

2025-2026 ACADEMIC YEAR

STUDENT HANDBOOK

LEARNING & COGNITION MAJORS IN THE
EDUCATIONAL PSYCHOLOGY PROGRAM (MS & PHD)

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Important Information

Some general lifelines for all graduate students in the Anne Spencer Daves College of Education, Health, and Human Sciences (Anne's College):

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

Forms seem to frequently change:

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

Human Subjects Committee required:

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

Helpful contacts:

See Jennifer Anderson (3210 Stone, j.anderson@fsu.edu) for registration assistance and academic questions, Bryan Richards (3210 Stone, brichards@fsu.edu) for financial/funding questions, and Lisa Beverly (OASIS, Room 2301 Stone, lbeverly@fsu.edu) for academic policy questions.

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Preface: Learning and Cognition's Mission & Values

Mission Statement

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

Core Values

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

1. Ethics—interacting positively with students and participants, ensuring data security as well as the integrity of data collection, analyses, and reporting of research
2. Community of practice—engage in respectful collaboration with peers/faculty and others within the community
3. Critical thinking & lifelong learning—support students' motivation, engagement, mastery learning, and knowledge acquisition
4. Interdisciplinary Focus—maintain an interdisciplinary focus

We enact our core values as a scholarly community during our bi-weekly colloquia series, held on alternate Fridays during lunch. *Note:* L&C students may register (pass/fail) for the colloquium (EDP 5920) for 0-1 credit each semester.

FSU 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.

FSU Academic Honor Policy can be found at <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>.

Chapter One: Faculty with Graduate Faculty Status in Educational Psychology and Learning Systems

Core Faculty

Our program faculty can chair your committees or be included on your committee. Our core faculty members include:

- **Beth Phillips** Learning and Cognition/Educational Psychology
- **Alysia Roehrig** Learning and Cognition/Educational Psychology
- **Jeannine Turner** Learning and Cognition/Educational Psychology

Potential Departmental Committee Members

Our department has faculty across our programs who share interests with our core faculty. Departmental faculty that you may be interested in having on your committee include:

- Russell Almond Measurement & Statistics
- Yanyun Yang Measurement & Statistics
- Qian Zhang Measurement & Statistics
- Hailey Kuang Measurement & Statistics
- Brady DeCouto Sport Psychology/Educational Psychology
- David Eccles Sport Psychology/Educational Psychology
- Robert Eklund Sport Psychology/Educational Psychology
- Svenja Wolf Sport Psychology/Educational Psychology
- Secil Caskurlu Instructional Systems & Learning Technologies
- Josh Choi Instructional Systems & Learning Technologies
- Vanessa Dennen Instructional Systems & Learning Technologies
- Songhee Han Instructional Systems & Learning Technologies
- Kadir Kozan Instructional Systems & Learning Technologies
- Bret Staudt Willett Instructional Systems & Learning Technologies
- Timothy Baghurst Interdisciplinary Center for Athletic Coaching

Any professor with Graduate Faculty status (GFS) is able to be a member of, or serve as chair of, either a PhD or MS committee, but as a Learning & Cognition student, your chair should be a Learning & Cognition faculty member. You may have faculty from the list above or faculty in other departments on your committee.

For Master's Thesis committees, students need an Educational Psychology faculty member for the chair and two other faculty members with GFS, from within our department or outside, for the three-person committee.

For doctoral committees, students need at least two faculty members (including your advisor) in Educational Psychology. Students also need one tenured faculty with GFS who serves as the University Representative (i.e., not from the EPLS department). Then students need one additional member who can be from any department and does not need GFS status.

Chapter Two: Certificate Programs

The university offers a variety of certificate programs, which consist of an organized curriculum of courses that lead to specific educational or occupational goals. A list of all of the certificate programs offered by the university is available in the Academic Degree and **Anne Spencer Daves College of Education, Health, and Human Sciences** offers several graduate-level certificate programs:

- Certificate in Athletic Coaching, Graduate
- Certificate in Autism Spectrum Disorder, Graduate
- Certificate in College Teaching, Graduate
- Certificate in Early Childhood Special Education, Graduate
- Certificate in Human Performance Technology, Graduate
- Certificate in Institutional Research, Graduate
- Certificate in Instructional Design and Technology, Graduate
- Certificate in Measurement and Statistics, Graduate
- Certificate in Online Teaching and Learning, Graduate
- Certificate in Program Evaluation, Graduate
- Certificate in Teaching English as a Second Language (TESOL), Undergraduate/Graduate

In accordance with the Academic Standards Policy in the Graduate Bulletin, all graduate students pursuing a graduate-level certificate must achieve a cumulative grade point average of at least 3.0 (“B”) or better across all graduate courses applied toward the graduate certificate (5000-level or above) for the graduate certificate to be awarded. The certificate programs are generally considered professional in nature and the completion of these programs are noted on the student's official university transcript.

Chapter Three: Master's in Learning and Cognition

The master's program in Educational Psychology: Learning and Cognition consists of 30-35 credit hours minimum, depending on the track (thesis or non-thesis/coursework only). Students develop their program of study (i.e., the courses they will take to meet requirements) in conjunction with their advisor for one of two tracks: *Thesis-track* or *Coursework-track*. The Thesis-track is geared toward students who want more practical research training or who would like to pursue a PhD. The Thesis-track MS is a residential program that takes approximately 3 years to complete. The Coursework-track MS takes less than 2 years to complete (if attending year-round) and may be completed entirely online.

Master's Thesis Track

This is a research-focused MS degree program. After earning your degree, your goal may be to enter a research-related job or to be prepared for a PhD program. Face-to-face students may be approved to pursue the thesis track once they have 1) an adequate (3.0 GPA) or better first-year annual evaluation as a Thesis-track Master's student (see Chapter 5 for more on this process) and 2) have a thesis advisor (as described below) sign off on a thesis-track Program of Study (will also need two additional committee members who hold Graduate Faculty Status).

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

Students develop their program of study with their advisor (i.e., major professor). The Thesis-track Master's program in Educational Psychology: Learning & Cognition (L&C) consists of the following 35 credit-hours across 1) requirements for Core Educational Psychology Courses, 2) Area of Specialization, 3) Research Data and Analysis, and 4) 6 Thesis hours.

Below are the four areas of courses and research requirements for the Thesis Track.

1. Core Educational Psychology Courses (minimum 12 hours; 4 courses)

Other content courses offered by our department or other departments may also qualify; please consult your advisor.

