

EDUCATIONAL PSYCHOLOGY
(EPSY Program option)

SCHOOL OF APPLIED HEALTH
AND EDUCATIONAL PSYCHOLOGY



GRADUATE HANDBOOK
2015 – 2016

COLLEGE OF EDUCATION
OKLAHOMA STATE UNIVERSITY

The content of this handbook applies to the students admitted to the graduate programs in Educational Psychology in Fall of 2015. This handbook is distributed electronically. Please print a copy to keep in your files.

August 1, 2015



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Welcome

The mission of the **School of Applied Health and Educational Psychology (SAHEP)** is to foster the development, integration, and application of knowledge, theory, skills and experiences to promote social, physical, psychological, educational, and environmental health. Consistent with the stated goals and core concepts of the Professional Educational Council of Oklahoma State University, the faculty strives to demonstrate and promote teaching based on theory and research-driven educational practices.

This handbook is intended to serve as a guide for graduate students and faculty in the **Educational Psychology Program (EPSY option)** at Oklahoma State University (OSU). Students and faculty may find it useful as a reference for planning coursework and advising. The handbook contains information on program requirements and procedures, but does not cover every possible expectation or situation. Consultation with the student's temporary advisor, committee chairperson, and/or thesis/dissertation advisor is recommended for further clarification of a specific issue.

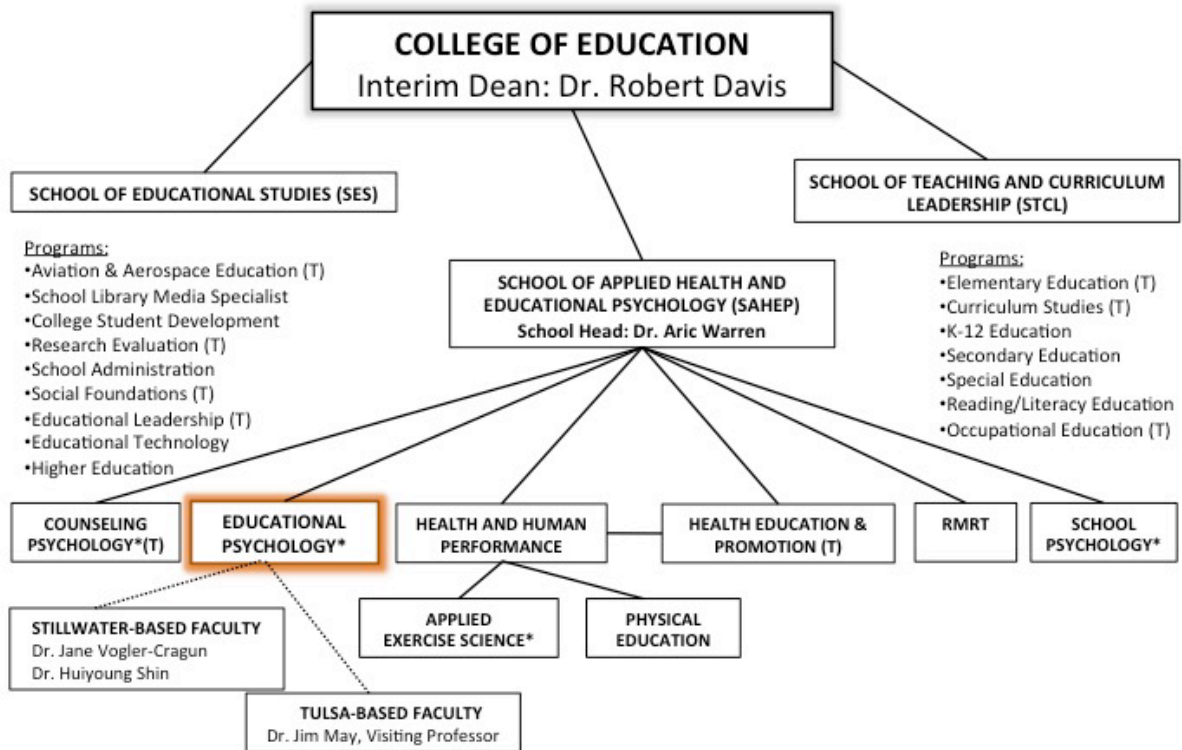
The Graduate College [website](#) and [OSU Catalog](#) should also be consulted for general requirements of the Graduate College, specific course descriptions, and other useful information (e.g., publications on the Appeals Procedure, Graduate Assistant Handbook). In Stillwater, the Graduate College office is in 202B Whitehurst, 405/744-6368. In Tulsa, the Graduate office is located on the 1st Floor of Administration Hall, 918/594-8455.

Careful study of this handbook, the University Catalog, and the Graduate College web pages will aid you with long-term planning of your program of study, help you to avoid misunderstanding of requirements and expectations, and increase the likelihood that you will a highly positive experience as a graduate student in the Educational Psychology Program here, at OSU.

Graduate students are expected to be aware of and satisfy all regulations governing their work and study at the university. The STUDENT is responsible for keeping up-to-date with all program, college, and university requirements and deadlines. Not doing so can result in substantial financial consequences and delays to a student's graduation timeline.



College of Education: Structure



* Graduate Program Only
(T) Includes Tulsa-based program

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University of Texas at Austin
*Educational Psychology: Concentration in Human
Development, Culture, & Learning Sciences*

Research Interests: learning in small groups (group processes, individual learning outcomes) in both face-to-face and online contexts; qualitative research & discourse analysis

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Assistant Professor
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University of Michigan
Combined Program in Education & Psychology

Research Interests: peer relationships, classroom context, adolescent academic and social development; social network analysis

James May, Ph.D.
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Oklahoma State University
Educational Psychology

Research Interests: development of moral reasoning, attitudes, and behaviors; relationships among moral reasoning, identity status, and identity style; relationships among epistemic beliefs and motives

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University of New Mexico
Special Education (Gifted); Ed. Administration

College of Education (COE) Interim Associate Dean of Research, Engagement, and Graduate Studies

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College of Education (COE) Graduate Studies Office

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Overview

Educational Psychology is concerned with all aspects of psychology that are relevant to education. The role of Educational Psychology is to bring together theory and research from psychology and related disciplines in order to facilitate healthy human development and effective learning and teaching.

EPSY Program Philosophy

The philosophical orientation of the OSU Educational Psychology Program is grounded in the developmental and learning theories exemplified by Lewin and Vygotsky. This philosophy forms a foundation that is consistent with a competency-based approach to program development and assessment with problem solving and creativity as essential skills for all learning. The faculty invites learners to function at highly complex professional levels in relation to inquiry problems, which are student identified and proposed. This educational process reinforces a competency-based approach to teaching and learning and leads to authentic integration of content to the resolution of practical and theoretical issues. Doctoral students in educational psychology should understand applications of philosophical and theoretical models. Students plan and conduct experiences to meet career needs and goals through interactive, collaborative research, teaching internships in Educational Psychology, and other forms of authentic experiences. Integrated learning is planned, implemented and assessed for teaching, research, service, and scholarly contributions.

The Educational Psychology Program is designed to be flexible enough to allow for considerable individualization in the preparation of students in diverse areas. Students follow an individualized Plan of Study that is crafted in consultation with the student's committee chair, thesis/dissertation advisor (which may be different from the chair), committee members, and program faculty. This individualized plan integrates academic course work, college teaching, internship experiences, research, professional service, and research team experience to produce a highly educated researcher and teacher in the discipline.

Where to Begin?

Complete the online application found on the OSU Graduate College [website](#). You will be asked to upload official transcripts, a current resume, and a goals statement with your application and to identify individuals to provide a letter of recommendation. You will also be required to pay the application fee before your materials will be released for review. Indicate a preference for a master's degree or a PhD in Educational Psychology. Because there are multiple programs that attain the Educational Psychology degree, **be sure to also select the program option in Educational Psychology.**

Application Procedures

Persons wishing to become a candidate for the M.S. or PhD in Educational Psychology degree with an emphasis in Educational Psychology should submit all application materials through the online application portal (<https://www.applyweb.com/apply/oksugrad/>). Please check that all materials are complete and accurate (the Graduate College is unable to upload any supplemental materials for you). Letters of Recommendation must be uploaded directly by the individual

providing the recommendation. They will receive instructions how to do so through email, so please make sure all email addresses are accurate.

Admissions Process

Admission to the program is considered once per year, with a deadline for submitting all required materials by **February 1**. Applications are reviewed each spring semester for fall admission. The application file must contain official transcripts for all work completed, GRE test score (MAT test scores are acceptable for the M.S. program), letters of recommendation, a written description of career aspirations and goals, and – for the PhD program – examples of written work. The specific criteria that must be met for admission to each program is listed below:

M.S. program in Educational Psychology (EPSY option)

FULL ADMISSION

- ✓ Undergraduate GPA of at least 2.75 (Official copies of transcripts are required.)
- ✓ MAT or GRE score of at least 394/280 combined (900 GRE old scoring system)
- ✓ Three positive letters of reference (preferably from previous instructors or employers)
- ✓ A statement of professionally-related experiences and goals: Approximately three typed pages (double spaced) emphasizing any pertinent personal, educational, and professional experiences, and setting forth your professional aspirations as related to this M.S. degree.
- ✓ Current and complete resume/vita

PROVISIONAL ADMISSION

Provisional admission may be granted for one semester or 12 credit hours provided the following criteria are met:

- ✓ Undergraduate degree with GPA of at least 2.75
~ OR ~
Undergraduate GPA of at least 2.50 ~ AND ~ a MAT/GRE score of at least 394/280 combined (900 in old GRE scoring system).
- ✓ MAT/GRE score of at least 394/280 combined (900 old GRE scoring system)
~ OR ~
Lower score may be considered based on other application material and information.
- ✓ Three positive letters of reference.
- ✓ A statement of professionally-related experiences and goals: Approximately three typed pages (double spaced) emphasizing any pertinent personal, educational, and professional experiences, and setting forth your professional aspirations as related to this M.S. degree.
- ✓ Current and complete resume/vita

Provisionally admitted students may be granted full admission after completing the conditions of provisional admission stated on the acceptance letter and approval of the area. Provisionally admitted master's students must meet the following criteria for full admission:

- ✓ Provide a MAT or GRE score of at least 394/280 combined (900 old GRE score) ~AND~ a GPA of at least 3.30 in the first semester (9 hours) of resident graduate course work.

~OR~

- ✓ Applicants having a MAT/GRE score less than 394/280 combined (900 old GRE score) will be considered for full admission provided they have a graduate GPA of at least 3.60 in the first semester (9 hours) of resident course work ~AND~ each instructor from whom the student has had graduate coursework at OSU provides a letter of reference recommending full admission status.

