grant, serving as a graduate assistant on a grant project)
- Authored software for research purposes (e.g., R and Python packages, Excel macros, digital intervention systems)
- Innovative research methods

#### *Research Statement Resources:*

- The Professor Is In: [The Golden Rule of the Research Statement](https://theprofessorisin.com/2011/10/21/the-golden-rule-of-the-research-statement/)  (<https://theprofessorisin.com/2011/10/21/the-golden-rule-of-the-research-statement/>)
- The Professor Is In: [Karen's Rules of the Research Statement](https://theprofessorisin.com/2016/09/16/dr-karens-rules-of-the-research-statement/)  (<https://theprofessorisin.com/2016/09/16/dr-karens-rules-of-the-research-statement/>)
- FSU Career Center: [Application Documents](https://career.fsu.edu/students/graduate-students/application-documents) (<https://career.fsu.edu/students/graduate-students/application-documents>)
- Bret Staudt Willet's Research Statement (from 2020 job materials): [Research Statement](https://bretsw.com/post/research-statement/)  (<https://bretsw.com/post/research-statement/>)

#### **5. Design and Teaching Statement**

The Design and Teaching Statement should be **1–2 pages, single-spaced, using 12-point Times New Roman font, with one-inch margins on all sides.**

The purpose of the Design and Teaching Statement is threefold.

First, the statement should describe the student's broad philosophy of and approach to instructional design and instructional practice. The student should be sure to explicitly connect and situate their design and teaching philosophy to theories of learning and situate their approach within the ISLT field. Specific educational technologies and their applications should be discussed. Ultimately, this statement should articulate an argument for how the student is qualified to work and teach in ISLT and why they want to.

Second, the statement should provide one specific example of the student's design experience, highlighting and explaining how they applied systems thinking and learning theories in this instance.

Third, students should point to evidence of their design and teaching efforts. Evidence could take a wide variety of forms, including:

- Course evaluations as TA
- Instructional modules, courses, and/or trainings designed
- Instructional materials developed (e.g., tutorial video, resource guide, job aid)
- Instructional interventions designed
- Relevant ISLT coursework
- Presentations for research groups, brown bags, workshops etc.
- Innovative instructional design and teaching methods

#### *Design and Teaching Statement Resources:*

- The Professor Is In: **The Dreaded Teaching Statement: Eight Pitfalls** ➞ (<https://theprofessorisin.com/2016/09/12/thedreadedteachingstatement/>)
- The Chronicle of Higher Education: **How to Write a Teaching Statement That Sings** ➞ (<https://www.ohsu.edu/sites/default/files/2019-04/Teaching-Statement-Guidebook.pdf>)
- FSU Career Center: **Application Documents** (<https://career.fsu.edu/students/graduate-students/application-documents>)
- Bret Staudt Willet's Teaching Statement (from 2020 job materials): **Teaching Statement** ➞ (<https://bretsw.com/post/teaching-statement/>)
- Bret Staudt Willet's Teaching Philosophy (current): **Teaching** ➞ (<https://bretsw.com/teaching/>)

## **6. Service and Leadership Statement**


The Service and Leadership Statement should be **one page, single-spaced, using 12-point Times New Roman font, with one-inch margins on all sides.**

The purpose of the Service and Leadership Statement is twofold. First, the statement should describe the student's philosophy of and approach to service and leadership in the field of ISLT. Ultimately, this statement should articulate an argument for how the student is ready to step into greater leadership and responsibility in the field of ISLT and why they want to.

Second, students should point to evidence of their service and leadership efforts. Evidence could take a wide variety of forms, including:

- Involvement in the Instructional Systems Student Association (ISSA)
- Graduate student roles in professional associations (e.g., AECT, AERA)
- Review activity (e.g., conference proposals, journal articles)
- Relevant volunteer work in the community, at schools, and with organizations

#### *Service and Leadership Resources:*

- FSU Career Center: **Application Documents** (<https://career.fsu.edu/students/graduate-students/application-documents>)
- Cornell University: **Tenure: Writing and Thinking about Service**  (<https://blogs.cornell.edu/danco/2013/06/21/tenure-writing-and-thinking-about-service/>)

#### ***Scholarly Portfolio Summary: All Required Documents***

Scholarly Portfolio Document	Format
Cover Letter	One page, single-spaced, using 12-point Times New Roman font, with one-inch margins on all sides
Five-minute Recorded Presentation	Video recording, no more than five minutes in length
CV	No page limit, single-spaced, using 12-point Times New Roman font, with one-inch margins on all sides
Research Statement	1–2 pages, single-spaced, using 12-point Times New Roman font, with one-inch margins on all sides
Design and Teaching Statement	1–2 pages, single-spaced, using 12-point Times New Roman font, with one-inch margins on all sides
Service and Leadership Statement	One page, single-spaced, using 12-point Times New Roman font, with one-inch margins on all sides

#### ***Scholarly Portfolio Assessment***

Possible outcomes of the Scholarly Portfolio component are Passed, Failed, Additional work to be completed, or To be re-examined:

- **Passed:** You advance to the Prospectus Plan stage.
- **Failed:** You are ineligible to continue in the degree program.
- **Additional work to be completed:** You need to revise your initial response based on reviewer feedback.

- **To be re-examined:** You will need to retake the Scholarly Portfolio component when the preliminary exam is offered again, usually the following semester.

## Part 2: Prospectus Foundation

The Prospectus Foundation is an opportunity for the student to demonstrate their ability to design a significant and feasible independent research study. This portion of the Preliminary Exam will also provide an opportunity for the student to receive formative feedback on their initial dissertation plans.

The Prospectus Foundation will be reviewed by the student's Dissertation Committee.

The purpose of the Prospectus Foundation portion of the exam is to articulate the student's current ideas about their dissertation. This purpose will be accomplished by talking to the committee about their topic area, demonstrating that the student is conversant with the research base for that topic, and being able to discuss and critique research designs in this area. The written elements of this portion of the exam are meant to provide a structure that helps the student articulate these things in an expansive, not confining, way.

The Prospectus Foundation will contain four elements. Students should prepare (1) an alignment table, (2) an annotated bibliography, (3) a dissertation timeline, and (4) a five-minute, pre-recorded presentation that provides an overview of the study design. Students will meet with their Dissertation Committee to discuss these four pieces.