DEP 5068	Lifespan Development (3)
EDF 5431	Classroom Assessment (3)
EDF 6683	Family Support for Learning (3)
EDF 6755	Theoretical and Practical Issues in Education
EDH 5305	College Teaching (3)
EDP 5053	Introduction to Educational Psychology (3)
EDP 5216	Theories of Learning and Cognition in Instruction (3)
EDP 5285	Group Processes in Instruction (3)
EDP 5300	Motivation and Emotion (3)
EDP 6930	Seminar in Special Topics (3): Critical Thinking, etc.
SYP 5105	Theories of Social Psychology (3)

2. Area of Specialization (6 hours; 2 courses)

Students develop their area of specialization by taking 6 hours of coursework (usually 2 courses). Students should consult with their advisor about their area of specialization. For example, an elementary teacher or secondary teacher who is interested in studying children's learning as a teacher-researcher might select courses from programs in early childhood, elementary or secondary education, instructional systems, multicultural/multilingual education, reading, special education, or other relevant fields of study. In contrast, a program supervisor from a state agency might select courses from adult education, educational leadership, human services, management, psychology, social work, or sociology. Students on the Thesis track are required to take a minimum of two related courses to form their chosen area of specialization.

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

You may choose research courses taught in the Educational Psychology and Learning Systems department, as well as other departments; please consult your advisor.

EDF 5400	Basic statistics (4 hours), (REQUIRED)
EDF 5401	General Linear Model (3 hours)
EDF 5402	Advanced Topics in Analysis of Variance (3 hours)
EDF 5461	Introduction to Program Evaluation (3 Hours)
EDF 5462	Evaluation of New Programs (3 Hours)
EDF 5464	Qualitative Evaluation (3 Hours)
EDF 5481	Methods of Educational Research (3 hours), (REQUIRED)
EDF 5916	Research Proposal Writing (1 hour)—co-requisite with EDF 5481, REQUIRED
EDP 6930	Seminar in Special Topics [focused on data analysis]
EDG 5465	Grounded Theory Analysis

4. Master's Thesis (6 Hours)

IMPORTANT NOTE ON RESEARCH CREDIT HOURS: You are encouraged to begin thinking and reading about potential thesis topics during your first and second semesters in the program. You may choose to complete 1-3 hours of Directed Independent Studies (DIS—EDP 5901) or Supervised Research (EDP 5917) to reserve time to explore your research interests. Talk with your advisor if you want to register for DIS or Supervised Research.

You should begin drafting your Thesis Prospectus by the summer after your first year. We strongly encourage you to work on the thesis while taking courses. **Once you have completed your coursework, the University requires that you enroll each semester for at least two hours of thesis credit (EDP 5970). If you do not do so, after two semesters, your status is deactivated and you must undergo a cumbersome process for readmission! Students who complete the required minimum of 6 thesis hours (EDP 5970)** need not be enrolled continuously thereafter in thesis hours if they meet the minimum university requirement for full-time or part-time enrollment by being enrolled in coursework. However, **a student must be enrolled in a minimum of two thesis hours in the final term they plan on graduating (i.e., the semester they defend the thesis).**

To register for thesis hours (EDP 5970), contact Jennifer Anderson (3210 Stone, j.anderson@fsu.edu) for help with enrolling.

Recommended Timetable

We urge you to complete EDF 5481 (Research Methods), the Research Proposal Writing co-requisite (EDF 5916), and EDF 5400 (Basic Statistics) during **your first year** in our program. This will help you better understand material in your CORE and SPECIALTY courses and help you prepare for your thesis. Additionally, you will find your methods training will boost your statistical training and vice versa. Some students find taking both EDF 5481 and EDF 5400 in the same semester helpful, while others prefer to sequence them. Discuss this with your advisor, who will consider your academic background and other planned courses. If you take EDF 5400 in the Fall, then EDF 5401 (General Linear Model) is nearly always offered in the Spring. Most students find these two courses to be a solid background for taking other Statistics and Measurement courses, such as EDF 5402 (Analysis of Variance models). You will also find these methods and statistics courses invaluable in planning your thesis, and by completing the basics during your first year of study, this may enable you to progress more quickly through your Master's program. To allow time to focus on your research, we recommend that full-time students spread their course work out over three years (approximately 2 courses and 1 Directed Independent Studies (DIS) EDP 5901, or Supervised Research EDP 5917, for 1-3 units) each semester until your second and third years—then you should take Thesis hours in place of DIS or Supervised Research. For part-time students or those with special circumstances, see your advisor to adjust the timetable appropriately. Regardless of circumstances, the university requires that the master's degree be completed within seven years from the time the student first registers for graduate credit. Any graduate work transferred from another institution must have commenced not more than seven years prior to completion of the degree for the credits to be applicable to the master's degree.

Recommended Sequence:

Year One	Enroll in research & data analysis courses (e.g., EDF 5481; EDF 5916; EDF 5400; EDF 5401) Begin core and disciplinary specialization coursework Begin DIS/supervised research (EDP 5901 or EDP 5917) Complete and turn in a Program of Study form in second term of Year 1 Begin to plan thesis topic and begin thesis prospectus (proposal)
Year Two	Complete research & data analysis courses Take core and disciplinary specialization coursework Take thesis research hours (EDP 5970) Prepare and defend thesis prospectus, begin collecting data
Year Three	Full-time students should complete coursework during Year Three Take thesis research hours (EDP 5970) Conduct & defend thesis research (EDP 8972)

Major Advisor

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

Program of Study (POS)

You and your advisor will select a three-person supervisory committee, which must consist of your advisor, and at least one additional member from the Educational Psychology program (i.e., Measurement and Statistics, Sport Psychology, or Learning and Cognition). A faculty member in either Instructional Systems and Learning Technologies (ISLT) or Psychological and Counseling Services (PCS) also may serve in this position on your thesis committee, provided

that the individual holds Graduate Faculty Status in Educational Psychology (please see the list in Chapter 1). The third member may be an Educational Psychology faculty member or, if his/her expertise is critical to your successful thesis completion, a faculty member from another Educational Psychology and Learning Systems division (ISLT or PCS) may be able to serve on your committee. A committee member from outside the EPLS department is not required for the Master's, but may be added as long as you have two faculty with Graduate Faculty Status from Educational Psychology on your thesis committee.