Students may submit requests for special consideration for admission if extenuating circumstances exist. Such requests will become part of the student's folder and may be considered by the Graduate Review Committee.

PhD program in Educational Psychology (EPSY option)

FULL ADMISSION

- ✓ Undergraduate GPA of at least 2.50 and a graduate GPA of at least 3.50
- ✓ GRE total score of at least 300 (1000 using old GRE scoring system) for two subtests of Verbal and Quantitative, with a minimum of 150 (475 for the old scoring system) for each subtest and the Writing subtest minimum is a 3.5
- ✓ Four positive letters of recommendation (letters from past instructors and/or employers are preferred)
- ✓ A master's degree from an accredited institution
- ✓ Sample of high-quality professional writing
- ✓ Letter stating your rationale for seeking this degree (aspirations and goals).
- ✓ Current and complete resume/vita

PROVISIONAL ADMISSION

At the discretion of the area faculty, provisional admission may be granted to students who do not fully meet the above criteria. A process to achieve full admission within the first 12 hours of coursework will be specified at the time provisional admission is granted.

What about Financial Aid/Assistantships/Scholarships?

For information and application help, contact the OSU Scholarships & Financial Aid Office, 119 Student Union, 405/744-6604. For information about COE Scholarships, call 405/744- 3355 or visit <http://education.okstate.edu/students/scholarships>. There are numerous scholarships available for which graduate students can apply. For information about graduate assistantships, contact the SAHEP office, 405/744-6040, 244 Willard. Graduate students may apply for teaching and research assistantships for up to half time (20 hours/week). The application form may be found on the [SAHEP website](#). Completed applications should be submitted to your Program Coordinator.

Post Admission/Continuation Policy

Per Graduate College Policy: A student's progress towards degree completion is to be assessed at least once annually by the program. If it is determined that the student is not making adequate progress, then a specific plan to address and correct any inadequacies will be prepared in a written document provided to the student and the Dean of the Graduate College no later than

June 30. Failure to correct these inadequacies may result in termination from the graduate program and/or Graduate College. (See Appendix for program-specific documentation re: the Annual Progress Report).

NOTE: In addition to inadequacies noted during the annual review, continuation in the program can be denied based on any of the following:

1. Inadequate GPA that does not meet the minimum required for Strict Academic Probation
2. Receiving a grade of “D” or “F” in any graduate course
3. Receiving more than one “C” in graduate courses
4. Academic misconduct or dishonesty for which there is documentation



Definition of Terms and Roles

Advisor – An informal and somewhat ambiguous term, also known as *Academic Advisor*. Typically the Dissertation Director, but sometimes refers to the Committee Chair.

Advisory Committee – Consists of three (M.S.) or four to five (Ph.D.) people total (at least 50% of which are from SAHEP). The student must identify faculty to fulfill the following roles:

Committee Chair: This person will help to manage the thesis/dissertation process (e.g., necessary forms, deadlines). S/he must be a faculty member in SAHEP and a full member of the Graduate Faculty¹ with at least three years of faculty experience at OSU.

Advisor: Sometimes referred to as the “Director.” The student works most closely with this person to develop the research proposal. The advisor may/may not be the same person as the chair. S/he must be a faculty member in SAHEP and a full member of the Graduate Faculty¹ (no minimum years of experience at OSU required).

Outside Member: This person must be from outside SAHEP and be a member of the Graduate Faculty¹ at OSU.

Creative Component – One option for completion of Master’s of Science degree, done in lieu of a thesis (and in conjunction with 6 credit hours of electives). The Creative Component is different from a thesis in that there is more flexibility in what your final product looks like, however, it still requires a level of rigor commensurate with a Master’s of Science degree.

Dissertation – generally a written report of a research-based original study you have designed and carried out. A traditional dissertation consists of five chapters, usually titled: Introduction to the Study, Literature Review, Methodology, Findings (or Results), and Implications of the Study. Once you successfully propose your dissertation, you are considered a “doctoral candidate.”

Doctoral Candidate – A doctoral student who has successfully proposed his/her dissertation and passed the competency process (e.g., received passing scores on the portfolio rubric).

Educational Psychology Student Society (EPSS) – student-led organization that supports student development within the EPSY program option

EPSY – The OSU Educational Psychology program.

Graduate Research Assistant (GRA) – paid position with the program, assigned to assist a faculty member with his/her research projects as needed.

¹ A current list of approved Graduate Faculty members can be found [here](#) at the Graduate College website.

Graduate Teaching Assistant (GTA) – paid position with the program. Within the EPSY program, there are several undergraduate courses one might be assigned to teach in a given semester. GTAs of these undergraduate courses are the instructor of the course and are supervised by an EPSY faculty member.

Institutional Review Board (IRB) – an official entity responsible for reviewing and monitoring human subjects research conducted by or under the direction of any individual acting as an agent of the University. Before research involving human subjects begins (including thesis, reports, and creative components), it must be approved by the IRB.

Plan of Study (POS) – a list and timeline of all courses you plan to take while you're enrolled here. You complete this form electronically, and submit a copy as part of your annual progress report. Your POS can be changed prior to graduation if you end up taking different classes (e.g., if a course is cancelled or you change an elective). Deadlines for submitting your original POS:

- MS program: by the end of your second semester of enrollment (excluding summer sessions).
- PhD program: by the end of your third semester of enrollment (excluding summer sessions).

Failure to file your plan of study by the deadline will result in the Graduate College placing a hold on enrollment for the subsequent semester, meaning you will be unable to register for classes until a POS has been submitted and approved by all members of your committee.

The POS is where you designate your committee chair and dissertation advisor (thesis advisor) to be officially recognized by the Graduate College. When you submit the POS, the Graduate College will change your advisor from your temporary advisor to the new one.

Portfolio – the EPSY program has an approved process that assesses professional growth and learning that accomplished during the student's program by the use of the Final Portfolio (M.S. degree) or Qualifying Portfolio (Ph.D. degree), in lieu of a written comprehensive examination.

School of Applied Health and Educational Psychology (SAHEP) – One of three “schools” within the College of Education. Other schools within the College of Education include the School of Educational Studies (SES) and the School of Teaching and Curriculum Leadership (STCL).

School Head – The leader of SAHEP, sometimes called “department head.” Currently Dr. Aric Warren serves in this capacity. Students may address with the School Head any concerns they have related to the program that are not sufficiently addressed by the Program Coordinator or individual faculty member.

Temporary Advisor – When you are admitted to the program you are assigned a temporary advisor. When you submit your POS, you may designate a different advisor and specify your Thesis/Dissertation Advisor and Committee Chair.

Thesis – generally a written report of a research-based original study you have designed and carried out. A traditional thesis consists of five chapters, usually titled: Introduction to the Study, Literature Review, Methodology, Findings (or Results), and Implications of the Study.



M.S. in Educational Psychology (EPSY option) Degree Guidelines

The Master's of Science degree in Educational Psychology (EPSY option) should be viewed as an applied program that defines capabilities, knowledge, skills and competencies of the graduate. These competencies focus on the human learner in educational situations. The major goal of this program is to prepare the graduate to perform effectively as professionals in schools and/or related educational settings.

Coursework

A. Educational Psychology Degree Core (6 hours, required):

- EPSY 5103 Human Development in Psychology
- ~~EPSY 5213 Advanced Educational Psychology (no longer offered)~~
- EPSY 5463 Psychology of Learning

B. Research and Measurement (6 hours, required):

- REMS 5013 Research Design and Methodology
- REMS 5953 Elementary Statistical Methods in Education

C. Program Core (6 hours, required):

- EPSY 5663 Creativity for Teachers (required for GT emphasis)
- EPSY 5763 Teaching Techniques and Models for Gifted Education (required for GT emphasis)
- EPSY 5963 Developing Resources to Support Educational Programs
- EDUC 5993 Instructional Effectiveness in Higher Education

Please Note: courses for the G/T emphasis have been suspended until further notice.

Thesis OR Creative Component with Electives

EPSY 5000 Master's Thesis (6 hours required) **OR** Electives from the emphasis area with the development of a Creative Component. Related elective coursework is determined by the student *with committee members*.

Select either **Development and Instructional Psychology** or **Gifted Education** as program emphasis.

Emphasis in Development and Instructional Psychology (12 hours, required)

- EPSY 5183 Theories of Social Psychology
- EPSY 5403 Issues in Adolescent Development
- EPSY 5473 Psychology of the Adult Learner
- EPSY 5603 Developmental Issues in Instruction
- EPSY 5713 Transpersonal Human Development
- EPSY 5963 Dev. Resources to Support Ed Prog.

Emphasis in Gifted and Talented (12 hrs, req.)

- EPSY 5063 Introduction to Gifted Education
- EPSY 5163 Counseling Techniques for Teachers of Gifted Learners
- EPSY 5363 Differentiating Curriculum for Gifted Learners.
- EPSY 5270 Practicum in Education of Exceptional Learners

Sample Electives for non-thesis option (6 hours, req)

- EDTC 5153 Computer-Based Instruction Dev.
- ECTC 5753 Educational Technology Strategies
- HDFS 5213 Child Behavior and Development
- SCFD 5873 Culture, Society, and Education

Sample Electives for non-thesis option (6 hrs, req.)

- EPSY 5993 Identification and Behavioral Characteristics of Gifted Learners
- EPSY 5863 Developing Programs for Gifted Learners
- REMS 5373 Educational Measurement

The Advisory Committee

Upon recommendation of the head of the major department and approval of the Graduate Dean, an advisory committee of **no fewer than three** voting members will be appointed. The duties of the advisory committee include advising the student and assessing the student's progress through

1. assisting the student in preparing a plan of study,
2. assisting in planning and conducting the research,
3. overseeing the writing of the research document (thesis or creative component),
4. conducting the defense of the research document, and
5. approving the final research document.

The masters advisory committee shall consist of **at least three members of the OSU Graduate Faculty**. Roles of the committee members are *chair*, *advisor*, and *expert member(s)*.

The *chair's* primary duty is to monitor the progress of the student toward the degree. S/he need not necessarily be the advisor, but should have a strong familiarity with the academic requirements appropriate to the degree sought. The chair must hold an OSU tenure-track faculty appointment, normally from the academic unit in which the degree is housed. The chair's duties include convening meetings of the advisory committee as appropriate; ensuring compliance with policies, procedures and requirements; overseeing the plan of study and research document submission processes; and ensuring that the research topic undertaken is appropriate to satisfy degree requirements, with the results openly accessible. If the chair is not also the advisor, s/he should serve as a liaison with the advisor with regard to progress of research in fulfillment of degree requirements.