### ***1. Alignment Table***

The Alignment Table is the overall summary of the research idea, but the student should not feel compelled to force their ideas to fit this shape exactly. The main point here is for the student to show their thoughtfulness around research design and the directions they are interested in.

The Alignment Table should follow the format below (**[feel free to start with this template \(https://canvas.fsu.edu/courses/40363/files/24883361?wrap=1\)](https://canvas.fsu.edu/courses/40363/files/24883361?wrap=1)**). The topic, problem, purpose, and framework boxes should contain very brief paragraphs. The research question boxes and subsequent boxes below can contain brief phrases.

**The purpose of the Alignment Table is to provide a brief, clear, plain language overview of the potential study.** This format allows the student to demonstrate how the different pieces of the research design all fit together in a focused, cohesive way. Students should put most of their effort into making sure the pieces are logically connected.

Topic	<b>Framework</b> <i>List guiding theories</i>		
	RQ1	RQ2	RQ3
Problem	<b>Data Source 1</b> <i>e.g., students, teachers, documents</i>	<b>Data Source 2</b> <i>e.g., students, teachers, documents</i>	<b>Data Source 3</b> <i>e.g., students, teachers, documents</i>
	<b>Variables, Measures, and Data Points</b> <i>e.g., age, motivation, effort</i>	<b>Variables, Measures, and Data Points</b> <i>e.g., age, motivation, effort</i>	<b>Variables, Measures, and Data Points</b> <i>e.g., age, motivation, effort</i>
<b>Purpose</b> <i>Include research design</i>	<b>Collection Methods</b> <i>e.g., survey, interview, observation</i>	<b>Collection Methods</b> <i>e.g., survey, interview, observation</i>	<b>Collection Methods</b> <i>e.g., survey, interview, observation</i>
	<b>Analysis Methods</b> <i>e.g., measures of central tendency, correlation, content analysis, thematic analysis</i>	<b>Analysis Methods</b> <i>e.g., measures of central tendency, correlation, content analysis, thematic analysis</i>	<b>Analysis Methods</b> <i>e.g., measures of central tendency, correlation, content analysis, thematic analysis</i>

## 2. Annotated Bibliography

The Annotated Bibliography should contain at least 20 APA-formatted citations. Each citation should be followed by a 50- to 100-word summary of the article that will serve as a reminder to the student of the most significant methods, findings, and implications of the article. The student should find at least five high-quality articles (i.e., empirical research published with the past five years in peer-reviewed academic journals) that

provide key background and foundation for four components of the prospectus:

- 1. Broad Research Topic and Problem
- 2. Theoretical Foundation and Framework
- 3. Relevant Background on Key Variables, Measures, and Data Points
- 4. Justification for Research Design and Methods

The purpose of the Annotated Bibliography is to allow students to demonstrate their initial exploration of the concepts that will undergird their proposed study.

Milestone	Date or Term
Preliminary Exam completed	
Prospectus Final Draft approved by advisor and sent to committee	
Prospectus Defense (at least two weeks after draft is sent to committee)	
Prospectus revisions completed	
IRB approval received	
Data Collection	
Data Analysis	
Final Draft approved by advisor and sent to committee	
Dissertation Defense (at least four weeks after draft is sent to committee)	
Dissertation revisions completed	
Graduation	

3. Dissertation Timeline

There is no page limit for the Dissertation Timeline, but this document should follow the table template below.

The purpose of the Dissertation Timeline is to allow the student to show that they have begun to think through some of the practical logistics of the study and the feasibility of the different design decisions they

articulated in the Alignment Table.

#### ***4. Recorded Presentation***

Students should record a **five-minute** (strictly no more than six minutes), pre-recorded presentation that provides an overview of the study design. The presentation should include several slides that help students talk through their alignment table and timeline, as well as briefly discuss their annotated bibliography.

The purpose of the Recorded Presentation is to provide students an opportunity to reflect on the research design process and explain their decisions in the alignment table and timeline.

#### ***Discussion with Dissertation Committee***

Finally, students will meet with the Dissertation Committee to discuss the four pieces of their Prospectus Foundation. To accomplish this, students will need to form their committee and schedule a time to meet with them.

Students should speak with their advisor to identify appropriate options for committee members. This is a collaborative effort between student and advisor. Typically the committee will have four members:

- Advisor (i.e., Major Professor)
- Two other tenured or tenure-track (Assistant, Associate, or Full Professor) ISLT faculty members
- One tenured (Associate or Full Professor) faculty member from outside the department (e.g., teacher education, information science, communications)

Once the student has confirmed the participation of each committee member and completed the four elements of the Prospectus Foundation, they should find a **one-hour time** to meet with the whole committee. This meeting should occur **at least two weeks** after the student has sent all the materials of the Prospectus Foundation to everyone in the committee.

The student's advisor (major professor) will convene and facilitate the discussion. Because the student will have sent the materials and presentation ahead of time the committee can go straight into questions, comments, and suggestions at the start of the meeting. The student should also be prepared to ask the committee questions for any areas where they would like advice on the research design.

#### ***Purpose of the Discussion with Dissertation Committee***

The student's discussion with the dissertation committee is a formative assessment, meant to provide them feedback so that they can continue thinking about and refining their ideas for their prospectus in the months ahead.

#### ***Common Questions to Expect from the Committee***

The committee will have read through all Prospectus Foundation pieces before the one-hour meeting. The discussion will be open-ended, following the questions and suggestions of the committee. However, there are several key questions that nearly every doctoral student is asked when they start to design a study. Some questions that you will very likely be asked, and should be prepared to answer, include:

- How does your study align with theoretical foundations?
- How does your framework set up your research questions?
- What is the feasibility of methods? For example, will you have access to the participants you have named? Will you have other resources needed to accomplish the study?
- Will the data you plan to collect answer the research questions?
- Will answering the research questions accomplish the purpose the study? If so, so what? What is the significance of the study? Why do your potential findings matter?

### Prospectus Foundation Assessment

Possible outcomes of the Prospectus Foundation component are Passed, Failed, Additional work to be completed, or To be re-examined:

- **Passed:** You advance to the candidacy in the ISLT PhD program.
- **Failed:** You are ineligible to continue in the degree program.
- **Additional work to be completed:** You need to revise your initial response based on reviewer feedback.
  - If "Additional work" is the committee's determination, then the student will have two weeks to complete the requested revisions.
  - The committee will determine whether the revisions can be approved asynchronously by email or whether a new synchronous meeting is required.
- **To be re-examined:** You will need to retake the Prospectus Plan component when the preliminary exam is offered again, usually the following semester.