During your first year of study, you and your advisor should draft your **Master's Program of Study (POS)**. Program of Study forms, and other important information, are available online through **OASIS** (see also Appendix B). The Program of Study must be completed by the end of your second semester (i.e., signed by your supervisory committee) and will include your plan to take all the requirements of the degree. Your plans could change as you go through the program, so you will submit a revised POS before applying for graduation. **Note that students enrolled in Learning & Cognition are not seeking a certification, so the "No" box should be checked on the Program of Study Form.**

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

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

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

Thesis Defense

Your prospectus defense (i.e., your proposed study) should occur at least 1 semester prior to your final defense of the thesis. You must be enrolled in at least 2 Thesis hours (**EDP 5970**) during the semester you defend your prospectus and your final defense. Passing the prospectus defense and gaining IRB approval for your study are required before you begin to collect or analyze data. You do not need to register for the prospectus defense, **but OASIS does have a Thesis Prospectus Clearance Form** that the committee will sign (check OASIS for the most current forms). For your defense of the final thesis, you must provide the committee with your document 2 weeks prior to the meeting/defense date. Before sending your prospectus or final document to the committee, however, you must have checked your document for plagiarism using the Turnitin portal on the Educational Psychology and Learning Systems Student Canvas

site AND have your advisor's approval. At your defense, you will give a 15-20 minute presentation on your study, which will be followed by questions from your committee. **You must register for the 0 credit hour Thesis Defense (EDP 8972), and be registered for a minimum of 2 Thesis hours (EDP 5970) during the semester of your final defense.**

All committee members and the student must attend the entire (prospectus and final) defense in real time, either by being physically present or participating via distance technology (e.g., Zoom). If exceptional emergency circumstances (e.g., medical or other emergency situations) prevent the participation of a committee member, then it may be necessary to arrange for an additional appropriately qualified colleague to attend the defense. A grade of PASS for the defense requires the approval of all members of the committee. Once you have finished making the revisions your committee/advisor asks you to make to your final document—your defense results will be signed by all committee members and the department chair. Because revisions to your final document are usually required by the committee and then must be approved by your committee/advisor, it is very important to defend early in the semester you want to graduate.

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

Coursework-only Master's Track

The coursework-only option (total of 30 course-hours) is designed primarily for students who want a terminal MS degree. Those who are considering a doctoral program are strongly encouraged to complete the Thesis Track to best prepare them for the research requirements of the PhD. Online distance MS students are only eligible to complete the course-only track. We provide two non-thesis options, Face-to-Face and On-line.

Course Requirements

Students electing to take the course-only option for their master's studies must complete a minimum of 30 credit hours. The requirements for the Coursework-only track are similar to those for the thesis track master's degree with two exceptions: (1) coursework-only students are not required to take the Research Proposal Writing co-requisite to EDF 5481 (Research Methods), and (2) coursework-only students complete one extra Core Educational Psychology course for a minimum of 15 credit hours (5 courses). Online students should consult with their advisor about courses that are regularly offered online. The student electing the course-only option will be assigned a major advisor from among the Learning and Cognition faculty members. The advisor will review and sign the student's **Program of Study** form (see OASIS for current form) and ensure the master's program requirements have been completed. The annual evaluation process conducted at the end of each year of enrollment in the program (see Chapter 5) will help students (along with their advisors) to shape their Program of Study and timeline for program completion.

Below, you will find the three areas of requirements for the Coursework-Only Master's Track.

1. Core Educational Psychology Courses (minimum 15 hours, 5 courses)

To complete the requirements for the Master's degree, you must take 1) either EDP 5216 (Theories of Learning and Cognition OR EDP 5053 Introduction to Educational Psychology), 2)

EDF 5431 Classroom Assessment, and 3) EDF 6755 Theoretical and Practical Issues in Education. You can choose additional CORE courses from our list below to complete the minimum 15 hours, or you can request consideration for a different course if it fits well with your interests. Other content courses offered by our department or other departments may also qualify; please consult your advisor.

CORE Educational Psychology Courses

DEP 5068	Lifespan Development (3)
EDF 5431	Classroom Assessment (3) (REQUIRED)
EDF 6683	Family Support for Learning (3)
EDF 6755	Theoretical and Practical Issues in Education (REQUIRED)
EDH 5305	College Teaching (3)
EDP 5053	Introduction to Educational Psychology (3)
EDP 5216	Theories of Learning and Cognition in Instruction (3)
EDP 5285	Group Processes in Instruction (3)
EDP 5300	Motivation and Emotion (3)
EDP 6930	Seminar in Special Topics (3): Critical Thinking, etc. (in-person)
SYP 5105	Theories of Social Psychology (3)

2. Area of Specialization (6 hours)

Students develop their area of specialization in conjunction with their advisor. Master's students are required to take a minimum of two related courses in their chosen area of specialization. These courses may be in our major (e.g., from the CORE courses above) or in another department (e.g., Special Education).

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

Master's students are required to complete 3 methods courses from the list below. EDF 5481 (Methods of Educational Research) and EDF 5400 (Basic Statistics) are taught in our program and recommended. However, for course-work only Masters, you can take a less statistical route with courses offered in other program areas: Inquiry and Measurement for Practitioners EDF 5442 (from Instructional Systems and Learning Technologies) or Program Evaluation courses from Educational Policy and Leadership Studies: Evaluation of New Educational Programs EDF 5462; Qualitative Research and Evaluation Methods EDF 5464, and/or Qualitative Methods in Educational Research EDF 6475. Below are the courses offered by our program.

You may choose research courses taught in the Educational Psychology and Learning Systems department, as well as other departments; please consult your advisor.

EDF 5400	Basic statistics (4 hours) RECOMMENDED
EDF 5401	General Linear Model (3 hours)
EDF 5402	Advanced Topics in Analysis of Variance (3 hours)
EDF 5461	Introduction to Program Evaluation (3 Hours)
EDF 5462	Evaluation of New Programs (3 Hours)
EDF 5464	Qualitative Evaluation (3 Hours)
EDF 5481	Methods of Educational Research (3 hours), STRONGLY RECOMMENDED
EDF 5916	Research Proposal Writing (1 hour) (taken with EDF 5481, NOT REQUIRED for course-work only Masters, but required for thesis students)

EDP 6930 Seminar in Special Topics [focused on data analysis]

EDG 5465 Grounded Theory Analysis (in-person)

Face-to-Face Program Timetable

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

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

Recommended Face-to-Face Sequence:

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

Online Program Timetable and Course Offerings

The fully online program is only offered for the coursework-only Masters. As in the face-to-face program, online distance students must complete a minimum of 30 credit hours spanning the following number of courses in three areas outlined above. (You might want to complete more electives to fulfill requirements of an online certificate program, such as Institutional Research or Online Instructional Development; search the FSU website for certificates.) Many graduate programs and certificates across FSU offer at least one online course. The following timetable, comprising 2 courses per semester for 5 semesters, includes a few examples of how to meet the various requirements, based on when courses are typically offered, although this is subject to change. Students who choose other variants of the required course combinations would substitute those alternative courses throughout this timeline or complete the same selections below in a different order based on course availability.