The *advisor's* primary duty is to mentor the student in regard to the conduct of research necessary for the completion of the degree. As a result, it is expected that the advisor establish the closest working relationship with the student. S/he may also serve as the chair of the committee. The advisor must be a Member of the Graduate Faculty, but need not hold an OSU faculty appointment. The advisor's duties and privileges include guiding and counseling the student in – and reporting to the advisory committee on – the research effort, and ensuring compliance with applicable research regulations. It is the advisor's responsibility to mentor the student toward a research project that is original and worthy of the degree sought.

The committee should be completed with *expert faculty member(s)* whose expertise and counsel serve the student in attaining the goal of original research that is worthy of the degree sought. Typically, but not necessarily, such individuals will be faculty members associated with the program of the student. An expert member's duties include reviewing draft research documents, attending regular meetings of the advisory committee, and interacting regularly with committee members and the student to monitor progress toward the degree.

The student and the members of the advisory committee should consult regularly to review the progress of the student's work.

Plan of Study (POS)

A Plan of Study (POS) serves as a contract between a student and the university. Graduate education at OSU is highly personalized, and your POS is the blueprint for successful completion

of your degree requirements. This document, created by you and your advisory committee, identifies the coursework you must complete in order to satisfy the program's requirements and attain your M.S. degree in Educational Psychology. Please note: **no grade lower than a "B"** will be considered as satisfying a course listed on your POS.

The original POS must be submitted to the Graduate College **prior to the completion of your second semester** (excluding summer sessions) of enrollment. If you do not meet this deadline, a hold will be placed on your future enrollment.

You will submit your original POS online. The online POS application is an interactive web form designed to make the process of completing and submitting a plan of study more transparent and prevent common mistakes. The link to the online POS can be found at the Graduate College [website](#). A POS is valid once the student, advisory committee, and the graduate coordinator have approved it (all required approvals are done electronically).

Once all required parties have approved your POS, the Graduate College will receive notification to review it. If you need to revise your approved POS, you can simply log in and revise the approved plan. The system will load the complete plan that has been approved and allow you to make changes then resubmit. Follow the procedure for submitting the POS exactly as before. More information on the POS can be found [here](#) at the Graduate College website.

Final Portfolio

The MS in Educational Psychology (EPSY option) has an approved process that assesses professional growth and learning accomplished in the student's master's program by the use of the Final Portfolio, which is required in lieu of a written comprehensive examination.

Portfolio Development

The Portfolio must include the Creative Component or a reference to the Thesis that will be submitted to the Graduate College. The student, with the assistance of his/her advisor, will organize these materials according to the suggested outline. The Final Portfolio should include:

1. An annotated Table of Contents
2. Introduction
 - a. Teaching & Learning Philosophy
 - b. Curriculum Vita
 - c. Unofficial Transcript
3. Documentation of the products developed during the courses of study at OSU organized as follows:
 - a. Theoretical Core
 - b. Inquiry and Research
 - c. Program Core

PLEASE NOTE: Students must make a conscious effort to collect the products (e.g. papers, presentations, curricula) developed for any coursework and professional experiences *during* their graduate program.

4. Optional: Outside professional activities that demonstrate performance in the student's areas of study

The completed Portfolio is submitted to the student's committee at least two weeks prior to the presentation meeting. Committee members will determine the quality of the Portfolio using the rubric for professional standards of academic performance and provide feedback to the student on areas of strength and limitation (see Appendix). Students will receive high pass, pass, low pass or fail on the portfolio according to the Evaluation Rubric. Passing results must be reported in order to graduate.

Thesis

In order to facilitate your timely completion of the Thesis, it is necessary for you to work with your advisor/committee chair to decide on a topic, format, and requirements for the final product to be defended formally to your entire committee in a public forum. The process of researching and building your Thesis is rigorous and demanding as befits the culminating effort of your Master of Science degree. The Thesis is generally a written report of a research-based original study you have designed and carried out. A traditional thesis consists of five chapters: (1) Introduction to the Study, (2) Literature Review, (3) Methodology, (4) Findings (or Results), and (5) Implications of the Study. This traditional format is only a suggestion; the faculty will also consider students' ideas for other Thesis formats.

To begin the discussion with your advisor about your Thesis, please write a summary (3-5 pages) including the following points:

Working Title:

What is your research topic?

Rationale:

What is the purpose? Why did you choose this study? What is the need for the study for your own professional development and for others in the field? What is your goal for the study? What do you hope to accomplish through its completion?

Description of Study:

What is your plan? Describe your methodology in detail. If you will be using human subjects, complete Institutional Review Board (IRB) human subjects training modules and include a draft of an application to the OSU IRB. (More information can be found [here](#).) You must build in ample time (often a full semester) to secure necessary permissions before beginning research. What is your research plan? Include a projected timeline and list of materials and assistance you may need.

Literature Review:

A Working Bibliography of **at least 20 sources** from current (last 6 years) research literature related to your project. Older literature may be included if it is especially pertinent; however, it should not be counted in the total. Format your bibliography according to most recent edition of American Psychological Association guidelines. Submit this written proposal to your advisor for review and feedback by the 4th week of your last Spring or Fall semester of regular coursework (the semester before you enroll in final thesis hours). If you intend to complete your Thesis during a Summer session, contact your advisor before the last week of the Fall semester prior to set up a completion schedule.

Make regular appointments with your advisor to review progress. S/he will work with you to set up chapter-by-chapter reviews. You should expect to provide multiple drafts over time of your work as your committee chair requests. It is your responsibility to find out the Graduate College deadlines for thesis defense and filing. Your advisor and committee members will work with you to set up a date for your public Thesis defense, but you must plan to have copies of your Thesis to each committee member **at least 2 weeks in advance**. Following the defense, your committee may require additional revision(s). Regardless of the final format of your Thesis, you must include a written Literature Review weaving together related research into a coherent section supporting the need for your project. Consult OSU Masters Theses available in the library for examples of Literature Reviews and for other examples of Thesis formatting, style, and content. Use current APA style for text citations and reference list.

THESIS CHECKLIST

| Task | Due Date |
|--|--|
| <input type="checkbox"/> For research involving human subjects: IRB training completed | Semester prior to proposal meeting. |
| <input type="checkbox"/> Written 3-5 page summary to advisor (see above guidelines) | 4 th class week, semester prior to proposal. |
| <input type="checkbox"/> Set appointment with advisor to discuss summary: address suggestions for revisions ASAP | 6 th class week, semester prior to graduation |
| <input type="checkbox"/> Draft of thesis proposal (chapters 1-3) submitted to advisor for approval | 12 th class week, semester prior to graduation |
| <input type="checkbox"/> Submit approved proposal to committee members and schedule proposal meeting | No later than 15 th class week, semester prior to graduation |
| <input type="checkbox"/> Complete Data Collection & Analysis | 6 th class week of final semester |
| <input type="checkbox"/> Write results and implications (chapters 4 & 5) and submit to committee; schedule defense meeting | 12 th week of final semester |
| <input type="checkbox"/> Complete additional revisions as needed; resubmit to chair/committee if necessary | |
| <input type="checkbox"/> Defense Results due to Graduate College | See Graduate College website for official date |

Creative Component

The Creative Component is different from a Thesis in that there is more flexibility in what your final product looks like; however, the process of researching and building your Creative Component is rigorous and demanding as befits the culminating effort of your Master of Science degree. The Creative Component should be started no later than the semester prior to the semester you graduate.

In order to facilitate your timely completion of the Creative Component, it is necessary for you to work with your advisor/committee chair to decide on a topic, format, and requirements for the final product to be presented formally to your entire committee in a public forum. To begin the discussion with your advisor about your Creative Component, please write a summary (3-5 pages) including the following points:

Working Title:

What is your topic?

Rationale:

What is the purpose? Why did you choose this project? What is the need for the project for your own professional development and for others in the field? What is your goal for the project? What do you hope to accomplish through its completion?

Description of Project:

What is your plan? If your Creative Component is text-based, describe your plan for completion and the format for your final product. What process will you follow to carry out your work? Include a projected timeline and list of materials you will need. If instead you choose to conduct a research project, describe your methodology in detail if you will be using human subjects, include a draft of your application to the OSU Institutional Review Board. (See Graduate College website for downloadable forms and instructions.) You must build in ample time to secure necessary permissions before beginning research.

Literature Review:

A Working Bibliography of **at least 10 sources** from current (last 6 years) research literature related to your project. Older literature may be included if it is especially pertinent; however, it should not be counted in the total. If your Creative Component is a literature review, include at least 30 sources from current research literature. Format your bibliography according to the most recent edition of the American Psychological Association guidelines.

Submit this written proposal to your advisor for review and feedback by the end of the 4th week of your last spring or fall semester of enrollment. If you intend to complete your Creative Component during a Summer session, contact your advisor before the 8th week of the Spring semester prior to set up a completion schedule.

Make an appointment with your advisor by the 10th week of classes (Spring or Fall) prior to the semester you intend to graduate to review progress. Your Creative Component should be completed and a final draft presented to your committee chair no later than the 12th week of classes during the Spring or Fall semester you intend to graduate. Your chair may require additional revision(s).

Regardless of the final format of your Creative Component, you must include a written Literature Review weaving together related research into a coherent document (or section) supporting the need for your project. Consult OSU Masters Theses available in the library for examples of Literature Reviews. Use APA style (most current edition) for text citations and reference list. You do not need to use a running head, and you may structure your title page as you wish. You will be required formally to present your completed Creative Component to your committee members for final evaluation.

CREATIVE COMPONENT CHECKLIST

| Task | Due Date |
|--|---|
| <input type="checkbox"/> Informal Discussions with Chair | |
| <input type="checkbox"/> Written 3-5 page proposal to advisor (see above guidelines) | 4 th class week, semester prior to graduation |
| <input type="checkbox"/> Set appointment with advisor to discuss progress | 10 th class week, semester prior to graduation |
| <input type="checkbox"/> Final Creative Component submitted to advisor | 4 th class week of graduating semester |
| <input type="checkbox"/> Complete additional revisions as needed | |
| <input type="checkbox"/> Submit Creative Component to Committee members and prepare presentation | 8 th class week of graduating semester |
| <input type="checkbox"/> Present at EPSY Creative Component Program | Scheduled sometime during the 10 th -12 th week of semester |
| <input type="checkbox"/> Complete additional revisions as needed; resubmit to chair/committee if necessary | |
| <input type="checkbox"/> Submit signed approval form to Graduate Students Records Office (see next page) | See Graduate College website for official date |

Graduation Requirements

Students who complete a Creative Component or Thesis will submit their Final Portfolio during the semester they intend to graduate. Submission and approval of the Thesis must follow all University policies related to deadlines and other regulations. Submission and approval of the Creative Component will occur as a presentation to committee members and members of the Educational Psychology Student Society (EPSS) sometime during the 10th-12th week of the semester in which they are graduating (except for summer graduates, who will present their portfolio and Creative Component at the end of spring semester). All graduate students in EPSY programs are expected to attend at least one of these presentations.