Preliminary Exam Instructions

### Timing and Registration

Preliminary Exams begin in the early part of either the Fall or Spring semester, and the three components span much of the semester. The entire examination process should conclude by the end of the 12th week of the semester.

If you have completed, or have nearly completed, all required coursework in your program of study, you may enroll in **EDF8964** (for 0 credit hours) to take the preliminary examination. In addition, you must comply with University requirements regarding GPA. You should enroll in EDF8964 under your major professor, because they will oversee each component of the exam and complete all associated paperwork.

For questions related to registration, please contact **Angela Lanier** at [sal21a@fsu.edu](mailto:sal21a@fsu.edu) (<mailto:sal21a@fsu.edu>).

Timeframe	Task
Pre-Semester	Email the PhD Program Coordinator ( <a href="mailto:bret.staudtwillet@fsu.edu">bret.staudtwillet@fsu.edu</a> ( <a href="mailto:bret.staudtwillet@fsu.edu">mailto:bret.staudtwillet@fsu.edu</a> )) with your name and advisor's name to start the exam process.

	Register for EDF8964 for 0 credit hours, under your major professor.
Weeks 1–6	<p>Form the Dissertation Committee.</p> <p>Compile the Scholarly Portfolio materials.</p> <p>Send the Scholarly Portfolio to the PhD Program Coordinator (<a href="mailto:bret.staudtwillet@fsu.edu">bret.staudtwillet@fsu.edu</a> (<a href="mailto:bret.staudtwillet@fsu.edu">mailto:bret.staudtwillet@fsu.edu</a>)) by the end of Week 5 for review by the ISLT faculty.</p>
Week 7	Receive feedback on the Scholarly Portfolio by the end of Week 7.
Weeks 8–10	Revise portfolio materials within two weeks, if necessary, and resubmit by the end of week 10.
Weeks 7–10	<p>Compile the Prospectus Foundation materials.</p> <p>Schedule date, time, and location for a 60-minute meeting with the Dissertation Committee.</p> <p>Send Prospectus Foundation materials to the committee at least two weeks before the meeting date.</p>
Weeks 10–15	<p>Meet with Dissertation Committee to discuss the Prospectus Foundation.</p> <p>Revise Prospectus Foundation documents within two weeks, as required by the committee.</p>

## Final Notes About the Preliminary Exam

Carefully read the updated information on doctoral preliminary exams in the [FSU Graduate Bulletin 2024–2025](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf) ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)) (p. 107) for the official examination policy, and check with [OASIS](https://cehhs.fsu.edu/oasis/graduate-students) (<https://cehhs.fsu.edu/oasis/graduate-students>) for any additional updated information.

A few additional details may be helpful to keep in mind:

- Satisfactory completion of a preliminary exam is required for admission to candidacy for the doctoral degree. A student may not register for dissertation hours until they pass the preliminary exam.
- If you pass the preliminary exam within the first 7 weeks of the semester, you will be allowed to swap DIS hours in that semester for an equal number of dissertation hours.
- You must register for preliminary examination. If a student registered for the preliminary exam in a previous semester and received an Incomplete ("I"), they MUST drop the course and register for it again in the term in which the requirement is completed.

- The form and content of the preliminary exam will be determined by the department and/or committee (be it supervisory or examining).
- Prior to the exam, the student's committee will confirm that the student has a 3.0 average and has progressed sufficiently to begin independent research in the area of the proposed dissertation.
- Results of the preliminary exam must be provided to OASIS via the [Doctoral Preliminary Exam Results form \(https://cehhs.fsu.edu/sites/g/files/upcbnu3146/files/2020-11/Doctoral%20Preliminary%20Exam%20Results%20Form%202017\\_26April17.pdf\)](https://cehhs.fsu.edu/sites/g/files/upcbnu3146/files/2020-11/Doctoral%20Preliminary%20Exam%20Results%20Form%202017_26April17.pdf) along with an [Admission to Candidacy form \(https://cehhs.fsu.edu/sites/g/files/upcbnu4516/files/2024-04/CandidacyAdmission\\_CEHHS\\_2024.pdf\)](https://cehhs.fsu.edu/sites/g/files/upcbnu4516/files/2024-04/CandidacyAdmission_CEHHS_2024.pdf).

## Section 14. Admission to Candidacy

For questions related to admission to candidacy, please contact your major professor and/or the ISLT Ph.D. Program Coordinator, **Dr. Bret Staudt Willet**, at [bret.staudtwillet@fsu.edu](mailto:bret.staudtwillet@fsu.edu) (<mailto:bret.staudtwillet@fsu.edu>).

"A student who has passed the preliminary examination and has been certified by the Office of the University Registrar (with an admission to candidacy form) is considered a candidate for the doctoral degree and is eligible to register for dissertation credits.

"A student must be admitted to candidacy at least six months prior to the granting of the degree. The purpose of this requirement is to ensure a minimal lapse of time for effective work on the dissertation after acquisition of the basic competence and after delineation of the problem and method of attack. More realistically, the student should expect to spend a year or more of work on the dissertation." ([FSU Graduate Bulletin 2024–2025 \(https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf\)](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf), p. 108)

## Section 15. Dissertation

For questions related to the dissertation, please contact your major professor and/or the ISLT Ph.D. Program Coordinator, **Dr. Bret Staudt Willet**, at [bret.staudtwillet@fsu.edu](mailto:bret.staudtwillet@fsu.edu) (<mailto:bret.staudtwillet@fsu.edu>).

"A dissertation must be completed on some topic connected with the major field of study. To be acceptable it must be an achievement in original research constituting a significant contribution to knowledge and represent a substantial scholarly effort on the part of the student.

"It is the responsibility of the major professor to supervise the preparation of the prospectus and the dissertation. The manuscript must be prepared according to the style and form prescribed by the department and must conform to the University requirements regarding format.

"Before writing the dissertation, the student should become familiar with the University's manuscript formatting and clearance requirements. Academic courtesy requires that the dissertation be submitted to each member of the supervisory committee at least four weeks before the oral examination unless all members of the examination committee agree to a shorter reading period. At the same time, the dissertation should be submitted electronically to the Manuscript Clearance Advisor in The Graduate School so that the

clearance advisor can provide the student with a critique of the manuscript with respect to the Graduate School's formatting requirements. Electronic submission instructions can be found on The Graduate School's website under Thesis, Treatise and Dissertation.