Recommended Online Sequence:

Semester	Course Number	Course Title	Credit Hours	Course Distinction
First Fall	EDF 5481 or EDF 5442	Methods of Educational Research or Inquiry and Measurement for Practitioners	3	Methods Requirement
	SYP 5105	Theories of Social Psychology	3	Core Option
First Spring	EDP 5053 or EDP 5216	Introduction to Educational Psychology (EDP 5053) or Theories of Learning and Cognition in Instruction (EDP 5216)	3	Core Requirement
	EDF 5400	Basic Descriptive & Inferential Statistics (or other research methods course)	4	Methods Option
First Summer	EDF 5431	Classroom Assessment	3	Core Requirement
	EDF 5461	Introduction to Program Evaluation (or other research methods course)	3	Methods Option
Second Fall	TBD	Graduate course in area of specialization	3	Elective
	TBD	Graduate course in area of specialization	3	Elective
Second Spring	EDF 6755	Theoretical and Practical Issues in Education	3	Core Requirement
	DEP 5068	Lifespan Development	3	Core Option

Chapter Four: Ph.D. in Learning and Cognition

Requirements and up-to-date forms for the CEHHS can be found at **OASIS**. You can find additional helpful information at both the Learning & Cognition (L&C) **Canvas** site.

Major Advisor

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

Qualifying Review

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

For your Qualifying Review, you and your advisor will convene a three-person review committee, which must consist of your major advisor, and two additional L&C faculty. The form to be completed and submitted following this review can be found on the **OASIS** website (see also Appendix B for PhD forms).

The Qualifying Review consists of the following:

You will prepare a portfolio that will be provided to the review committee members, containing:

1. Updated Vita
2. Revised goal statement (describing your professional goals and potential research direction)
3. 1-page summary of your initial ideas for the study you will conduct for your preliminary exam; and
4. Completed Progress Monitoring Chart, which will help you to complete the Program of Study
5. Complete draft of the Program of Study form (to include all courses and dissertation hours you propose to take as well as when you will take them, see Appendix B)
6. 3 annotated bibliography of 3 articles influencing your current or potential research direction
7. Sample of your (best) academic writing
8. Your unofficial FSU transcript (which the Program Assistant in EPLS can download for you)

Students must satisfactorily meet the Scholarly Engagement Requirement (see below); and students will organize a 1-hour meeting of the three-person review committee during which the committee will discuss students' goals, including the content and timeline of proposed Program of Study, and how the proposed Program of Study will help students meet their goals.

Criteria for successfully completing the Qualifying Review include 1) compiling the required materials for the portfolio, 2) designing a coherent Program of Study, and earning grades meeting the minimum university criteria (grades of B or higher) with any ‘incompletes’ completed in no more than one semester, 3) specifying a potential research area with a consideration of the research methods that may be used, and 4) annotating three influential articles related to one’s area of study. In cases where the committee has concerns about qualifications, the review committee will consider how course problems may be remediated and/or how incompletes may be resolved. Students with marginal goal statements and/or annotated bibliographies will have the opportunity to revise the statement and annotate two additional articles by the end of the third semester in residence.

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

Scholarly Engagement Requirement

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

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

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

Scholarly Engagement Activity	Completed*
Attend 80% of “lab meetings” with advising professor and/or other faculty	
Attend 80% of Learning & Cognition colloquia	
Present at L&C colloquium or other campus event (e.g., CORE)	
Work as a GRA on a faculty member’s research project	
Volunteer to lead or participate in data collection and/or analyses of extant data	
Co-author a peer-reviewed manuscript with other students and/or with faculty	
Co-author a conference submission with other students and/or with faculty	
Assist with or independently complete a manuscript review for peer-reviewed journal	
Review submissions for a conference	
Attend a local/state/regional conference	

Attend a national/international conference	
Present at a local/state/regional conference	
Present at a national/international conference	
Satisfactorily complete a DIS or Supervised Research with a written "product" (i.e., literature review, study design, study data analysis)	
Volunteer as an academic mentor/tutor, global/program ambassador, etc.	
Hold a leadership role in an academic club/organization	
Give a guest or invited lecture/presentation	
Participate regularly in a Writing Group	
Attend faculty-search presentations (research/teaching)	

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

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

Supervisory Committee

The supervisory committee will formally approve/sign your program of study. For your preliminary exam (and dissertation), you and your advising professor will select a four-person supervisory committee, which must consist of your advisor and at least three additional faculty:

- Your advisor
- One faculty member (in addition to your major advisor) must hold Graduate Faculty Status in Educational Psychology (see Chapter Three for list of faculty).
- One member must be a University Representative (i.e., a tenured faculty member with Graduate Faculty Status outside of the Educational Psychology & Learning Systems department).
- The fourth member may be chosen in consultation with your major advisor from any relevant department and must also have Graduate Faculty Status or (in the case of nontenure-track faculty) co-doctoral or co-master's status.
- Additional members may be added if desired and approved by your major advisor.

Core Courses

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

1. Core Educational Psychology Courses (minimum 12 hours)

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

DEP 5068	Lifespan Development (3)
EDF 5431	Classroom Assessment (3)
EDF 6683	Family Support for Learning (3)
EDF 6755	Theoretical and Practical Issues in Education
EDH 5305	College Teaching (3)
EDP 5053	Introduction to Educational Psychology (3)
EDP 5216	Theories of Learning and Cognition in Instruction (3)
EDP 5285	Group Processes in Instruction (3)
EDP 5300	Motivation and Emotion (3)
EDP 6930	Seminar in Special Topics (3): Critical Thinking, etc.

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

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

EDF 5401	General Linear Model (3)
EDF 5402	Advanced Topics in Analysis of Variance (3)
EDF 5406	Multivariate Analysis (3)
EDF 5409	Structural Equation Modeling (3)
EDF 5456	Introduction to Categorical Data Analysis
EDF 5481	Methods of Educational Research (3)
EDF 5916	Research Proposal Writing (1)—co-requisite to EDF 5481
EDF 6475	Qualitative Research Methods (3)
EDF 7489	Meta-analysis
EDG 5465	Grounded Theory Analysis
PSY 5916	Developmental Methods (3)

PLEASE NOTE: EDF 5400 (Introduction to Statistics) does NOT count for the PhD program; it is a Master's-level course. However, you may need the background in EDF 5400 to understand the material in the required higher-level quantitative courses. Please consult your advisor.