Students must submit the Portfolio Signature Page (see Appendix) to the EPSY Program Coordinator and the Graduate Clearance form to the Graduate College within their final semester. After receiving clearance, the Application for Diploma must be filed with the Registrar's office. Please check the Graduate College [website](#) for important deadlines regarding graduation.



Ph.D. in Educational Psychology (EPSY option) Degree Guidelines

Student Goals & Program Outcomes

A few examples of professional goals appropriate for this degree specialization:

- A university teaching position, teaching human development, learning, instructional psychology, gifted education, and other educational psychology courses (motivation, leadership, creativity, etc.).
- A position doing research, evaluation, and staff development for a school district.
- A position in human resources development, in business, government, or non-profit institutional setting.
- A position designing training programs and conducting training research in a business, government or non-profit institutional setting.
- A position doing general administration for a university or vocational training center.
- A position within a university, supervising instructional and faculty development and evaluation, and conducting institutional research.
- Develop a private consulting business that works with a variety of clients regarding problems related to human development and learning.

The doctoral program in Educational Psychology (EPSY option) is designed to assure high-level professional competencies for students who successfully complete the program. Expectations in each of the following competency areas are commensurate with a doctoral degree program.

- Theoretical Knowledge (Domains I-IV in the List of Coursework)
- Effective Instruction (Teaching or Clinical Skills)
- Inquiry and Research Skills (e.g. products from research teams)
- Service and Leadership (Professional and Interpersonal Skills)
- Professionalism and Ethical Decision-Making
- Written and Oral Communication Skills

Competencies are validated by the creation of a Qualifying Portfolio, which serves as a comprehensive examination. The Portfolio is assessed by the doctoral committee using a rubric to evaluate the documentation of performance of related professional activities, such as teaching experience, presenting research at professional conferences or seminars, submitting a manuscript for publication, creative scholarly production of teaching materials, professional service and leadership, etc.

Developing the Program of Study

The Educational Psychology program is designed to provide the maximal opportunity to shape, in consultation with the area faculty and the doctoral advisory committee, a program tailored to meet individual interests, needs, and career goals of the student-colleague. The faculty believes that this is best accomplished by having students take an active role in designing an educational

plan to insure the greatest possible meaning of the educational experience. Taking such a role is both an educationally valuable experience in its own right and an important step in becoming a doctoral-level professional.

Upon admission to the program, students are assigned a temporary advisor who will assist in the planning process. The first step is for the student to choose a permanent committee chairperson from the program area faculty and, in consultation with the chairperson, form the committee. At least one member of the committee, in addition to the chairperson, must be from within the Educational Psychology area. The chairperson assists in determining the most appropriate advisor for the dissertation at this time as well. The dissertation advisor can be the same faculty member chosen as the Chair, but another dissertation advisor can be chosen depending on student research needs and interests. The doctoral committee must have at least four qualified faculty with one of these serving as outside member. The outside member has Graduate Faculty status and is not assigned to the program area (Educational Psychology). Students should develop the Plan of Study early in the doctoral program. Included in this plan is the formation of at least four domains of learning that identify the areas of expertise. Three of the domains form the foundation of Educational Psychology and include areas related to Research and Inquiry; (2) Development; and (3) Teaching and Learning. The fourth domain is developed with the strengths and interests of the student and may extend an area of expertise from the master's degree. The domains document, curriculum vita, and the Graduate College Plan of Study form (available on its website) will be prepared before with the guidance of the Chair of the doctoral committee and presented at the first formal committee meeting, the Plan of Study meeting.

Research Experiences

Research teams are used as an institutionalized model for academic development. A research team is usually composed of one or more faculty and a number of students with common interests in a topic. The group engages in research as an extracurricular activity. Team members are not usually enrolled in a research course because of potential difficulties of collaboration in a graded situation. From the standpoint of the faculty, the team is a teaching vehicle for communicating research methods, skills, and ethics to the students while at the same time creating new knowledge for the field. Typically, research teams contain four to ten members, including the faculty member, an advanced learner, or a mentor who can function as the facilitator. Research teams draw on the expertise of all members, may recruit additional members or solicit external experts, and complete a research-based product that is presented to a professional audience (conference, journal, etc.).

Students will be provided opportunities to practice research with the guidance, scaffolding, and support of faculty. To be considered research, appropriate IRB procedures are followed. Students who are interested in working in the academy may graduate from the program with peer-reviewed publications and presentations at regional and national conferences to be competitive in job searches. Specific requirements to advance to candidacy are specified in the Qualifying Portfolio Outline.

RESPONSIBLE CONDUCT OF RESEARCH:

All EPSY graduate students are required to pass training in the Responsible Conduct of Research (RCR). Oklahoma State University is making use of the Collaborative Institutional Training

Initiative (CITI) as a component of training in this area. This online training program consists of a series of tutorial modules focusing on different aspects of RCR and is intended for anyone engaged in research. The training is appropriate for faculty, staff and students conducting research in the natural sciences, physical sciences, social and behavioral sciences, humanities, and fine arts. Modules include instructional material, case studies, and additional suggested readings. At the end of each module is a short quiz. The results of each quiz are recorded and provided to you and to the Office of University Research Compliance. You must have a cumulative score of 80% to pass/complete the course. You will need to submit a copy of the completion certificate with your Annual Progress Report for your file. To access the training modules, go to the OSU Research Compliance [website](#).

INSTITUTIONAL REVIEW BOARD (IRB) INFORMATION:

Before research involving human subjects begins, the Institutional Review Board (IRB) must approve it. This includes thesis and the creative component. In order to submit an application, you must first successfully complete the IRB training (RCR modules noted above). Please consult the IRB [website](#) for details. If your dissertation research involves humans, then you will need to complete an IRB application form and include a summary of your research plan with the application. Your IRB application must be approved and signed by your advisor before it is submitted to the IRB office for approval. Once the IRB begins to review your application, you can expect the process to take about one month (sometimes it is less or more). Be sure to include a signed letter of consent from the administrator in charge if your research will take place in a school/institutional setting or will involve research on teachers or students.

Because university policy requires prior approval of all research involving human subjects, the letter from the IRB granting approval of the research must be included in the appendix of any thesis or dissertation submitted to the Graduate College in fulfillment of degree objectives. Failure to obtain approval for use of human subjects means that the thesis or dissertation cannot be accepted. (OSU University Catalog)

Dissertation

A dissertation (doctoral thesis) is required of each doctoral candidate (15 or more credit hours of EPSY 6000). The dissertation proposal must be approved by the advisory committee, must be prepared under direction of the committee members, and must be developed with close supervision of the dissertation advisor. Students are expected to demonstrate initiative, creative intelligence, and ability to plan and carry out scholarly research in the field. The dissertation will be derived from a *theoretical* base, and data (quantitative and/or qualitative) will be analyzed to generate findings compared to the theoretical base.

The Advisory Committee

Upon recommendation of the head of the major department and approval of the Graduate Dean, an advisory committee of **no fewer than four** voting members will be appointed. The duties of the advisory committee include advising the student and (1) assisting the student in preparing a plan of study, (2) preparing and examining the student for candidacy, (3) assisting in planning and conducting the research, (4) overseeing the writing of the dissertation, and (5) conducting the dissertation defense.

The doctoral advisory committee shall consist of at least four members of the OSU Graduate Faculty. Roles of the committee members are *chair*, *advisor*, *expert member*, and *outside member*.

The *chair's* primary duty is to monitor the progress of the student toward the degree. S/he need not necessarily be the advisor, but should have a strong familiarity with the academic requirements appropriate to the degree sought. The chair must hold an OSU tenure-track faculty appointment, normally in the academic unit in which the degree is housed. The chair's duties include convening meetings of the advisory committee as appropriate; ensuring compliance with policies, procedures and requirements; overseeing the POS and dissertation submission processes; and ensuring that the research topic undertaken is appropriate to satisfy degree requirements, with the results openly accessible. If the chair is not also the advisor, s/he should serve as a liaison with the advisor with regard to progress of research in fulfillment of degree requirements.

The *advisor's* primary duty is to mentor the student in regard to the conduct of research necessary for the completion of the degree. As a result, it is expected that the advisor establish the closest working relationship with the student. S/he may also serve as the chair of the committee. The advisor must be a Member of the Graduate Faculty, but need not hold an OSU faculty appointment. The advisor's duties and privileges include guiding and counseling the student in, and reporting to the advisory committee on, the research effort, ensuring compliance with applicable research regulations, and hooding the student at commencement. It is the advisor's responsibility to mentor the student toward a research project that is original and worthy of the degree sought.

The *outside member* serves as the representative of the Graduate College and ensures a high level of integrity in the processes that the committee utilizes to review and evaluate the student. This member must be a faculty member at OSU and a member of the Graduate Faculty, but must not be a faculty member from the academic unit or program of either the student or the chair of the advisory committee. The outside member ensures that appropriate academic standards are applied in evaluating the student, and that the student is dealt with in a fair and consistent manner. S/he also provides expert advice (when appropriate) to the student in the conduct of research and writing of the dissertation.

The committee should be completed with *expert faculty member(s)* whose expertise and counsel serves the student in attaining the goal of original research that is worthy of the degree sought. Typically, but not necessarily, such individuals will be faculty members associated with the program of the student. An expert member's duties include reviewing draft documents of the dissertation, participating in examinations per Graduate committee, and interacting regularly with committee members and the student to monitor progress toward the degree.

The student and the members of the advisory committee should consult regularly to review the progress of the student's work.

Coursework

The requirements for the Ph.D. in Educational Psychology with a specialization option of Educational Psychology are listed below. Following the requirements is a list of

recommendations for professional preparation and identity in potential areas of study. *Other coursework may be considered by the doctoral committee.*

Please note: All students in the PhD program are required to enroll in **EPSY 5001 Colloquium: Educational Psychology** during their first fall semester. This course is 1 credit hour and serves to help orient students to the expectations of the program, faculty research interests, various student research projects, and help develop a community of learning scholars.