"As a condition of undertaking a dissertation program, the student agrees that the completed dissertation will be archived in the University Libraries system. The electronic dissertation will also be archived by ProQuest. The student will make the electronic dissertation available for review by other scholars and the general public by selecting an access condition provided by The Graduate School. Publication of the dissertation through standard media for scholarly work is also encouraged. For more information about available access conditions, please see the 'Guidelines for Restrictions on the Release of Theses, Dissertations, and Treatises' section of the Graduate Bulletin.

"Prior to degree conferral, all doctoral students must have completed a minimum of twenty-four credit hours of dissertation. For more information on enrollment requirements related to dissertation hours, including during the final-semester registration, see the 'Student Course Load' section of this Graduate Bulletin.

"For more specific information on final-semester registration, see the section 'Registration for Final Term.'"

**(FSU Graduate Bulletin 2024–2025 ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), p. 108)**

### Dissertation for ISLT PhD Students

The design of dissertation work should be done with particular attention to feasibility. It is not uncommon for students to propose goals that would require excessive time, unavailable equipment, overly extensive space, or scheduling commitments when committee members are not available. For example, many faculty members are not available during the summer. Select your dissertation topic with the advice and concurrence of your committee. Legitimacy of the topic is determined by the committee according to the following criteria:

- Sufficient faculty expertise on the committee to provide adequate guidance, supervision, and
- Dissertation must (1) be based on appropriate empirical data and (2) contribute substantively to knowledge in an area that is subsumed under the interdisciplinary area of instructional systems. A variety of research approaches may be employed depending on the demands of the proposed
- Dissertation proposals 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. Should a dissertation topic be chosen which does not match the major professor's professional interests or areas of expertise, a request should be made for change of the major professor. Similar considerations apply to changes in the other members of the student's committees.

### IRB Approval

"Students are reminded to seek Institutional Review Board (IRB) and/or Animal Care and Use Committee (IACUC) approval prior to commencing any research involving human or animal subjects. The student's name must appear on the IRB approval and/or application form as a PI or associate/co-investigator for the period of time when the student's research was conducted (i.e., data collections and analyses). Students must be listed on an ACUC protocol in order to conduct any animal research. Failure to be listed or obtain

the required approvals may result in the dissertation being permanently embargoed and unpublishable in any form." ([FSU Graduate Bulletin 2024–2025 \(https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf\)](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), p. 108)

Upon receiving IRB approval, students must complete and submit the [CEHHS IRB Verification Form \(https://cehhs.fsu.edu/sites/g/files/upcbnu4516/files/2024-04/CEHHS\\_IRB\\_ACUC\\_Approval\\_Verification\\_Form\\_2024.pdf\)](https://cehhs.fsu.edu/sites/g/files/upcbnu4516/files/2024-04/CEHHS_IRB_ACUC_Approval_Verification_Form_2024.pdf) to the Office of Academic Services and Intern Support (OASIS).

### Continuous Enrollment in Dissertation Hours

"A doctoral student who has completed the required coursework, passed the preliminary examination, and submitted an admission- to-candidacy form to the Office of the Registrar, and who continues to use campus facilities and/or receives faculty supervision, but has not been cleared by the manuscript Clearance office, shall include in the required full-time load a minimum of two credit hours of dissertation per semester, including Summer terms, until completion of the degree. For more information on the full- time load for graduate students, see the 'Student Course Load' section of this Graduate Bulletin. International students may have different requirements." ([FSU Graduate Bulletin 2024–2025 \(https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf\)](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), p. 159)

### Dissertation Prospectus Defense for ISLT PhD Students

After passing the Preliminary Exam, you are required to submit to the major professor, supervisory committee, and department chair a prospectus on a research project suitable for a dissertation. Your prospectus will describe the rationale, problem, procedure, and expected nature of results for your dissertation. It is reviewed by your major professor, and when approved, is submitted to your other committee members for review and approval. A copy of the prospectus is filed in your folder and one copy forwarded to the department head and a PDF copy of the prospectus should be sent via email to the Graduate Director in the Office of Academic Services and Intern Support (OASIS).

A meeting (**1.5 hours** in duration) of the dissertation committee is then scheduled for review of your prospectus. Plan to start by presenting a **15-minute** overview of your research topic.

The prospectus represents a general agreement between you and the committee as to the nature of the study to be conducted. It is understood that while developing and implementing the study, circumstances might necessitate changes to what was proposed. Normally, it is best to discuss changes to your conceptual foundation, hypotheses, and method with your major professor to determine if they are acceptable and if they will require explanation during your oral defense.

The format of the prospectus is not rigid but generally covers the statement of the problem, background literature, and research method. The primary emphasis should be on presenting a strong conceptual basis and describing the proposed research method. The literature review should reflect the general background of the problem and a sampling of the various literature sources that will appear in the dissertation. The statistical procedures to be used should be indicated. In many cases, additional analyses, which are not anticipated in the prospectus, will be employed in the dissertation.

### Doctoral Prospectus Forms

The College of Education, Health, & Human Sciences **Prospectus Content and Clearance Procedures can be viewed online** ([https://cehhs.fsu.edu/sites/g/files/upcbnu4516/files/2024-04/DissertationProspectusClearance\\_revApril2024.pdf](https://cehhs.fsu.edu/sites/g/files/upcbnu4516/files/2024-04/DissertationProspectusClearance_revApril2024.pdf)). Students should consult with their major professor regarding program specific prospectus requirements.

Upon prospectus approval, the student must submit to OASIS:

1. **Prospectus Clearance Form** ([https://cehhs.fsu.edu/sites/g/files/upcbnu4516/files/2024-04/DissertationProspectusClearance\\_revApril2024.pdf](https://cehhs.fsu.edu/sites/g/files/upcbnu4516/files/2024-04/DissertationProspectusClearance_revApril2024.pdf))
2. **Prospectus Title Page** ([https://cehhs.fsu.edu/sites/g/files/upcbnu3146/files/ProspectusContentandProcedures2020\\_21\\_0.pdf](https://cehhs.fsu.edu/sites/g/files/upcbnu3146/files/ProspectusContentandProcedures2020_21_0.pdf))
3. **Prospectus Signature Page** ([https://cehhs.fsu.edu/sites/g/files/upcbnu3146/files/ProspectusContentandProcedures2020\\_21\\_0.pdf](https://cehhs.fsu.edu/sites/g/files/upcbnu3146/files/ProspectusContentandProcedures2020_21_0.pdf))
4. Copy of the prospectus approved final draft.