Other Program Requirements

3. Disciplinary Specialization/Context Minor (9 hours)

Students develop their program of study with their advisor. For example, students who are interested in researching children's learning might take courses in early childhood, elementary or secondary education, instructional systems, multicultural/multilingual education, reading, special education, or other relevant fields of study. In contrast, students who are interested in adult's learning might take courses in adult education, educational leadership, human services, management, psychology, social work, or sociology. Additionally, many students count specializations hours toward the requirements for earning a Certificate in another area of study (e.g., Measurement and Statistics, Program Evaluation).

4. Advanced Courses (12 hours)

Advanced quantitative or qualitative analysis (3 hours)

Measurement (3 hours)

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

Preliminary Exam

A student who has passed the Qualifying Review and maintains a 3.0 graduate grade point average can officially begin the process of completing his/her preliminary exam. Note, however, that students are expected to begin developing and discussing ideas for their preliminary exam research study during the first year of the program. Students can register for up to a total of 18 credit hours of Preliminary Research credits (EDP 6540) while working on their prelim. Students may also/instead choose to register for DIS hours (EDP 5901) which can be converted to dissertation hours if the preliminary exam is passed and they are admitted to candidacy during the first 7 weeks of the semester in which you defend your preliminary exam.

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

For the prelim exam, students propose, complete, and defend (to the supervisory committee) an original research study. The study is expected to be suitable for potential publication in a journal—that means it should add to the knowledge of the field and not be only a small pilot or a class exercise. Students may choose to collect their own data or use an existing dataset. In some cases, students may collect a portion of the data they hope to use for their dissertation during the preliminary phase. A journal length document is appropriate (i.e., a 10-page introduction and literature review would be reasonable in most cases). As would be the case for a journal article, your prelims document should be formatted following APA (7th) edition requirements. There are two acceptable formats for the preliminary exam proposal document (your advisor will help you decide the best option for you):

Submit an Introduction and Literature Review, along with a detailed Methods and Planned Analysis. The introduction and literature should include a clear purpose, problem statement, provide a theoretical framework, discuss gaps in literature and provide a critical review of the literature in the length of a typical manuscript introduction (approx. 7-10 pages). With this option, students should be able to replace the planned analysis with a Results section, add a Discussion section, and the final manuscript should be ready as a potential journal-article submission; OR

Provide a typical Dissertation-type Chapter One that ends with research questions, along with an outline of the planned Literature Review and a spreadsheet that includes a critical analysis of 10 empirical studies to be included in the literature review (with columns highlighting components of the method, findings, and strengths/weaknesses). This document would also include detailed Methods and Planned Analysis sections.

Option 2 allows students to develop their manuscript-style Introduction and Literature Review while they collect and analyze data. The final document of this option is the same as the first option.

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

The in-person preliminary exam prospectus and exam defense should be scheduled for at least 90 minutes. All committee members and the student must attend the entire prospectus and final defense in real-time, either by being physically present or participating via distance technology (e.g., Zoom). If exceptional emergency circumstances (e.g., medical or other emergency situations) prevent the participation of a committee member, then it may be necessary to arrange for an additional, appropriately qualified colleague to attend the defense. A minimum of three members with Graduate Faculty Status (at least 2 must have GFS in Educational Psychology) must participate, although it is highly recommended that your entire 4-person dissertation committee (including University Representative) participate, as your prelim may be related to your dissertation topic. **You must provide your prospectus or final document to your committee at least 2 weeks before your defense dates.** Before sending your prospectus or final document to the committee, however, you must have checked your document for plagiarism using the Turnitin portal on the Educational Psychology and Learning Systems Student Canvas site AND have your advisor's approval. At your defense you will give a presentation on your study, lasting approximately 15-20 minutes, followed by questions from your committee.

Your Doctoral Preliminary Examination (see **OASIS** for current form) defense results will be signed by your advisor once you have finished making the revisions your committee/advisor asks you to make to your final document. Because revisions to your final document are usually required by the committee, and then must be approved by your committee/advisor, it is very important to defend early (within the first 6 weeks) in the semester that you want to begin enrolling in dissertation hours (EDP 6980) or if you plan to defend your dissertation prospectus in the same semester.

The Preliminary Exam should be completed before the end of the third year. It is recommended that you identify the topic and purpose of your preliminary exam study in year 1 (by the end of the first semester) so that you can begin the literature review. You should aim to defend your prospectus early in year 2—and complete the exam defense by the middle of year 3 (at the latest). You must be registered for the 0 credit Preliminary Exam (EDP 8962, for which you pay for one credit hour) during the semester of the final prelim defense. Once the Preliminary Exam is passed, students are officially admitted to doctoral candidacy (see **OASIS** for current form) once the form is processed, and are eligible to take Dissertation credit hours (EDP 6980). A student must be admitted to candidacy at least 6 months prior to the granting of the Ph.D. degree. This ensures a reasonable minimum amount of time for effective work on the dissertation. Realistically, the student should expect to spend a year or more working on the dissertation. If the prelim is related to the dissertation, the dissertation may be accelerated.

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

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

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

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

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

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

In summary, for the preliminary exam, students complete an original research study, which includes 1) writing and defending a prospectus (Introduction, Literature Review, Method) before their supervisory committee, 2) obtaining IRB and conducting the study, and 3) defending the final write-up of the project (Introduction, Literature Review, Method, Results, Discussion) before their supervisory committee. The study is expected to be suitable for potential publication in a research journal. The Preliminary Exam usually takes place by the end of your second or third year. Students register for a 0-credit-hour Prelim Defense (EDP 8962) the semester they defend the final write-up of their project.

Preliminary Examination Policy from Graduate Bulletin

The following describes the Preliminary Examination from the university's perspective. You can find this information in the **Graduate Bulletin**:

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

The preliminary examination is designed to test scholarly competence and knowledge and to afford the examiners the basis for constructive recommendations concerning the

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

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

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

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

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

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

Dissertation

Following the preliminary exam, **doctoral candidates must be enrolled for a minimum of 2 dissertation credit hours (EDP 6980) each term (including summer) as part of their full-time enrollment.** You must be registered for at least 2 Dissertation credit hours (EDP 6980) the semester you defend your prospectus and be enrolled in at least 2 Dissertation credit hours every semester afterward through the semester of degree completion. **You will also have to**

register for a 0-credit hour Dissertation Defense (EDP 8981) during the semester of your final defense.

Minimum-hour requirements may be different for international students and for students on assistantship. Continuous enrollment in dissertation hours is a requirement for graduation clearance. The current University policy on dissertation hours enrollment can be found in the **Graduate Bulletin**:

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 student shall register for a minimum of two credit hours of dissertation per semester, *including Summer term*, plus additional credit hours adding up to the required full-time load, until completion of the degree. A student also must be enrolled in a minimum of two hours of dissertation 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 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.