Domain I: Research and Inquiry - 18 hours required

Many students have taken these courses as part of the master's degree. These courses are considered prerequisites and *will not count* on the formal and submitted doctoral plan of study:

REMS 5953 Elementary Statistical Methods in Education is a required prerequisite
REMS 5013 Research Design and Methodology

Required courses for Domain I:

SCFD 6113 Theoretical Foundations of Inquiry
REMS 6003 Analysis of Variance
REMS 6013 Multiple Regression
REMS 6663 Multivariate Statistics

Other coursework recommended for expertise in the Research and Inquiry Domain:

EPSY 6063 Research Topics Special Ed: Q methodology
REMS 5063 Computer Applications in Nonparametric Data Analysis
REMS 6023 Psychometric Theory
REMS 6033 Factor Analysis in Behavioral Research
REMS 6373 Program Evaluation (also, REMS 6383: Program Evaluation II)
SCFD 6123 Qualitative Research I
SCFD 6193 Qualitative Research II

Domain II: Human Development – 12 hours required

Many students have taken these courses as part of the master's degree. Although these course are considered prerequisite to the doctorate, they are not required and *may be counted* on the doctoral plan of study if needed:

EPSY 5103 Human Development
EPSY 5183 Theories of Social Psychology

Choose at least three of these Courses for Domain II:

EPSY 6043 Adult Development
EPSY 6163 Emotion and Cognition
EPSY 6533 Human Motivation
EPSY 6133 History and Systems of Psychology

Other coursework recommended for expertise in the Development Domain:

EPSY 5403: Issues in Adolescent Development

EPSY 5603 Developmental Issues in Instruction
EPSY 5713 Transpersonal Human Development

Domain III: Teaching and Learning - 12 hours required

Many students have taken these courses as part of the master's degree. Although these courses are considered prerequisite to the doctorate, they are not necessarily required and *may be counted* on the doctoral plan of study if needed:

EPSY 5463 Psychology of Learning

Choose at least one of these Courses for Domain III:

EPSY 6213 Advanced Educational Psychology
EPSY 6443 Theories and Problems in Educational Psychology
EPSY 6613 Instructional Systems Design

Other coursework recommended for expertise in the Teaching and Learning Domain:

EDUC 5993 Instructional Effectiveness in Higher Education
EPSY 5473 Psychology of the Adult Learner
EPSY 5663 Creativity for Teachers
EPSY 5963 Developing Resources to Support Educational Programs
SCFD 6883 Transforming Pedagogies
SCFD 6983 Diversity and Equity Issues in Education
CIED 6073 Advanced Pedagogical Research

Domain IV: Area of Expertise - 12 hours required

Students select 12 hours related to an area of expertise based on student career goals, expertise, interest, and background. Examples of areas of expertise may derive from the other domains, such as measurement or program evaluation in a specific context; instructional development for students with diverse needs; studies of gender, race, class, ability; multicultural issues in education; adult development or aging learners; social and emotional needs of children, and many others.

Dissertation – 15 hours required

A dissertation (doctoral thesis) is required of each doctoral candidate (15 or more credit hours of EPSY 6000). The dissertation proposal must be approved by the advisory committee, must be prepared under direction of the committee members, and must be developed with close supervision of the dissertation advisor. Students are expected to demonstrate initiative, creative intelligence, and ability to plan and carry out scholarly research in the field. The dissertation will be derived from a *theoretical* base, and data (quantitative and/or qualitative) will be analyzed to generate findings compared to the theoretical base.

Transfer/Waiver of Courses

In some cases, coursework completed elsewhere or prior to your admission to the EPSY program may satisfy pre-requisites or domain requirements. Work with your chair and members of your advisory committee to determine the equivalence of related coursework for possible

transfer into the doctoral POS. (NOTE: Any questions will default to Graduate College policy.) For courses transferred, please provide a syllabus from the course completed elsewhere and a copy of an email from an instructor at OSU indicating the course equivalency. Submit with the appropriate form (see Appendix) for committee approval.

Independent Study (EPSY 6850 Directed Reading)

In order to take up to 6 hours of Directed Reading, you must get the approval of your advisor **and** the supervising faculty member. In addition, the appropriate form (see Appendix) should be completed and signed by the student, the faculty member, and the advisor **before** the study begins.

Domains List of Coursework – SAMPLE

Notes for this Sample:

This document is designed to assist the doctoral student in the Educational Psychology Program by providing a format for listing coursework according to Domains related to Educational Psychology. This sample is a *fictitious* Domains List meant only to provide a format to prepare one of three documents needed for the Plan of Study meeting that will be scheduled with committee members.

After choosing the Chair of the doctoral committee from qualified faculty in the Educational Psychology Program area, other faculty members will be invited by the student to join the committee, including one qualified faculty member who is outside of the School of Applied Health, and at least two other qualified faculty members, one from the Educational Psychology Program area.

The Plan of Study formal document is completed online via the Graduate College [website](#), downloaded, copied for committee members, and distributed along with something along the lines of this Domains List of Coursework and the Curriculum Vita for the Plan of Study meeting with committee members. The meeting must be held before the end of your third semester of enrollment (excluding summers) or you will be unable to register for classes in your fourth semester.

This sample Domains List of Coursework represents only examples of courses taken from the Program Description and designed for an imaginary someone who supposedly completed a 36-hour MS degree program. The requirements met with this *sample* are:

- at least 110 hours are accomplished as any graduate hours
- at least 60 hours will be posted to the formal Plan of Study with the Graduate College
- at least 15 hours of dissertation will be taken
- all Domain minimum requirements are met (in this sample: I=18; II=15; III=15; IV=12)

Domains List of Coursework Educational Psychology Ph.D. (EPSY Option)

This is an example of what you would prepare for your POS Meeting. Provide to your committee members 2 weeks **before** meeting.

Student Name: Susan Q. Sample

Date of Plan of Study Meeting: October 29, 2015

Committee Members: Dr. Sue Jacobs, Chair
Dr. Jane Vogler, Advisor
Dr. Huiyoung Shin, Member
Dr. Lucy Bailey, Outside Member

Summary of Domains List

Number of graduate hours taken past the Bachelor's previous to PhD plan (e.g. MS degree): 36
Number of hours proposed for the Ph.D. degree (see below): 75
Total hours past Bachelor's degree (110 minimum): 111

| | | Semester/Year | Completed <i>(final grade B or better)</i> |
|--|------------------------------------|---------------|---|
| Domain I: Research and Inquiry - 18 hours minimum | | | |
| SCFD 6113 | Theoretical Foundations of Inquiry | Fall 2013 | X |
| REMS 6003 | Analysis of Variance | Fall 2015 | In progress |
| EPSY 6063 | Q Methodology | Spr 2016 | |
| SCFD 6123 | Qualitative Research I | Fall 2016 | |
| REMS 6013 | Multiple Regression | Spr 2017 | |
| REMS 6663 | Multivariate Statistics | Fall 2017 | |
| Total Hours Proposed for Domain I: 18 | | | |
| Domain II: Human Development – 12 hours minimum | | | |
| EPSY 5183 | Theories of Social Psychology | Sum 2013 | X |
| EPSY 6533 | Human Motivation | Fall 2013 | X |
| EPSY 6163 | Emotion and Cognition | Spr 2014 | X |
| EPSY 6133 | History & Systems of Psychology | Sum 2015 | X |
| EPSY 5103 | Human Development | Sum 2017 | |
| Total Hours Proposed for Domain II: 15 | | | |
| Domain III: Teaching and Learning - 12 hours minimum | | | |
| EPSY 6613 | Instructional Systems Design | Spr 2014 | X |
| EPSY 6443 | Theories & Problems in Ed Psych. | Fall 2014 | X |
| EPSY 5963 | Developing Resources for Ed. | Sum 2016 | |
| EPSY 5463 | Psychology of Learning | Sum 2016 | |
| EDUC 5993 | Instruct Effect in Higher Ed | Fall 2017 | |
| Total Hours Proposed for Domain III: 15 | | | |
| Domain IV: Educational Systems & Facilitating Change - 12 hours minimum | | | |
| SCFD 6983 | Diversity & Equity Issues in Educ | Spr 2015 | X |
| EDLE 5813 | Leadership Theory | Fall 2015 | In progress |
| SCFD 6630 | Topics in Philosophy of Education | Fall 2016 | |
| CIED 6033 | Analysis of Teaching | Spr 2017 | |
| Total Hours Proposed for Domain IV: 12 | | | |
| Dissertation Hours – 15 hours minimum | | | |
| EPSY 6000 | Dissertation – 3 hours | Spr 2017 | |
| EPSY 6000 | Dissertation – 3 hours | Sum 2017 | |
| EPSY 6000 | Dissertation – 3 hours | Fall 2017 | |
| EPSY 6000 | Dissertation – 6 hours | Spr 2018 | |
| Total Dissertation Hours: <u>15</u> | | | |
| Total PhD program hours: <u>75</u> | | | |

Plan of Study

A Plan of Study (POS) serves as a contract between a student and the university. Graduate education at OSU is highly personalized, and your POS is the blueprint for successful completion of your degree requirements. This document, created by you and your advisory committee, identifies the coursework you must complete in order to satisfy the program's requirements and attain your Ph.D. in Educational Psychology. Please note: **no grade lower than a "B"** will be considered as satisfying a course listed on your POS.

The original POS must be submitted to the Graduate College **prior to the completion of your third semester** (excluding summer sessions) of enrollment. If you do not meet this deadline, a hold will be placed on your future enrollment.

You will submit your original POS online. The online POS application is an interactive web form designed to make the process of completing and submitting a plan of study more transparent and prevent common mistakes. The link to the online POS can be found at the Graduate College [website](#). A POS is valid once the student, advisory committee, and the graduate coordinator have approved it (all required approvals are done electronically).

Once all required parties have approved your POS, the Graduate College will receive notification to review it. If you need to revise your approved POS, you can simply log in and revise the approved plan. The system will load the complete plan that has been approved and allow you to make changes then resubmit. Follow the procedure for submitting the POS exactly as before. More information on the POS can be found [here](#) at the Graduate College website.

Qualifying Portfolio

The Educational Psychology Program has an official policy for qualifying exams, also known as the comprehensive examination or comps. Students must pass the examination along with proposing the dissertation as the requirements to advance to Candidacy for the degree. The Ph.D. Educational Psychology Program has an approved process that assesses professional growth and learning that occurred during the student's doctoral program by the use of the Qualifying Portfolio, in lieu of a written examination. Submission and approval of the Qualifying Portfolio and a three-chapter dissertation proposal must meet University policy related to deadlines and other Graduate College requirements to advance to Candidacy.

The purpose of this document is to assist in the planning, preparation, and submission of the Qualifying Portfolio. Planning the domains of study (for the Plan of Study meeting), professional experiences, and potential products for the Portfolio is closely related to student career goals and program emphases. In order to advance to candidacy for the Ph.D. degree, students will receive passing scores on the Qualifying Portfolio and have committee approval to conduct the dissertation research. The oral presentation of the Portfolio can occur prior to or at the same committee meeting as the proposal hearing. According to Graduate College regulations, students who have approved plans of study before January 2009 must advance to candidacy at least six months before anticipated graduation. For students who have approved plans of study after this date, 10 hours of dissertation must be taken AFTER the midpoint of the semester candidacy is achieved.