These forms and the IRB Verification form can be found at <https://cehhs.fsu.edu/oasis/graduate-students> (<https://cehhs.fsu.edu/oasis/graduate-students>).

**Important Note:** A student cannot defend his/her dissertation earlier than **four months** from the date of the department chair's signature on the Prospectus Clearance Form.

### Conducting the Dissertation for ISLT PhD Students

In accordance with the approved prospectus, you 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 (APA), 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 are the prerogative and duty of the committee.

### Examination in Defense of Dissertation

"A dissertation must be completed on some topic connected with the major field of study. To be acceptable it must be an achievement in original research constituting a significant contribution to knowledge and represent a substantial scholarly effort on the part of the student.

"It is the responsibility of the major professor to supervise the preparation of the prospectus and the dissertation. The manuscript must be prepared according to the style and form prescribed by the department and must conform to the University requirements regarding format.

"Before writing the dissertation, the student should become familiar with the University's manuscript formatting and clearance requirements. Academic courtesy requires that the dissertation be submitted to each member of the supervisory committee **at least four weeks before** the oral examination unless all members of the examination committee agree to a shorter reading period. At the same time, the dissertation

should be submitted electronically to the Manuscript Clearance Advisor in The Graduate School so that the clearance advisor can provide the student with a critique of the manuscript with respect to the Graduate School's formatting requirements. Electronic submission instructions can be found on The Graduate School's website under Thesis, Treatise and Dissertation.

"As a condition of undertaking a dissertation program, the student agrees that the completed dissertation will be archived in the University Libraries system. The electronic dissertation will also be archived by ProQuest. The student will make the electronic dissertation available for review by other scholars and the general public by selecting an access condition provided by The Graduate School. Publication of the dissertation through standard media for scholarly work is also encouraged. For more information about available access conditions, please see the 'Guidelines for Restrictions on the Release of Theses, Dissertations, and Treatises' section of the Graduate Bulletin.

"Prior to degree conferral, all doctoral students must have completed a minimum of twenty-four credit hours of dissertation. For more information on enrollment requirements related to dissertation hours, including during the final-semester registration, see the 'Student Course Load' section of this Graduate Bulletin.

"For more specific information on final-semester registration, see the section 'Registration for Final Term.'" **(FSU Graduate Bulletin 2024–2025 ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), p. 108)**

### Defense Decision Definitions

"Each member must sign the online Defense Decision Form to substantiate the results of the defense. The oral examining committee will certify the results of the defense. The oral examining committee will certify the results of the examination as one of the following: Pass, Pass with Major Revisions, Re-Defense, or Fail.

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

**"Pass with Major Revisions.** This decision indicates that the dissertation requires major revisions (e.g., additional chapters, major restructuring, significant changes needing approval by either the major professor/chair or the full committee), AND the student passed their oral defense. Students who defend successfully with a 'Pass with Major Revisions' but miss the defense semester's Manuscript Clearance submission deadlines will need to register for an additional semester and meet the Manuscript Clearance deadlines of the semester following the original defense semester.

**"Re-Defense.** The committee may determine a re-examination is necessary if the dissertation had significant flaws and major revisions are need (i.e., the current research will take a substantial amount of work/time to correct), AND/OR the student's oral defense was unsatisfactory. This decision can only be given once. If the student re-defends and the manuscript requires more than only minor revisions to pass, they should be given a Fail. It is the committee's goal to prevent students from defending if their work is substantially flawed when

they are reviewing it prior to defense.

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

"After approval by the oral examining committee (which includes or may be the same as the supervisory committee) and completion of the Final Content Approval Form in the Manuscript Clearance Portal, the student should electronically submit the post-defense, final content-approved version of the thesis, treatise, or dissertation to the Manuscript Clearance Advisor via ProQuest. This submission must occur by the semester deadlines for manuscript clearance. The degree cannot be awarded until the required forms have been completed on The Graduate School's Manuscript Clearance Portal and the final version of the manuscript has been submitted to and approved by the Manuscript Clearance Advisor. If a semester deadline is missed, the student's semester of graduation may be delayed, and a re-defense may be required. Electronic manuscript/forms submission instructions and deadlines can be found on The Graduate School's website under Thesis, Treatise, and Dissertation." ([FSU Graduate Bulletin 2024–2025](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf) ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)), pp. 109)

## Dissertation Defense for ISLT PhD Students

### Schedule for Dissertation Defense

When the semester arrives during which you will complete your dissertation and undergo an examination in defense of it, register for **EDF8985**. For questions related to registration, please contact your major professor and/or the ISLT Ph.D. Program Coordinator, **Dr. Bret Staudt Willet**, at [bret.staudtwillet@fsu.edu](mailto:bret.staudtwillet@fsu.edu) (<mailto:bret.staudtwillet@fsu.edu>).

You must schedule and complete the dissertation defense by the deadline set by the FSU Graduate school for that term.

An oral defense of the dissertation is conducted at a time and place suggested by the major professor, who presides at the examination. You need to submit a defense announcement to the Graduate school **at least 2 weeks** prior to your scheduled defense. An announcement of the examination is published in an official University publication **at least 2 weeks** before the date of the examination based on information supplied by the major professor. In addition, the defense will be publicly announced on the ISLT program listserv. The defense is open attendance by all members of the graduate faculty, graduate students, and other guests (in other words, it is a public examination) and should be held in a large enough room.

Plan to schedule a **2-hour period** for your defense with your dissertation committee. Plan to start by presenting a **20-minute** overview of your research topic.

### Preliminary Draft

After receiving approval from your major professor regarding the content and format of your dissertation, you will submit printed and/or electronic copies as requested to all committee members at a designated time (**at least 4 weeks**) prior to the defense. If revisions are required following the defense, the final revised version of the dissertation must be reviewed and approved by your committee members, or by designated members as agreed upon at the meeting.