Before registering for dissertation hours, the student must consult the major professor as to the proportion of time to be devoted to dissertation work.

For more information on the full-time load for doctoral students, see the "Student Course Load" section of the *Graduate Bulletin*.

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

Passing the prospectus defense and gaining IRB approval for your study are required before you begin collecting data. **Upon prospectus approval, the student must submit a Prospectus Clearance Form to OASIS.** The University Representative must also submit a prospectus evaluation to OASIS. The **IRB Verification Form** must be submitted to OASIS within 60 days of the prospectus defense date.

A student cannot defend his/her dissertation earlier than 4 months from the date of the department chair's signature on the Prospectus Clearance Form.

See the [Graduate School's website](#) for forms and important timelines (see [Graduate Student Deadlines](#)) and talk to your advisor for details about our expectations for this proposal meeting.

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

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

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

Defense Decision Definitions from Graduate Bulletin

The **Graduate Bulletin** (see Defense Decision Definitions) lists the types of Dissertation Defense decisions that the dissertation committee may make:

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

Pass. To receive a Pass, the dissertation must be in its final form or require only minor revisions (e.g., grammar, typographical, clarifications, minor changes not requiring review by full committee) at the time of the defense, AND the student passed their oral defense. A decision of Pass for the defense of dissertation requires at least a majority approval of the committee. Students who defend successfully with a "Pass" 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. Students who fail to graduate in their original defense semester and the semester after their original defense semester are required to re-defend their thesis, treatise, or dissertation and meet Manuscript Clearance deadlines during the second semester since their original defense semester (e.g., original defense F24, required re-defense Su25). Students who re-defend and do not earn a "Pass,"

should be given a “Fail.” The transcript will reflect a “Pass” once the student submits their successfully defended document. Exception requests for extenuating circumstances can be submitted by the unit's academic dean to the Dean of The Graduate School (or designee) for consideration. Individual departments may impose stricter requirements for what constitutes a Pass or the timing of a re-defense. Departments and other degree-granting programs must publicize their policy on these issues in their Graduate Student Handbook and in the relevant section of the Graduate Bulletin.

Pass with Major revisions. This defense decision category is a sub-category of the “Pass” category. This decision indicates that the dissertation requires major revisions (e.g., additional chapters, major restructuring, significant changes needing approval or either the major professor/chair or the full committee), AND the student passed their oral defense. 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. Students who fail to graduate in their original defense semester and the semester after their original defense semester are required to re-defend their thesis, treatise, or dissertation and meet Manuscript Clearance deadlines during the second semester since their original defense semester (e.g., original defense F24, required re-defense Su25). Students who re-defend and do not earn a “Pass,” should be given a “Fail.” The transcript will reflect a “Pass” once the student submits their successfully defended document. Exception requests for extenuating circumstances can be submitted by the unit’s academic dean to the Dean of The Graduate School (or designee) for consideration.

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

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

Recommended Credit Hours & Timetable

Note: Supervised Teaching (3 hours)

Students who seek university faculty positions should consider obtaining the graduate teaching certificate, registering for supervised teaching (EDP 5940), and assisting in the teaching of an appropriate course or have major responsibility for a course section.

Timetable

We suggest the following schedule for full-time students. For part-time students or those with special circumstances, see your advisor to adjust the timetable appropriately. Regardless of circumstances, **the university requires that all requirements for the doctoral degree be completed within five calendar years from the time the student passes the preliminary examination**, or the student will be required to pass a second preliminary exam. Once candidacy is reached, students are required to be continuously enrolled for at least two Dissertation hours (EDP 6980) every semester including summer; however, the faculty strongly recommend all students (especially prior to candidacy) work on their research in the summer even if they are not registered for credits.

Year One	Enroll in core courses and electives Draft and submit a Program of Study with major advisor Begin Supervised Research (EDP 5917), DIS (EDP 5901), or Preliminary Research (EDP 6540) credits to work on preliminary study Begin preliminary exam (identify topic and purpose, begin literature review) Pass qualifying review by middle of second semester to make satisfactory progress
Year Two	Enroll in advanced courses Enroll in Supervised Research (EDP 5917), DIS (EDP 5901), or Preliminary Research (EDP 6540) credits to work on preliminary study Propose preliminary exam by end of the first semester to make satisfactory progress (complete intro, literature review, and method; defend prospectus to supervisory committee; IRB) Begin collecting and/or analyzing data, etc. by the second semester. Complete disciplinary specialization
Year Three	Enroll in Supervised Research (EDP 5917), DIS (EDP 5901) or Preliminary Research (EDP 6540) credits to work on preliminary study Complete preliminary exam (complete data collection, analysis, results, discussion, & defend final write-up to supervisory committee, Enroll in EDP 8962) by the end of the first semester of Year 3 to make satisfactory progress Enroll in dissertation hours/Begin to conduct dissertation research Prepare and defend dissertation prospectus
Year Four	Dissertation prospectus must be defended by the end of the first semester to make satisfactory progress Enroll in dissertation hours (EDP 6980)/Complete dissertation research

Defend dissertation (EDP 8981) by the end of the fourth (or fifth) year as determined by the committee based on the research design

Time Limit for Completion of Degree Requirements

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

Important Note on Doctoral Credit Hours

Once you have completed your coursework and been admitted to doctoral candidacy by passing the Preliminary Exam (completion of required coursework and Preliminary exam usually occur simultaneously), the University requires that you enroll each semester for two hours of dissertation hours (EDP 6980) (including summer). See detailed information above. **If you do not do so, after two semesters, your status is deactivated and you must undergo a cumbersome process for readmission!** Please register for the 0-credit hour dissertation defense (**EDP 8981**)—for which you pay for one credit hour—in the semester in which you plan to defend your dissertation.

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

Program of Study

The Program of Study form (see **OASIS** or Appendix B) should be drafted (along with your major advisor) during the first year of the program and completed before the second year (it will be presented during your Qualifying Review meeting). If necessary, revisions can be made before applying for graduation. **Note that students enrolled in Learning & Cognition are not seeking certification, so the "No" box should be checked on the Program of Study Form.**

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

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

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

Note: Directed Independent Study (DIS)/Supervised Research/Preliminary Research credit hours are counted cumulatively across the MS and PhD degrees, with a total cap on the number of credits you can take. In addition, **only EDP 5901 (DIS) credits can be converted to dissertation hours if you defend the prelim and are admitted to doctoral candidacy within the first 7 weeks of the semester** (prorated in summer). Thus, students completing both degrees in L&C should carefully plan the program of study with the major advisor. For students admitted as of Fall 2019, the follow maximums are allowed for each type of credit:

- 30 credits of DIS (EDP 5901)
- 18 credits of Supervised Research (EDP 5917)
- 18 credits of Preliminary Research (EDP 6540)

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

Chapter Five: Annual Evaluations, Satisfactory Academic Progress & Assistantships

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

Annual Evaluations

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

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

More information specifically regarding these policies and other University-wide policies regarding graduate education can be found online in the **Graduate Student Bulletin**.