Planning Phase:

Doctoral students in Educational Psychology develop advanced competencies in research, teaching, and service/leadership as part of their doctoral program. Students are expected to plan with their faculty advisor at least four experiences in each area (teaching, research, service/leadership) *before* dissertation to support their career objectives and the planned domains of study in Educational Psychology. These professional experiences, taken in combination with educational background, support the areas of expertise that are presented at the Plan of Study meeting (such as those on the Sample Domains List).

Preparation Phase:

Students are expected to develop a fully annotated table of contents and an introduction to the Qualifying Portfolio as a prelude to the three sections of teaching, research, and service/leadership (see checklist for a suggested outline). The introduction will include a current vita, an unofficial transcript, and the Domains List of Coursework prepared for the Plan of Study committee meeting. The Portfolio will be organized according to performance in Research, Teaching, and Service/Leadership. Each section will contain a relevant philosophy statement and document at least four professional experiences with the products or artifacts that resulted from the experience (for example, the syllabus, materials, reflection, and evaluation from teaching a course; a research paper presented at a conference; or documentation of work as an officer in a student organization).

Submission Phase:

Students are expected to submit the completed Qualifying Portfolio to all members of the doctoral committee with at least *two weeks to review* prior to the oral presentation of the portfolio, which will occur prior to or at the same time as the dissertation proposal meeting. The committee members will determine the quality of the Portfolio using professional standards of academic performance as stated in the Evaluation Rubric (attached). Committee members will provide feedback to the student on areas of strength and limitation after the oral presentation of the student's portfolio to the committee members. Students will receive high pass, pass, low pass or fail on the Portfolio components. Opportunity to revise portions of the portfolio will be provided to low pass competencies; however, only one more submission will be allowed for any portions that receive a fail rating from the majority of the committee. Candidacy status occurs when the doctoral committee has approved as passing both the Qualifying Portfolio and the dissertation proposal.

Proposed change currently under review by EPSY program faculty: Separate the Dissertation Proposal from the Qualifying Portfolio. This would mean that you would submit your portfolio to a Program Committee prior to your dissertation proposal meeting for review. Once the qualifying portfolio has achieved passing scores, the dissertation proposal meeting would be scheduled with your advisory committee. Ask your program advisor for the current status of this process.

RESEARCH

Research required at the doctoral level is considered original research based on theory with results that have potential to contribute to the professional literature. Presentations of proposed research without results will not be considered. All experiences (with a minimum of four) should be documented in the Qualifying Portfolio.

Required Experiences

1. Conduct a pilot or exploratory study presenting findings at the OSU Graduate Research Symposium. This symposium is held each year in February for students to present their research. More information is available on the Graduate College website.
2. Present a research paper or poster at a state, regional or national professional organization. The review process must be blind.

Other Suggested Professional Experiences

- Participate on a faculty-led research team presenting results of the research.
- Serve as a Graduate Research Assistant on one project (presented) for at least one year.
- Present other research papers or posters.
- Conduct a third party evaluation of a project or program, which is presented to relevant professionals.
- Other experiences developed collaboratively with faculty.

TEACHING

Teaching responsibilities in educational psychology include K-12 teaching, teacher education, undergraduate coursework, assisting graduate faculty with graduate coursework, or professional development for adults. Primarily, teaching as OSU Graduate Teaching Associate at the doctoral level involves working with senior faculty to develop, deliver, and evaluate an undergraduate semester course. At OSU, Educational Psychology faculty members have responsibility for offering courses in learning, development, creativity, and motivation. Application for Graduate Assistantships must be completed in March to be considered for an appointment starting in the fall semester. All experiences (with a minimum of four) should be documented in the Qualifying Portfolio.

Required Experiences

1. Design, teach, and evaluate one's teaching performance in an undergraduate level course taught at a university.
2. Professional products for K-12 and adult experiences.

Other Professional Experiences Suggested

- Conduct action research in a current teaching situation resulting in an appropriate manuscript.
- Complete the National Board Certification process.
- Participate in a NCATE, APA, or similar accreditation review of units and the college.
- Develop faculty or student handbooks.
- Prepare exemplary educational materials to serve as teaching materials.

- Present innovative teaching and learning projects at professional conferences.
- Plan, conduct, and evaluate a professional development series based on school district needs.
- Construct an online course and evaluate its effectiveness.
- Develop observation and analysis methods for effective teaching.
- Describe and evaluate classroom experiences of K-12 or adult instruction.
- Design and evaluate a web-based course for adults.
- Other experiences developed collaboratively with faculty.

SERVICE/LEADERSHIP

The demonstration of leadership in professional organizations, editorial boards, state and national committees, or university organizations is an important outcome of the doctoral program. Students will go beyond membership to provide leadership and service. All experiences (with a minimum of four) should be documented in the Qualifying Portfolio.

Professional Experiences for Service/Leadership Suggestions:

- Serve as a blind reviewer of conference proposals.
- Serve as a student representative to committees at the university, state, regional, or national level.
- Serve on a Conference Planning Committee for a professional organization.
- Consult with projects or agencies to assist in the design, development, and maintenance of a website, web-based course, evaluation component.
- Serve as a reviewer for an editorial board.
- Present professional papers at conferences, which are not considered research (such as educational programs, discussion of theory, etc.).
- Other experiences developed collaboratively with faculty.

Qualifying Portfolio Requirement Checklist

Ph.D. in Educational Psychology (EPSY Option)

Oklahoma State University

The following checklist (outline for the Table of Contents) has been developed according to the Qualifying Portfolio guidelines for the EPSY degree option. Four products are required each for teaching, research, and service. Products are to be developed in consultation with the student's advisor.

TABLE OF CONTENTS (annotate each entry)

- I. Introduction**
 - a. Curriculum Vita (updated from Plan of Study meeting) _____
 - b. Transcript _____
 - c. Domain Areas (list of coursework by domain) _____

- II. Teaching**
 - a. Teaching Philosophy Statement _____
 - b. Products (minimum 4 required)
 - 1. Design, Teach, and Evaluate an Undergraduate Course _____
 - 2. Adult Education experience: _____
 - 3. K-12 Education experience: _____
 - 4. Other: _____

- III. Research**
 - a. Research Philosophy Statement _____
 - b. Products (minimum 4 required):
 - 1. Present a Pilot Study: _____
 - 2. Present a Research Paper: _____
 - 3. _____
 - 4. _____

- IV. Leadership / Service**
 - a. Professionalism/Service Philosophy Statement _____
 - b. Products (minimum 4 required)
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____

Comments:

Dissertation

According to the OSU Catalog, the dissertation has three main functions: (1) training in research, (2) promoting professional growth, and (3) contributing to the professional knowledge in education. Ultimately, the purpose of the dissertation is to provide an opportunity for you to integrate and apply a wide range of research skills in a special area of interest directly related to educational psychology. Although initial groundwork for the dissertation can occur early in your program, the formal work usually occurs during your third year.

The dissertation proposal should be developed in consultation with your advisory committee chairperson and/or dissertation advisor. The proposal must consist of an introduction, review of the literature, methodology, references and appendices. The introduction and method sections of the dissertation proposal should be written to be consistent with manuscript submission requirements for peer-reviewed journals. A critical review of the literature related to the dissertation topic must accompany the dissertation proposal and should be put in as an appendix.

Proposal Hearing

The dissertation proposal must be approved by your advisory committee and prepared under the direction of the committee members and close supervision of the dissertation advisor. You must demonstrate initiative, creative intelligence, and the ability to plan and carry out scholarly research in the field of educational psychology. It is recommended that you propose your dissertation by the end of the third spring semester in the program for post-master's students.

Doctoral Candidacy

Once you have successfully passed your qualifying portfolio and successfully defended your dissertation proposal, you become a doctoral candidate. Doctoral candidacy forms are available in the Graduate Studies Office in the College of Education in room 325 Willard Hall. This form should be completed by all members of your advisory committee at the end of the dissertation proposal meeting, assuming that you have already successfully passed your qualifying portfolio. You should be familiar with Graduate College requirements regarding deadlines for submitting this form.

Students must receive formal admission to doctoral candidacy 6 months prior to graduation (see Graduate College Academic Calendar for exact dates).

After your advisory committee has approved your proposal, you should submit an application for approval of the research to the OSU Institutional Review Board (IRB). You are required to successfully complete or update on-line IRB research training (CITI) before you can submit the IRB application. After the IRB approves the proposal, you may begin collecting and analyzing the data in order to complete the results and discussion sections of the dissertation. This should be written to be consistent with manuscript submission requirements for appropriate peer-reviewed journals. When the committee chairperson or dissertation advisor feels that the dissertation is ready for final consideration by the advisory committee, a final oral defense of the dissertation is scheduled and conducted. Further details and deadlines regarding the dissertation are provided on the Graduate College [webpage](#); you are responsible for knowing these and attending to appropriate deadlines. Although the

Graduate College indicates a chapter format, for our program, Chapter 1 is the manuscript used for the final defense; the Appendices are the literature review, IRB approval, and copies of any materials such as questionnaires used in your research.

Doctoral Dissertation Defense

The final examination is the oral defense of the dissertation. Students provide a copy of the dissertation **at least two weeks** prior to the defense meeting to the advisor and each committee member.

The committee will notify the Graduate College immediately of the results of the final defense on the appropriate form. After the candidate has successfully completed the final examination, he/she will make all changes required by the committee and by the Graduate College and electronically submit the dissertation in final form to the Graduate College.

The dissertation defense is open to any member of the Graduate Faculty or other visitors with the approval of the Committee Chair. Visitors, other than committee members, are not permitted to vote and will be excused at the discretion of the Committee Chair. The Chair is the person who is responsible for the conduct of this final examination. The oral should be announced at least two weeks in advance with a posting on SAHEP and COE bulletin boards.

Summer dissertation defenses are not encouraged due to difficulties scheduling faculty who may not be on campus and to meeting deadlines. All committee members must agree to a summer dissertation defense. A member of the Advisory Committee may not be replaced for non-agreement to a summer defense.