### Dissertation Defense Result

Following the defense, the student must submit a (1) [Manuscript Signature Form \(http://gradschool.fsu.edu/Forms\)](http://gradschool.fsu.edu/Forms) and (2) [Final Term Degree Clearance Form \(http://gradschool.fsu.edu/Forms\)](http://gradschool.fsu.edu/Forms) to OASIS. The final dissertation version approved by the supervisory committee must be submitted electronically to the manuscript clearance advisor in the Graduate School before the term-specific manuscript clearance deadline or wait until the following semester to graduate. The examining committee completes and signs appropriate forms certifying to the Dean and the Graduate School the results of the examination: passed, failed, or to be re-examined. The report following a re-examination must be pass or fail. A Pass requires the approval of the majority of the committee.

## Section 16. Graduation

For questions related to graduation, please contact your major professor and/or the ISLT Ph.D. Program Coordinator, **Dr. Bret Staudt Willet**, at [bret.staudtwillet@fsu.edu](mailto:bret.staudtwillet@fsu.edu) (<mailto:bret.staudtwillet@fsu.edu>).

Students are required to apply for graduation whether or not the student intends to participate in the University Commencement 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/> (<https://registrar.fsu.edu/training/graduation-apply/>) (<https://registrar.fsu.edu/training/graduation/apply/>)

Students who wish to participate in the Commencement Ceremony must arrange for cap and gown orders through the University Bookstore. The online order form is available at [https://colleges.herffjones.com/college/\\_fsu/](https://colleges.herffjones.com/college/_fsu/)  ([https://colleges.herffjones.com/college/\\_fsu/](https://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, & Human Sciences. The Program of Study must be signed by all committee members, the department chair and the academic dean.

### Quick links:

- General graduation information: <https://registrar.fsu.edu/graduation/> (<https://registrar.fsu.edu/graduation/>)
- Manuscript Clearance information: <https://gradschool.fsu.edu/academics-research/thesis-treatise-and-dissertation> (<https://gradschool.fsu.edu/academics-research/thesis-treatise-and-dissertation>)

## Section 17. Funding

For questions related to funding, please contact your major professor and/or the ISLT Ph.D. Program Coordinator, **Dr. Bret Staudt Willet**, at [bret.staudtwillet@fsu.edu](mailto:bret.staudtwillet@fsu.edu) (<mailto:bret.staudtwillet@fsu.edu>).

The application window for College of Education, Health, & Human Sciences (CEHHS) scholarships changes each year. Apply online at <https://cehhs.fsu.edu/scholarships> (<https://cehhs.fsu.edu/scholarships>).

### Assistantships and Fellowships

A limited number of graduate assistantships are available to qualified doctoral students who enroll full-time. Graduate assistants are expected to contribute their time and energy to research, teaching or service projects associated with the Department, affiliated centers, individual faculty grant projects, as well as various college and FSU offices or off campus agencies.

The FSU Graduate School policy states that the **preferred maximum work load is 20 hours**, but that in some cases at the department's discretion up to 30 hours can be allowed, and anything over 30 hours is strictly prohibited by Human Resources and the Grad School. However, starting Fall 2023, our departmental policy states that no student may be employed on campus for 30 hours per week or more. In other words, the strict maximum work load for ISLT students is 29 hours.

Additionally, highly selective doctoral fellowships and scholarships are available within the College and the University. Consult the **FSU Graduate Bulletin 2024–2025** ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)) for information on University scholarships, fellowships and assistantships. Go to the following website for additional information on University fellowships and scholarships: <https://gradschool.fsu.edu/funding-awards> (<https://gradschool.fsu.edu/funding-awards>).

Florida State University requires graduate students to be enrolled full-time to qualify for assistantships or fellowships. A graduate assistant with a one quarter-time (10 hours or more) per week assistantship must carry a minimum of **nine credit hours** to qualify as full-time.

Graduate students financing their education through loan programs should note that most lenders require students verify that they are carrying a full-time credit load.

### Tuition Waivers

The College of Education, Health, & Human Sciences has a policy regarding the length of time doctoral students and candidates can be funded by tuition waivers. The policy reads:

*For doctoral students, completion of all pre-dissertation course work within 3 academic years; for doctoral candidates, maximum of 54 dissertation credits, or 6-semesters with a 2-semester warning at 36 credits.*

Questions about tuition waivers and deadlines for registration and waiver applications should be directed to Bryan Richards, the Department's tuition waiver coordinator, in the Educational Psychology and Learning Systems departmental suite (Stone 3210A), by email ([brichards@fsu.edu](mailto:brichards@fsu.edu) (<mailto:brichards@fsu.edu>)), or

by phone (850-645-7976.) Full or partial tuition waivers are often available with qualifying graduate assistantships. These waivers are awarded on a semester-by-semester basis and may vary depending on the funding source of the assistantship.

## Fall, Spring, and Summer Semesters

Nine hours of coursework is the minimum required to receive a tuition and fee waiver in the fall, spring, and summer terms. Students must be registered for at least nine hours by the time early registration closes or will lose the tuition and fee waiver. If you have questions about waivers, hours, or deadlines, ask Bryan Richards ([brichards@fsu.edu](mailto:brichards@fsu.edu) (<mailto:brichards@fsu.edu>)).

### Additional Funding Information

The [College of Education, Health, & Human Sciences \(CEHHS\) Scholarships webpage](https://cehhs.fsu.edu/scholarships) (<https://cehhs.fsu.edu/scholarships>) provides a central location for information on distinguished scholarships, assistantships, fellowships, and university financial aid available to CEHHS students. All students are encouraged to submit a [Free Application for Federal Student Aid \(FAFSA\)](https://studentaid.gov/h/apply-for-aid/fafsa) (<https://studentaid.gov/h/apply-for-aid/fafsa>) regardless of their income. International Students from select countries, should consider applying for the [Linkage Institutes' Out-of-State Tuition Exemption](https://cge.fsu.edu/international-students/funding/linkage-institute) (<https://cge.fsu.edu/international-students/funding/linkage-institute>).

## College of Education, Health, & Human Sciences Foundation Scholarships

The application window for CEHHS scholarships is December 1 – January 15 annually.