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

- (1) a copy of unofficial FSU transcript,
- (2) an up-to-date Progress Monitoring Chart (Excel templates can be downloaded from the L&C Canvas site),
- (3) updated curriculum vitae (for PhD and Thesis Master's students only) to provide documentation for the scholarly engagement checklist, and
- (4) copies of teaching evaluations (if TAed the previous summer or Fall semesters).

The Progress Monitoring Chart should denote both the degree requirements completed and the expected dates of completion of those remaining. The charts are designed to help you plan and

complete your program of study and other degree requirements, including scheduling of committee meetings and steps in the research process. Advisors will use the Progress Monitoring Chart to assess student progress and determine whether they are advancing through the program at an acceptable rate.

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

Satisfactory Academic Progress (SAP)

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

For Learning & Cognition, students must not complete more than 81 total credit hours for the MS degree or 216 total credit hours for the PhD degree. Students must maintain Satisfactory Academic Progress to receive Federal and State financial aid (see Chapter 6).

Priority will be given to funding doctoral students in the first four years of study who are making satisfactory progress. Full-time students (i.e., students without full-time outside employment) who have completed a total of 5 years (typically around 100 credit hours) in the L&C PhD program, will not be eligible for funding for a department TA or GA position.

Anne Spencer Daves College of Education, Health, and Human Sciences (Anne's College) Doctoral Tuition Waiver Policy

Anne's College approved a policy regarding the length of time doctoral students and candidates can be funded by tuition waivers. The policy reads:

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

Please note that students can qualify for tuition waivers both as a student (pre-dissertation) and then again once in candidacy. Also, note that this policy does not exclude you from completing more coursework after the first three years; the university wants you to have the minimum done to meet the degree requirements completed in three years.

Chapter Six: Student Course Loads

The standard full-time load for graduate students for certification purposes is 9 credit hours per semester, 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 vary by college and are available at respective Dean's Offices. An approved Tuition Underload Form may be needed when applicable.

Master's Students

Master's students completing a coursework-only program need to meet full-time or minimum enrollment requirements as described in the other sections. Master's students on the thesis or project track must complete a minimum of six thesis or project hours for the master's degree. They need not be enrolled in thesis or project hours continuously after completing six thesis or project hours as long as they meet the minimum university requirement for full-time enrollment through other coursework. Master's students may be able to register for the university minimum enrollment of two credit hours per semester. The decision to register for two credits must be initiated by the student, approved 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, the student must consult with the major professor as to the proportion of time to be devoted to thesis or project work. A master's student must be enrolled in a minimum of two thesis or project hours in the semester of graduation.

Doctoral Students

After completing the required coursework, passing the Preliminary Examination, submitting an Admission to Candidacy form 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 student shall register for a minimum of two credit hours of dissertation per semester, including Summer term**, plus additional credit hours adding up to the required full-time load, until completion of the degree. **A student also must be enrolled in a minimum of two hours of dissertation 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 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, the student must consult the major professor as to the proportion of time to be devoted to dissertation work.

Financial Aid, Assistantships, & Waivers

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 9 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 6 credit hours each semester to be eligible for financial aid.

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.

Assistantships or hourly work paid through FSU, which total 30 or more hours per week, will not be approved.

Chapter Seven: 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 several 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.

Appendix A: Annual Reviews

Thesis Master’s Student Annual Review

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

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

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

Student: _____

FSUSN: _____

Program Entry Date: _____

Major Professor (or temporary advising faculty member):

Committee (TBA if appropriate): _____

Date Thesis Prospectus Defense Anticipated (if applicable): _____

Projected Date of Graduation: _____

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

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

Taking Classes	Writing MS thesis prospectus	MS thesis prospectus defense	Writing MS thesis	MS thesis defense
-------------------	------------------------------------	------------------------------------	----------------------	----------------------

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

Scholarly Engagement Activity	Completed*
Attend 80% of “lab meetings” with major professor and/or other faculty	
Attend 80% of Learning and Cognition colloquia	
Present at L&C colloquium or other campus event (e.g., CORE)	
Give a guest or invited lecture/presentation	
Work as a GRA on a faculty member’s research project	
Volunteer to lead or participate in data collection and/or analyses of extant data	
Co-author a peer-reviewed manuscript with other students and/or with faculty	
Co-author a conference submission with other students and/or with faculty	
Assist with or independently complete a manuscript review for peer-reviewed journal	
Review submissions for a conference	
Attend a local/state/regional conference	
Attend a national/international conference	
Present at a local/state/regional conference	
Present at a national/international conference	
Satisfactorily complete a DIS (EDP 5901) or Supervised Research with a written “product” (i.e., literature review, study design, study data analysis)	
Participate regularly in a Writing Group	
Volunteer as an academic mentor/tutor, global/program ambassador, etc.	
Hold a leadership role in an academic club/organization	
Attend faculty-search presentations (research/teaching)	

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

- Student has met the annual Scholarly Engagement Requirement
- Student has **not** met the annual Scholarly Engagement Requirement (Feedback for improvement and a remediation plan to be discussed with your major professor can be found on the final page of this Annual Review form.) Please evaluate student performance to date by placing checks in the boxes below (and include date student completed each level):

Performance Level	Taking Classes	Writing MS thesis prospectus	MS thesis prospectus defense	Writing MS thesis	MS thesis defense
DATE COMPLETED					
Superior					
Adequate					
Remedial					

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

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

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

At a minimum, to be eligible to complete a thesis, first year students must be rated at least adequate on all evaluated items above except teaching. A midterm evaluation will be conducted if concerns are raised here but the student is interested in pursuing the thesis track.