EPSY Program-Related Documents

Includes the following information:

EPSY Program Documents

- Course Rotation Schedule
- Applications for Waiver/Transfer of Course Credit

M.S Degree Program

- Annual Progress Report
- Qualifying Portfolio Signature Page
- Final Portfolio Rubric

Ph.D. Degree Program

- Annual Progress Report
- Independent Study/Directed Readings Proposal (EPSY 6850)
- Qualifying Portfolio Rubric



Tentative Course Rotation Schedule² (EPSY option)

| | Fall (ODD YEAR) | | Fall (EVEN YEAR) | |
|--------------|---|-------------------------------------|---|---|
| | Stillwater | Tulsa | Stillwater | Tulsa |
| Face-to-face | EPSY 5001- <i>Colloquium</i> EPSY 5103- <i>Human Dev.</i> EPSY 6443- <i>Theory & Problems</i> EPSY 6043- <i>Adult Dev.</i> | EPSY 6533- <i>Motivation</i> | EPSY 5001- <i>Colloquium</i> EPSY 5103- <i>Human Dev.</i> EPSY 5713-<i>Trans. Human Dev</i> EPSY 6533- <i>Motivation</i> | EPSY 6043- <i>Adult Dev.</i> EPSY 6443- <i>Theory & Problems</i> |
| Hybrid | EDUC 5993- <i>Instruct. Effect.</i> | EPSY 5463- <i>Psych of Learning</i> | EDUC 5993- <i>Instruct. Effect</i> | EPSY 5463- <i>Psych of Learning</i> |
| Online | EPSY 5103- <i>Human Dev.</i> EPSY 5403- <i>Issues in Adolescent Dev.</i> EPSY 5463- <i>Psych of Learning</i> EPSY 5473- <i>Psych of Adult Learners</i> | | EPSY 5103- <i>Human Dev.</i> EPSY 5403- <i>Issues in Adolescent Dev.</i> EPSY 5463- <i>Psych of Learning</i> EPSY 5473- <i>Psych of Adult Learners</i> | |

| | Spring (EVEN YEAR) | | Spring (ODD YEAR) | |
|--------------|---|--|---|----------------------------------|
| | Stillwater | Tulsa | Stillwater | Tulsa |
| Face-to-face | EPSY 6213- <i>Adv. Ed. Psych.</i> | EPSY 5663- <i>Creativity for Teachers</i> EPSY 6063- <i>Q Method</i> EPSY 6163- <i>Emotion & Cognition</i> | EPSY 5663- <i>Creativity for Teachers</i> EPSY 6063- <i>Q Method</i> EPSY 6163- <i>Emotion & Cognition</i> | EPSY 6213- <i>Adv. Ed. Psych</i> |
| Hybrid | EPSY 5463- <i>Psych of Learning</i> | EPSY 5103- <i>Human Dev.</i> | EPSY 5463- <i>Psych of Learning</i> | EPSY 5103- <i>Human Dev.</i> |
| Online | EPSY 5103- <i>Human Dev.</i> EPSY 5463- <i>Psych of Learning</i> EPSY 5473- <i>Psych of Adult Learners</i> EPSY 5603- <i>Dev. Issues in Instruct.</i> EPSY 6613- <i>Instruct Systems Design</i> | | EPSY 5103- <i>Human Dev.</i> EPSY 5463- <i>Psych of Learning</i> EPSY 5473- <i>Psych of Adult Learners</i> EPSY 5603- <i>Dev. Issues in Instruct.</i> EPSY 6613- <i>Instruct Systems Design</i> | |

| | Summer (EVEN YEAR) | | Summer (ODD YEAR) | |
|--------|---|-------|---|-------|
| | Stillwater | Tulsa | Stillwater | Tulsa |
| Online | EPSY 5103- <i>Human Dev.</i> EPSY 5183- <i>Theories of Social Psychology</i> EPSY 5463- <i>Psych of Learning</i> EPSY 5963- <i>Dev. Res. to Support Ed.</i> EPSY 6133- <i>History & Systems</i> | | EPSY 5103- <i>Human Dev.</i> EPSY 5183- <i>Theories of Social Psychology</i> EPSY 5463- <i>Psych of Learning</i> EPSY 5963- <i>Dev. Res. to Support Ed.</i> EPSY 6133- <i>History & Systems</i> | |

Courses that may be taken **with Instructor Consent & Advisor approval** at any time:

- EPSY 5000-*Master's Thesis*
- EPSY 6000-*Doctoral Dissertation*
- EPSY 6850-*Directed Readings*

² All course offerings are subject to change. Courses are only offered if sufficient numbers to "make" enrollment requirements are met.



Course Waivers/Transfers

M.S./Ph.D. in Educational Psychology (EPSY option)

Due to Program Coordinator by the **end of your 3rd semester** (not including summer)

The advisory committee for _____ met on _____ and approved the waiver/transfer of _____ graduate-level courses, for a total of _____ credit hours, from _____ (institution name). These courses met the requirements for the following Oklahoma State University courses:

| OSU Course | Equivalent Course | Request to: | |
|------------|-------------------|-------------|-------|
| | | Transfer | Waive |
| | | | |
| | | | |
| | | | |

Note: Approval to transfer will result in the transfer of credit hours from previous institution to OSU. Approval to waive the course means that the course will not be required, and credit will not be applied towards the student's transcript. Instead, the student may take a more advanced course or take another elective. Defer to the policies set forth by the Graduate College for all limitations on the number of total credits that can be transferred or waived.

Attach relevant course syllabi, email, and/or other verification of equivalency from OSU faculty teaching equivalent course

Advisor Signature

Committee Member Signature

Committee Member Signature

Committee Member Signature

Committee Member Signature

Committee Member Signature



Annual Progress Report

M.S. in Educational Psychology (EPSY option)

Every Spring Semester, **you are required** (per Graduate College policy) to update your advisor (temporary advisor during year 1, committee chair year 2 and beyond) about the progress you are making in the program. This update gives faculty a chance to ensure that you are on track and getting the information that you need to be successful. You may call, video-conference, or visit in person, but be sure to bring a current copy of your unofficial transcript to the meeting for your Progress File. **This report is due no later than the Friday before Spring Break.**

Student Name: _____

Advisor: _____

| Date Completed | Task |
|----------------|--|
| Year 1 | |
| | Met for Initial meeting with temporary advisor (assigned at your admission) |
| | Met any provisions for full admission |
| | Completed online RCR training modules for IRB (CITI) |
| | Participated in the following EPSY events |
| | Enrolled in D2L community "COE-EPSY Graduate Community" |
| | Participated in professional development activities (List) |
| | Completed the following courses (3 hours minimum) 1. 2. 3. |
| | Currently enrolled in the following courses (3 hours minimum) 1. 2. 3. |
| | Plan to enroll in the following courses for next fall semester: (3 hours min.) 1. 2. 3. |
| | Secured a Committee Chair |
| | Arranged for at least 2 additional committee members besides chair |
| | Preparing POS with Committee Chair and will submit online for Comm. approval by end of semester. |
| | Have collected the following artifacts for my final portfolio: |
| | Submitted current cv/resume to the EPSY Program Coordinator. |
| | Submitted current copy of unofficial transcripts to my advisor. |

| Year 2 | |
|-------------------------------------|---|
| | Submitted POS online for official Committee approval. |
| | Received approval for POS from Graduate College. |
| | Participated in the following EPSY events |
| | Participated in professional development activities (List) |
| | Have collected the following artifacts for my final portfolio: |
| | Attended at least one scheduled EPSY Creative Component Presentation event (fall or spring) |
| | Completed Creative Component/Thesis advisement with completion/feedback from Committee Chair. |
| | Submitted current cv/resume to the EPSY Program Coordinator. |
| | Submitted current copy of unofficial transcripts to my advisor. |
| Subsequent Years (as needed) | |
| | Enrolled in coursework (continuous, minimum enrollment is 6 hours/year) |
| | Submitted current cv/resume to the EPSY Program Coordinator. |
| | Submitted current copy of unofficial transcripts to my advisor. |
| For Graduation | |
| | Completed Graduate Clearance form with Committee Chair. |
| | Filed for Diploma with Registrar. |
| | Completed and Distributed Final Portfolio to my committee members. |
| | Scheduled Creative Component Presentation (or final Thesis Defense). |

Please Note: Any changes to graduation plans must be updated with your Chair, Graduate College, and the Registrar. **The student** is responsible for meeting all deadlines required for Graduation. Check with the Graduate College website for complete information and current deadlines.



Qualifying Portfolio

M.S. in Educational Psychology (EPSY option)

Semester/Year: _____

Student: _____

I. Introduction

- a. Table of Contents
- b. Curriculum Vita (revised from Plan of Study meeting)
- c. Philosophy of Teaching/Learning

II. Areas of Study

- a. Products from Theoretical EPSY coursework
- b. Products from REMS coursework
- c. Products from Emphasis area

III. Creative Component

Description:

Student's Qualifying portfolio approved by:

Committee Member

Date



Final Portfolio Evaluation Rubric

M.S. in Educational Psychology (EPSY Option)

Student Name: _____
 Committee Member: _____
 Date: _____

The following competencies must be evident in the materials submitted and will be scored according to these criteria. For the student to graduate all areas must receive a “2” or better rating. Additionally, all products must meet the requirements as specified by the EPSY degree option Final Portfolio Requirements.

- “1” – Fail. Fails to meet minimum standards; competency not achieved.
- “2” – Low Pass. Meets the minimum standards; revision is required.
- “3” – Pass. Meets the minimum standards; revisions are suggested.
- “4” – High Pass. Exceeds the minimum standards and indicates exceptional expertise; no revisions are necessary.