[Graduate School Fellowships and Grants](https://gradschool.fsu.edu/funding-awards/graduate-school-fellowships-and-grants) (<https://gradschool.fsu.edu/funding-awards/graduate-school-fellowships-and-grants>)

- [The Paul & Daisy Soros Fellowship for New Americans](https://www.pdsoros.org/) (<https://www.pdsoros.org/>)
- [Philanthropic Educational Organization](http://www.peointernational.org/) (<http://www.peointernational.org/>)
- [FSU Office of Financial Aid](https://financialaid.fsu.edu/) (<https://financialaid.fsu.edu/>)
- [Southern Scholarship Foundation](https://www.southernscholarship.org/) (<https://www.southernscholarship.org/>)
- [FSU Student Veterans Center Scholarships](https://veterans.fsu.edu/Scholarships) (<https://veterans.fsu.edu/Scholarships>)

### Minority Scholarships

Information on the following minority scholarships can also be found at <https://education.fsu.edu/scholarships> (<https://cehhs.fsu.edu/scholarships>).

- The Florida Fund for Minority Teachers (FFMT)
- McKnight Doctoral Fellowships
- Ford Foundation Diversity Fellowships
- American Association of University Women Dissertation Fellowship
- Martin Luther King, Jr. Scholarship Fund
- Latin American – Caribbean Scholars
- Leslie N. Wilson - Delores Auzenne Fellowship

### Funding Info for ISLT PhD Students

## Types of Financial Assistance

Financial assistance for qualified students may be available in the form of university and college fellowships, departmental scholarships, graduate teaching and research assistantships, and out-of-state tuition waivers. Priority will be given to applicants who submit their applications by the November 1 deadline.

One doctoral student is selected each year by the admissions committee to receive either the Gagne-Briggs Endowed Fund Scholarship or the Ruby Diamond Endowed Scholarship.

To serve as an assistant to a faculty member:

- SPEAK Test score of 45 or higher OR IBTOEFL speaking score (26 or higher)

To teach your own undergraduate class:

- SPEAK Test score of 50 or higher OR IBTOEFL speaking score (26 or higher)
- 18 or more graduate credit hours in the area of instruction

## Applications

Applications for university and college scholarships and fellowships must be received by January. Graduate assistantships might be available depending on the availability of funding. Admitted students are encouraged to contact their advisor regarding availability of assistantships relevant to their research interests.

## Additional Information

More information on financial assistance can be found at <http://gradschool.fsu.edu/Funding-Awards> (<http://gradschool.fsu.edu/Funding-Awards>) and <https://education.fsu.edu/scholarships> (<https://cehhs.fsu.edu/scholarships>).

[Jump to top of page](#)

## Appendix A. Sexual Misconduct Resources

For a full list of resources, please visit the FSU **kNow MORE** website: <https://knowmore.fsu.edu/> (<https://knowmore.fsu.edu/>)

**"We listen. We learn. We care. We respond.** 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."

## Appendix B. 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)** (<https://dsst.fsu.edu/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, & dining accommodations, testing support, assistive technologies, and space for students to feel they are part of the FSU community.

## Appendix C. Student Resources

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

See also the **New Graduate Student Orientation Resources webpage** (<https://gradschool.fsu.edu/prospective-students/graduate-schools-new-graduate-student-orientation>).

### Career Services/Workshops

- **Career Center** (<https://career.fsu.edu/>)
- **Center for Academic & Professional Development** (<http://learningforlife.fsu.edu/>) (<https://gradschool.fsu.edu/professional-development/preparing-future-faculty-pff>)
- **Preparing Future Faculty (PFF) Program** (<https://gradschool.fsu.edu/professional-development/preparing-future-faculty-pff>)
- **Preparing Future Professionals (PFP) Program** (<https://gradschool.fsu.edu/professional-development/preparing-future-professionals-pfp>)
- **Professional Development Workshops** (<https://learningforlife.fsu.edu/professional-development/>)
- **University Libraries Workshops** (<https://www.lib.fsu.edu/scholars-commons/workshops>)

### FSU Recreation/Events

- **Campus Recreation** (<https://campusrec.fsu.edu/>)
- **College of Music Concerts & Events** ([https://calendar.fsu.edu/calendar/month?event\\_types%5B%5D=89374&event\\_types%5B%5D=89123](https://calendar.fsu.edu/calendar/month?event_types%5B%5D=89374&event_types%5B%5D=89123))
- **Crenshaw Bowling Lanes** (<https://union.fsu.edu/crenshaw>)
- **Division of Student Affairs** (<https://studentaffairs.fsu.edu/>) (<http://circus.fsu.edu/>)
- **FSU Flying High Circus** (<https://circus.fsu.edu/>)
- **FSU Museum of Fine Arts** (<https://mofa.fsu.edu/>) (<http://union.fsu.edu/events/>)
- **Oglesby Union** (<https://union.fsu.edu/events>)
- **Opening Nights Events** (<https://openingnights.fsu.edu/>)
- **School of Dance Events** (<https://dance.fsu.edu/news/events/>)
- **Union Productions** (<https://union.fsu.edu/up>)
- **WVFS Tallahassee 87.9FM, "The Voice of Florida State"** (<https://wvfs.fsu.edu/>)

### Funding Resources

- **Office of Graduate Fellowships and Awards** (<https://ogfa.fsu.edu/>)
- **Latin American/Caribbean Scholarship** (<https://gradschool.fsu.edu/funding-awards/financial-support-general-information/latin-america-caribbean-lac-scholarship>)
- **Office of Financial Aid** (<https://financialaid.fsu.edu/>)
- **Student Business Services** (<http://studentbusiness.fsu.edu/>)
- **Graduate School Fellowships & Grants** (<https://gradschool.fsu.edu/funding-awards/graduate-school-fellowships-and-grants>)

## Health & Wellness Services

- **Center for Couple & Family Therapy** (<https://healthandhumansciences.fsu.edu/human-development-family-science/centers-institutes/ccft/>)
- **Health Insurance Subsidy Benefit** (<https://gradschool.fsu.edu/funding-awards/subsidy-benefit>)
- **Office of Accessibility Services** (<https://dsst.fsu.edu/oas>)
- **Counseling and Psychological Services** (<https://counseling.fsu.edu/>)
- **University Health Services** (<https://uhs.fsu.edu/>)
- **Victim Advocate Program** (<https://dsst.fsu.edu/vap>)

## Housing Options

- **CGE Housing Options** (<https://cge.fsu.edu/living-tallahassee/housing>)
- **Off-Campus Housing** (<https://offcampushousing.fsu.edu/listing>)
- **University Housing** (<https://housing.fsu.edu/>)

## Instructional Support

- **Academic Center for Excellence** (<https://ace.fsu.edu/>)
- **Center for Intensive English Studies** (<https://cies.fsu.edu/>)
- **Guide to Remote Teaching** (<https://odl.fsu.edu/remote-teaching>)
- **Program for Instructional Excellence** (<https://pie.fsu.edu/>)

## Leadership & Diversity





- **Center for Global Engagement** (<https://cge.fsu.edu/>)
- **Center for Leadership & Social Change** (<https://thecenter.fsu.edu/>)
- **Congress of Graduate Students** (<https://sga.fsu.edu/cogs.shtml>)
- **FSU Student Organizations & Involvement** (<https://union.fsu.edu/sac/involvement>)

## Research Support



- **Research Administration Management Portal (RAMP)** (<https://ramp.research.fsu.edu/>)
- **Animal Care & Use Committee (ACUC)** (<https://www.research.fsu.edu/research-offices/acuc/>)
- **Responsible Conduct of Research (RCR)** (<https://www.research.fsu.edu/research-compliance/rcr/>)
- **Office for Human Subjects Protection (IRB)** (<https://www.research.fsu.edu/research-offices/ohsp/>)
- **Office of Research & Creative Activity** (<https://www.research.fsu.edu/>) (<https://wr.english.fsu.edu/reading-writing-center>)
- **Reading & Writing Center** (<https://wr.english.fsu.edu/reading-writing-center>)
- **Research & Scholarly Integrity** (<https://gradschool.fsu.edu/academics-research/research-and-scholarly-integrity>)

- **Statistical Consulting Center** (<https://stat.fsu.edu/consulting-center>)

## Tallahassee Community

- **City of Tallahassee**  (<https://www.talgov.com/Main/Home>)
- **Leon County**  (<https://cms.leoncountyfl.gov/>)
- **Tallahassee News**  (<https://www.tallahassee.com/>)
- **Tallahassee Online Visitor's Guide**  (<https://visittallahassee.com/>)

## Transportation

- **Interactive Campus Parking Map**  (<https://map.concept3d.com/?id=1235>) (<https://transportation.fsu.edu/bus-service>)
- **Seminole Express** (<https://transportation.fsu.edu/bus>)
- **StarMetro**  (<https://www.talgov.com/starmetro/starmetroHome>)
- **Transportation & Parking Services** (<https://transportation.fsu.edu/>)

## Tips for FSU Grad Students

Advice from **The Graduate School** (<https://gradschool.fsu.edu/>) (consult the **FSU Graduate Bulletin 2024–2025** ([https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024\\_grad\\_bulletin.pdf](https://registrar.fsu.edu/sites/g/files/upcbnu3886/files/documents/archive-bulletin-graduate/2024_grad_bulletin.pdf)) for campus policies and program requirements)

- Find out about the Health Insurance requirement for all graduate students - <https://studentinsurance.fsu.edu/> (<https://studentinsurance.fsu.edu/>)
- Participate in Professional Development Workshops from The Graduate School on topics like job preparation, research, and publishing - <https://gradschool.fsu.edu/professional-development/professional-development-workshops> (<https://gradschool.fsu.edu/professional-development/professional-development-workshops>)
- Contact the Program for Instructional Excellence for training as a Teaching Assistant (TA) - <https://pie.fsu.edu/> (<https://pie.fsu.edu/>)
- Enhance your academic portfolio through the Preparing Future Faculty Program - <https://gradschool.fsu.edu/professional-development/preparing-future-faculty-pff> (<https://gradschool.fsu.edu/professional-development/preparing-future-faculty-pff>)
- Compete for Graduate School Awards - <https://gradschool.fsu.edu/funding-awards> (<https://gradschool.fsu.edu/funding-awards>)
- Craft applications for off-campus awards with The Office of Graduate Fellowships & Awards - <https://ogfa.fsu.edu/> (<https://ogfa.fsu.edu/>)
- Receive training in standards for the Responsible Conduct of Research - <https://www.research.fsu.edu/research-compliance/rcr/> (<https://www.research.fsu.edu/research-compliance/rcr/>)
- Seek approval before starting research on Human Subjects or Animals from the FSU Research Administration Management Portal (RAMP) - <https://ramp.research.fsu.edu/> (<https://ramp.research.fsu.edu/>)
- Attend workshops to learn how to prepare your Thesis or Dissertation well in advance - <https://gradschool.fsu.edu/academics-research/thesis-treatise-and-dissertation> (<https://gradschool.fsu.edu/academics-research/thesis-treatise-and-dissertation>)

## Appendix D. ISLT PhD Candidate Student Progress Policy

### Expectations

The 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), full-time students are expected to defend a prospectus within one year of being admitted to candidacy. Part-time students are expected to meet this milestone within two years 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 advisor for review. Full-time students should have a draft of findings submitted to their advisor by the end of the term after the one in which data collection was completed. Part-time students are expected to share early findings from the analysis during the term after data collection has been completed, and to have a draft of findings submitted by the end of the second term after the one in which data collection is completed.

### Goal Setting and Reporting

All doctoral candidates (those who successfully complete preliminary exam) are required to submit to their advisor the following items each term: (1) By the end of week 2: **Semester goal form**; and (2) By Monday of the last week of classes: **Semester progress report**, including evidence that goals have been met. These forms 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 visa extensions or extensions of FSU's time clock are requested.

Additionally, all doctoral candidates are expected to set up and adhere to a regular reporting schedule with their advisors. These updates may be submitted via email, provided during face-to-face meetings, or in another format agreed upon by the student-advisor pair. Note that during the summer term students may be registered for dissertation credit hours under another advisor for administrative purposes. However, all goal setting and reporting activities will take place between student and advisor. During summer term, the advisor will report the grade to the faculty member on record.

### Grading

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 advisor 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 advisor for assessment purposes. Failure to regularly communicate with advisor 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 advisor very late during the term for which the I is being awarded and the advisor 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 advisor.

*\*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.*

### Other Consequences of Failure to Progress or Slow Progress

Students who fail to meet their program milestones and goals in a timely manner and/or who do not report their progress to their advisors will become ineligible to receive funding (e.g., GA/TA/RA stipend and/or waiver) from ISLT/EPLS until such time that the student has caught up and is making adequate progress. For example, students who do not defend a prospectus within one year of being admitted to candidacy will not be eligible for funding until successfully defending a prospectus. Also, failure to progress or slow progress will be noted in the student's annual review, conducted during the Spring semester.

[Jump to top of page](#)