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

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

Signature of Major Professor:

Signature of Evaluated Student:

Date: _____

Date: _____

Nonthesis Master’s Student Annual Review

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

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

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

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

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

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

Taking Classes	Specialization Identified	POS Submitted	GPA Check	Specialization Completed

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

Performance Level	Taking Classes	GPA Check
DATE COMPLETED		
Superior		
Adequate		
Remedial		

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

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

Signature of Major Professor:

Signature of Evaluated Student:

Date: _____

Date: _____

Doctoral Student Annual Review

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

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

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

Student: _____
 EMPLID: _____
 Program Entry Date: _____
 Major Professor (or temporary advising faculty member): _____
 Committee (TBA if appropriate): _____

 Date Prelim Exam Anticipated (if applicable): _____
 Date Prelim Exam Passed (if applicable): _____
 Projected Date of Graduation: _____

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

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

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

Scholarly Engagement Activity	Completed*
Attend 80% of "lab meetings" with advising professor and/or other faculty	
Attend 80% of Learning and Cognition colloquia	
Present at L&C colloquium or other campus event (e.g., CORE)	
Give a guest or invited lecture/presentation	
Work as a GRA on a faculty member's research project	
Volunteer to lead or participate in data collection and/or analyses of extant data	
Co-author a peer-reviewed manuscript with other students and/or with faculty	
Co-author a conference submission with other students and/or with faculty	
Assist with or independently complete a manuscript review for peer-reviewed journal	
Review submissions for a conference	
Attend a local/state/regional conference	
Attend a national/international conference	
Present at a local/state/regional conference	
Present at a national/international conference	
Satisfactorily complete a DIS (EDP 5901) or Supervised Research with a written "product" (i.e., literature review, study design, study data analysis)	
Participate regularly in a Writing Group	
Volunteer as an academic mentor/tutor, global/program ambassador, etc.	
Hold a leadership role in an academic club/organization	
Attend faculty-search presentations (research/teaching)	

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

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

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

Performance Level	Taking Classes	Qualifier	Writing Prelim Prospectus	Prelim Prospectus Defense	Writing Prelim	Defending Prelim	PhD Prospectus	Writing PhD	Defending PhD
DATE COMPLETED		By 7 th week of 2 nd semester		By end of 1 st semester in Y2		By end of 1 st semester in Y3	By end of 1 st semester in Y4		By end of Y4 or Y5 TBD
Superior									
Adequate									
Remedial									

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

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

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

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

Satisfactory Progress

Unsatisfactory Progress (Official Concern)

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

Signature of Major Professor:

Signature of Evaluated Student:

Date: _____

Date: _____

Initial of OASIS Staff Member:

Date Received in OASIS:

APPENDIX B: Program of Study

	Comprehensive Exam, Portfolio Defense or Capstone* <small>(If not applicable in your program, Type "NA" in the credit hours field.)</small>		*Must register for Exam, if required by program.
	Thesis Defense** (if not applicable, leave blank)	0	**Must register for Defense
	Subtotal		

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

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

Transfer Courses (Only 6 Hours May Be Used)**
Graduate course grade must be a “B” or better to be eligible for transfer credit approval. Courses cannot be posted without an official transcript submitted to the University. Transfer credit must be approved by the University Registrar.
****Please NOTE: No student may be awarded more than 12 hours of combined non-degree seeking student credit and/or transfer credit.**

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

Planned:	Semester in Which Graduation is		
	Total Graduate Hours + Exam or Thesis		
	Non-degree seeking student Internal Transfer Credits		
	Total Transfer Credits		
	Final Total		

Supervisory Committee#

Thesis-Track MS Degree: A minimum of 3 members who hold Graduate Faculty Status (GFS) at FSU is required. – Two members, including the major professor, must be from the major in which the student will receive a degree. The third member may be from the major department.
Non-Thesis Track EDS Degree: Approval of major professor required. Additional committee members are optional. Major professor must hold GFS or Co-Directive Status at FSU.

Committee Members (Signed and Typed) Status	Department/Program	Directive
(Co-)Major Professor:		GFS <input type="checkbox"/>

		Co-directive status <input type="checkbox"/>
Typed Name:		
(Co-)Major Professor (if applicable):		GFS <input type="checkbox"/> Co-directive status <input type="checkbox"/>
Typed Name:		
Member:		GFS <input type="checkbox"/> Co-directive status <input type="checkbox"/>
Typed Name:		
Member:		GFS <input type="checkbox"/> Co-directive status <input type="checkbox"/>
Typed Name:		
Member:		GFS <input type="checkbox"/> Co-directive status <input type="checkbox"/>
Typed Name:		
Student Signature:		Date:
Department Chair or Representative:		Date:
Academic Dean or Representative:		Date:

Rev. November 2024

#A master's degree supervisory committee must be designated for all thesis-track students and may be designated for non-thesis or project students at the option of the department/program. The thesis supervisory committee must consist of a minimum of three members of the faculty who have Graduate Faculty Status, one of whom is designated as the major professor. Programs may establish a more stringent policy on supervisory committee membership, but such policies may not conflict with the University policy. College policy requires the formation of the thesis supervisory committee no later than the end of the second semester of enrollment.

A major professor/advisor must be assigned for all graduate students no later than the seventh week of their semester of admission.

Master's Program of Study Forms (POS) must be submitted to the Office of Academic Services and Intern Support (OASIS) no later than the end of the second semester of enrollment. (Example: Fall 2025 admitted students have a Spring 2026 POS submission deadline.) Some programs/departments may have earlier deadlines. Consult your department/program Graduate Handbook or contact your advisor.

FSU Non-Degree Student/External Transfer Coursework
(Only 12 hours may be used – Grade must be a “B” or better to be used towards the graduate degree.)

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

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Department Chair or Representative:	Date:	
Academic Dean or Representative:	Date:	

rev. November 2024

****Anne Spencer Daves College of Education, Health, and Human Sciences
Doctoral Student Program of Study Deadlines**

#A major professor/advisor must be assigned for all graduate students no later than the seventh week of their semester of admission.

1. A doctoral student will submit to the Office of Academic Services and Intern Support (OASIS) no later than the third semester after admission, a completed Program of Study that includes the signatures of the Major Professor(s) and Department Chair. Example: Fall 2025 admitted students have a Summer 2026 POS submission deadline. Some programs/departments may have earlier deadlines. Consult your department/program Graduate Handbook or contact your advisor. (Department/program staff initiate the form submission.)

2. The two departmental committee member names and signatures must be submitted to OASIS in the semester in which the doctoral student is registered for the Preliminary Exam via the College Supervisory Committee Revision Form.## (Department/program staff initiate the form submission.)

3. The name and signature University Representative must be submitted to OASIS with the doctoral student's Dissertation Prospectus Clearance Form via the College Supervisory Committee Revision Form. ##Online EDD students in the Educational Leadership/Administration program must have a complete and valid supervisory committee at the time of Preliminary Exam. (Department/program staff initiate the form submission.)

Some programs/departments may have earlier deadlines. Consult your department/program Graduate Handbook or contact your advisor.