| Student Competency | <i>1. Fail</i> | <i>2. Low Pass</i> | <i>3. Pass</i> | <i>4. High Pass</i> |
|---|--|--|--|--|
| A. Evidence of Teaching or Clinical Skills Score: (circle one) 1 2 3 4 Comments: | Curriculum Vita or classwork show no evidence for teaching or clinical excellence provided. | Inclusion of evidence of courses taken related to teaching or clinical skills and demonstration of such in CV | Course materials and CV demonstrate excellence in practice with reflective evaluation of work. | CV shows extensive teaching or clinical experience with exemplary course materials and reflective evaluations. |
| B. Evidence of Inquiry and Research Skills Score: (circle one) 1 2 3 4 Comments: | No evidence of research skills demonstrated in Plan of Study, transcript, or Curriculum Vita. | Completion of at least 6 hours of REMS coursework with A or B, but no demonstration of this through a product. | At least one product is included, such as the research proposal from REMS 5013, to demonstrate inquiry and research skills. | At least one research study is conducted and presented at a formal venue (e.g. Graduate Research Symposium). |
| C. Evidence of Theoretical Knowledge in Educational Psychology, specifically Student Domain Areas Score: (circle one) 1 2 3 4 Comments: | Domain areas do not clearly define student competency areas or are not supported with sufficient coursework. | Completion of minimum coursework within the Domain areas with A or B. | Completion of specific coursework within the Domain areas with A or B based on the student’s interests and strengths. | Completion of specific coursework is strongly supported through multiple professional experiences as evidenced by the vita and transcript. |

| Student Competency | <i>1. Fail</i> | <i>2. Low Pass</i> | <i>3. Pass</i> | <i>4. High Pass</i> |
|---|--|--|--|--|
| <p>D. Professionalism and Ethical Decision-Making</p> <p>Score: (circle one) 1 2 3 4</p> <p>Comments:</p> | Philosophy statements do not demonstrate professionalism or involvement. | Philosophy statements demonstrate a basic understanding of professionalism and goals for involvement in professional service. | Philosophy statements demonstrate leadership, ethics, professionalism, and involvement. | Philosophy statements are based upon theory and experience, indicate student's strengths and areas for potential improvement revealed through critical self-reflection |
| <p>E. Evidence of Written Communication Skills</p> <p>Score: (circle one) 1 2 3 4</p> <p>Comments:</p> | Materials are disorganized, carelessly described, with no self evaluation or reflection. | Materials demonstrate organization, professional audience for creative component or thesis is identified; but little self evaluation or depth reflection is evident. | Materials are well organized, articulated for a professional audience, and reflectively evaluated by the student. | Materials demonstrate multiple interactions with professional audiences that indicate exemplary skills, such as self evaluation and reflective practice. |
| <p>F. Evidence of Oral Communication Skills</p> <p>Score: (circle one) 1 2 3 4</p> <p>Comments:</p> | Presentation is disorganized and carelessly executed. | Presentation demonstrates limited organizational skills and targets a professional audience. | Presentation is well organized, articulated for a professional audience, and demonstrates knowledge of subject area. | Presentation indicates exemplary organization and elocution skills, and demonstrates depth of knowledge within subject area. |

Feedback for the Creative Component:

Overall Comments:



Annual Progress Report

Ph.D. in Educational Psychology (EPSY option)

Every Spring Semester, **you are required** (per Graduate College policy) to update your advisor (temporary advisor during year 1, committee chair year 2 and beyond) about the progress you are making in the program. This update gives faculty a chance to ensure that you are on track and getting the information that you need to be successful. You may call, video-conference, or visit in person, but be sure to bring a current copy of your unofficial transcript to the meeting for your Progress File. **This report is due no later than the Friday before Spring Break.**

Student Name: _____

Advisor: _____

| Date Completed | Task |
|----------------|--|
| Year 1 | |
| | Met for Initial meeting with temporary advisor (assigned at your admission) |
| | Met any provisions for full admission |
| | Completed online RCR training modules for IRB (CITI) |
| | Participated in the following EPSY events: |
| | Enrolled in D2L community "COE-EPSY Graduate Community" |
| | Participated in professional development activities (List) |
| | Enrolled in EPSY 5001: Colloquium |
| | Completed the following courses (3 hours minimum) 1. 2. 3. |
| | Currently enrolled in the following courses (3 hours minimum) 1. 2. 3. |
| | Plan to enroll in the following courses for next fall semester: (3 hours min.) 1. 2. 3. |
| | Collected the following artifacts or my qualifying portfolio: |
| | Submitted current cv/resume to the EPSY Program Coordinator. |
| | Submitted current copy of unofficial transcripts to my advisor. |

| Year 2 | |
|--|---|
| | Secured agreement with one EPSY faculty member to serve as Committee Advisor. |
| | Secured agreement with one SAHEP faculty member to serve as Committee Chair. |
| | Arranged for full committee membership (at least 4 members with Group V Graduate Faculty status: Chair from SAHEP, Advisor from EPSY, Outside member, and Expert member |
| | Drafted POS with Committee Chair. |
| | Scheduled POS meeting with all Committee members. Prepared current CV and plan for satisfying Domain requirements for POS meeting. |
| | Submitted POS online for official Committee approval. |
| | Received approval for POS from Graduate College. |
| | Participated in the following EPSY events |
| | Participated in professional development activities (List) |
| | Collected the following artifacts for my qualifying portfolio: |
| | Attended at least one scheduled EPSY Creative Component Presentation event (fall or spring) |
| | Completed Creative Component/Thesis advisement with completion/feedback from Committee Chair. |
| | Submitted current cv/resume to the EPSY Program Coordinator. |
| | Submitted current copy of unofficial transcripts to my advisor. |
| Year 3 (and Subsequent Years as Needed) | |
| | Portfolio Development: Planned in Detail with Chair |
| | Portfolio distributed to committee members. |
| | Proposal approved for distribution by Dissertation Advisor and meeting scheduled with Committee. |
| | Advanced to Candidacy. |
| | Enrolled in coursework (continuous, minimum enrollment is 6 hours/year) |
| | Submitted current cv/resume to the EPSY Program Coordinator. |
| | Submitted current copy of unofficial transcripts to my advisor. |
| For Graduation | |
| | Completed Graduate Clearance form with Committee Chair. |
| | Filed for Diploma with Registrar. |
| | Completed and Distributed Final Portfolio to my committee members. |
| | Scheduled Final Dissertation Defense. |

Please Note: Any changes to graduation plans must be updated with your Chair, Graduate College, and the Registrar. **The student** is responsible for meeting all deadlines required for Graduation. Check with the Graduate College website for complete information and current deadlines.



Independent Study/Directed Reading Proposal: EPSY 6850
Ph.D. in Educational Psychology (EPSY option)

Due to Program Coordinator by Friday of the **first week** of class

Name: _____
CWID _____
Email _____
Phone _____

To be completed by the **STUDENT**:

1. Course Number, credit hours, semester/year
2. Proposed content of studies
3. Justification for request: specify why content cannot be obtained from a regularly offered course.
4. Explain the relationship of the proposed independent study to your program or research.
5. List text materials/resources, if applicable:
6. Indicate proposed schedule of meetings with professor:

To be completed by the **INSTRUCTOR**:

1. Describe grading expectations (number of papers, exams and grading scale, etc.)
2. Deadline for work to be submitted:

Approval Signatures:

| | |
|-------------------------|------|
| Student | Date |
| Instructor | Date |
| Committee Chair/Advisor | Date |



Qualifying Portfolio Evaluation Rubric

Ph.D. in Educational Psychology (EPSY Option)

Student Name: _____

Committee Member: _____

Date: _____

The following competencies must be evident in the materials submitted and will be scored according to these criteria. For the student to advance to Candidacy, all areas must receive a “2” or better rating. Additionally, all products must meet the requirements as specified by the EPSY degree option Qualifying Portfolio Requirements.

“1” – Fail. Fails to meet minimum standards; competency not achieved.

“2” – Low Pass. Meets the minimum standards; revision is required.

“3” – Pass. Meets the minimum standards; revisions are suggested.

“4” – High Pass. Exceeds the minimum standards and indicates exceptional expertise; no revisions are necessary.

| Student Competency | <i>1. Fail</i> | <i>2. Low Pass</i> | <i>3. Pass</i> | <i>4. High Pass</i> |
|--|--|--|--|---|
| <p>A. Evidence of Theoretical Knowledge in Educational Psychology (Curriculum vita; transcript, and Domain List of Coursework)</p> <p>Score: (circle one) 1 2 3 4</p> <p>Comments:</p> | <p>Domain areas reflect minimum requirements and are not supported with sufficient successful coursework.</p> | <p>Domain areas are represented as quality coursework and experiences in four or more areas based upon the student’s interests and strengths.</p> | <p>Domain areas (at least four) result in a balance of knowledge demonstrated through successful coursework and professional experiences.</p> | <p>Domain areas are strongly supported through coursework and multiple professional experiences, including publications.</p> |
| <p>B. Evidence of Teaching or Clinical Skills (artifacts)</p> <p>Score: (circle one) 1 2 3 4</p> <p>Comments:</p> | <p>Curriculum vita and materials present restricted or no evidence for broad experiences in teaching excellence.</p> | <p>Inclusion of artifacts (course materials, evaluation) for at least one undergraduate course; some K-12 experience.</p> | <p>Course materials demonstrate excellence in teaching at several levels in at least four diverse experiences.</p> | <p>Teaching experience is extensive (K-12, undergraduate, graduate, and adult) with exemplary materials and reflective evaluations.</p> |
| <p>C. Evidence of Inquiry and Research Skills (artifacts)</p> <p>Score: (circle one) 1 2 3 4</p> <p>Comments:</p> | <p>No products outside of required doctoral coursework are included.</p> | <p>At least four products are included, with local, state or regional presentation for each.</p> | <p>At least four original research studies presented at <i>refereed</i> conferences; including some first or single author.</p> | <p>Research experience is extensive, including national, international refereed papers or manuscripts published.</p> |

| Student Competency | <i>1. Fail</i> | <i>2. Low Pass</i> | <i>3. Pass</i> | <i>4. High Pass</i> |
|--|--|---|---|---|
| <p>D. Service/Leadership/Interpersonal Skills (CV and artifacts)</p> <p>Score: (circle one) 1 2 3 4</p> <p>Comments:</p> | <p>Professional settings and connections lack involvement, collegiality, or professionalism.</p> | <p>Professional involvement is limited to minimum requirements; interpersonal skills seem awkward.</p> | <p>Materials demonstrate appropriate service and professional leadership with at least four artifacts for involvement.</p> | <p>Materials demonstrate multiple leadership interactions with professionals that indicate exemplary skills.</p> |
| <p>E. Professionalism and Ethical Decision-Making (philosophy statements; known professional interactions)</p> <p>Score: (circle one) 1 2 3 4</p> <p>Comments:</p> | <p>Philosophy statements do not demonstrate appropriate professional philosophy or involvement and ethical decisions are questionable.</p> | <p>Philosophy statements demonstrate a basic understanding of professionalism and goals for involvement in teaching, research, and service. Known interactions indicate needs for ethical reflection.</p> | <p>Philosophy statements and professional interactions meet professional standards in leadership and ethics.</p> | <p>Philosophy statements are based upon theory and experience, and indicate student's strengths and areas for potential improvement. Ethics are evident in professional interactions.</p> |
| <p>F. Evidence of Written and Oral Communication Skills (Portfolio)</p> <p>Score: (circle one) 1 2 3 4</p> <p>Comments:</p> | <p>Materials are disorganized, carelessly described, with no self evaluation or reflection.</p> | <p>Materials demonstrate organization, but little self evaluation or depth reflection.</p> | <p>Materials are well organized, articulated professionally, and statements indicate professional reflection.</p> | <p>Materials demonstrate multiple interactions with professional audiences that indicate exemplary skills and critical self reflection.</p> |

Overall Comments: