

EDUCATIONAL PSYCHOLOGY

(EPSY Program Option)

SCHOOL OF EDUCATIONAL FOUNDATIONS,
LEADERSHIP & AVIATION



GRADUATE HANDBOOK 2018 – 2019

**COLLEGE OF EDUCATION, HEALTH & AVIATION
OKLAHOMA STATE UNIVERSITY**

The content of this handbook applies to the students admitted to the graduate programs in Educational Psychology in Fall of 2018. This handbook is distributed electronically. Please print a copy to keep in your files.

Updated: August 20, 2018



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Welcome

The **School of Educational Foundations, Leadership, and Aviation** (SEFLA) is a community of scholars engaged in the passionate pursuit of research that has impact in education and aviation, the intellectual development of people who will lead our society in the future and service in our local, state, national and international communities. 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). Student-scholars 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 learner'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.

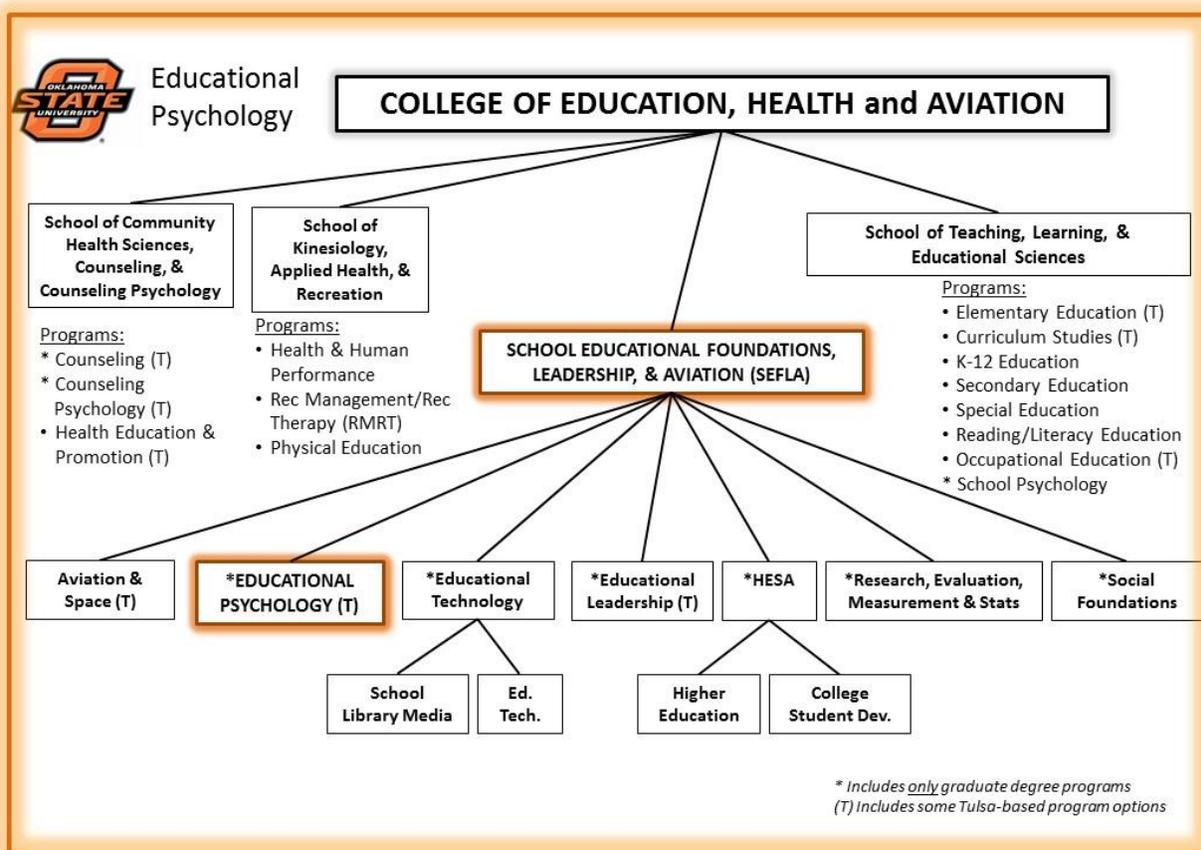
Careful study of this handbook, the University Catalog, and the Graduate College web pages will aid you with long-term planning of your program of study, help you to avoid misunderstanding of requirements and expectations, and increase the likelihood that you will a highly positive experience as a graduate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

Note: 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.



Organizational Structure

The degree in which you are enrolled in is the M.S./Ph.D. in Educational Psychology with an option in Educational Psychology. Other options include Counseling Psychology; Research, Evaluation, Measurement, and Statistics; and School Psychology. The Educational Psychology Program is housed within the School of Educational Foundations, Leadership, and Aviation. Other programs in the school include Aviation and Space; Higher Education and Student Affairs; School Administration; Educational Technology; Social Foundations; and Research, Evaluation, Measurement, and Statistics. Although most of these programs offer courses at the undergraduate level, Aviation is the only program that offers an undergraduate degree. All other programs within our school provide graduate degree options. The School of Educational Foundations, Leadership, and Aviation is one of four schools within the College of Education, Health, and Aviation. The other schools are the School of Community Health Sciences, Counseling, and Counseling Psychology; the School of Kinesiology, Applied Health, and Recreation; and the School of Teaching, Learning, and Educational Sciences.



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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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Research Interests: Teacher beliefs and social cognition and their effects on student motivation—especially for those students who differ from themselves in terms of linguistic and cultural background. Specific areas of interest include teachers' sense of efficacy, teachers' sense of responsibility, social perspective-taking, and sense of school belonging.



Program Overview

Educational Psychology is concerned with all aspects of psychology pertaining to teaching and learning in educational settings. Educational psychologists are concerned with understanding how environments are structured to promote cognitive, personal, and social development broadly as well as learning motivation. 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 Mission

Quite simply, the mission of the Educational Psychology Program at Oklahoma State University is to assist you in meeting your goals. Whether it is to conduct research, teach at a university, supervise instructional and faculty development, design training programs, or serve as an educational consultant, the program strives to prepare learners for an increasingly diverse educational environment. The program emphasizes the application of psychological theories of human development, learning, cognition, and motivation to the provision of educational services for children, youth, and adults. Principles of psychology and research on learning, motivation, and development are integrated into educationally relevant theories and sound instructional practices to facilitate success for diverse learners of all ages.

The Educational Psychology Program is designed to be flexible enough to allow for considerable individualization in the preparation of learners in diverse areas. Student-scholars follow an individualized Plan of Study that is crafted in consultation with the learner's committee chair, thesis/dissertation advisor, 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.



The Admission Process

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 Ph.D. 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.

M.S. Program Admission Deadlines & Criteria

Applications are accepted for enrollment each semester. Fall and Spring semesters have a priority deadline. Completed applications received prior to the priority deadline will be reviewed before the final deadline. "Priority" applicants will receive notification of acceptance/rejection prior to the final deadline.

| | |
|---------------------------|--------------------------|
| Fall semester priority: | March 15 th |
| Fall semester final: | July 15 th |
| Spring semester priority: | October 15 th |
| Spring semester final: | December 1 st |
| Summer: | March 15 th |

Full Admission

The specific criteria that must be met for full admission to a Master's degree program in Educational Psychology (EPSY Program Option) are as follows:

- Undergraduate GPA of at least 3.0 (Official copies of transcripts are required.)
- GRE score of at least 280 (combined) or MAT score of at least 394

Documents Required For Admission Review

- GRE or MAT test scores completed within the past 5 years
- Three letters of reference (preferably from previous instructors or employers)
A statement of professionally-related experiences and goals: Approximately two typed pages (double spaced) emphasizing the applicant's pertinent personal, educational, and professional experiences, and setting forth the applicant's professional aspirations as related to this Master's degree
- Current and complete resume/vita
- TOEFL or IELTS (if required to establish English proficiency)

Provisional Admission

Provisional admission may be granted for one semester if one of the minimum background requirements is not met. 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 receive a 3.5 GPA for the first 9 credit hours taken. 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.

Ph.D. Program Admission Deadlines & Criteria

Admission to the program is considered once per year. The deadline to submit all materials for review is January 15.

Full Admission

The specific criteria that must be met for full admission to a PhD degree program in Educational Psychology (EPSY Program Option) are as follows:

- Undergraduate GPA of at least 2.50 and a graduate GPA of at least 3.50
- GRE total score of at least 300 for two subtests of Verbal and Quantitative, with a minimum of 150 for each subtest. The Writing subtest minimum is a 3.5.

Documents Required For Admission Review

- GRE test score completed within the past 5 years
- Official transcripts for all work completed

- Three professional recommendation letters from those such as academic advisors and former professors who can address applicant's academic record and potential for doctoral level work
- Statement of professional goals (about 2 pages) explaining how prior academic and professional experiences have prepared the applicant for doctoral level study and how the PhD program will contribute to the applicant's goals
- Sample of high quality professional writing: a scholarly paper the applicant has written such as a master's thesis, report, paper required in a graduate class, publication, or other type of scholarly paper
- Current and complete resume/vita
- TOEFL or IELTS (if required to establish English proficiency)

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.

Funding

Financial Aid & 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.

Assistantships

For information about graduate assistantships, contact the SEFLA office, 405-744-6278, 204 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 EPSY [website](#). Applications are frequently revised, so pay attention to the due date found on the document.

OSU Educational Psychology Fellowship

The OSU Fellowship in Educational Psychology provides four-year support for Ph.D. student-scholars whose research interests focus on instruction, learning, development, and/or motivation in reducing educational disparities of under-represented and historically marginalized students in the state of Oklahoma and beyond. The fellowship program seeks students whose life, research experience, and academic performance will contribute to the Educational Psychology Program by maximizing the benefits of diversity for all. The fellowship is an excellent fit for student-scholars

planning a career in research and/or teaching in the field of Educational Psychology. More information can be found on the [EPSY website](#).



Post Admission & Continuation

Conduct

As a student in a graduate program, you may find it productive to think of yourself as a developing scholar and professional. This will certainly be the lens in which you are viewed by program faculty. It is expected that, upon successful completion of the program, you will have obtained a level of competency within your chosen area of interest and possess an intellectual disposition worthy of being called a “scholar.” We believe you deserve a great education. However, it is important to recognize that, ultimately, it is your choice whether or not you receive this. Key to this transformation from student to scholar will be: (a) recognizing the control you have over your own development, (b) recognizing that faculty and your peers possess a degree of expertise and experience that could benefit your growth, and (c) generally taking advantage of available opportunities—to the extent that your other commitments and time constraints allow.

Though you are the one who has primary responsibility for your own growth and development, graduate school is inherently a social endeavor. The positive relationships you develop during your time in the program can serve as a resource in the pursuit of your goals, and will be part of the fond memories you have long after you have graduated. It is important that you make an effort to cultivate these relationships. One way to do so is to treat others with the same level of respect that you yourself deserve.

The advisor-advisee relationship is one of the more important of these relationships. It is important to discuss with a potential advisor her/his approach to advising and general expectations for both parties. If there is a significant gap between your expectations and those of the faculty member, you should consider seeking another faculty advisor as this will save you both substantial time and energy in the long-run. After you have chosen an advisor, it is important to recognize that your advisor will consider it part of her/his responsibility to foster your professional development. This means that you should expect honest, candid evaluations of your work. Although it is not always easy to receive constructive criticism on work in which we are so personally vested, feedback serves as an impetus for growth and will be part of your professional life after completion of your program. Like any relationship, trust, effort, and open, clear communication on the part of both parties is key.

Due Process

As program faculty, it is our intent to make every effort to be fair and responsive to student needs. Students have a representative in our program-area meetings, and are encouraged to bring general

concerns, suggestions, or ideas to their representative for discussion. Still, there may be concerns that cannot be resolved in this manner. If you should develop a concern, the **first step is to address it with the other party**—unless there are extreme circumstances that make it difficult to do so. This should be done in a respectful, courteous manner in which you seek to understand the other party's side of the issue. Every attempt should be made to resolve the issue informally. If the issue cannot be resolved, you should take the following steps:

1. Present your concern to the Program Coordinator. If your concern is with the Program Coordinator, it should be brought before another faculty member. Keep in mind that program faculty have a professional obligation to discuss the concerns with one another unless they are of a personal nature.
2. If the concern cannot be resolved, it should be brought to the SEFLA School Head.
3. If the concern still cannot be resolved, it may be taken to the Graduate College or one of the appropriate university boards or administrative units for resolution.

Failure to follow these steps could be interpreted as a violation of trust or intent to breed malcontent amongst others within and/or outside the program. Please keep in mind that complaints are taken seriously at OSU. Thus, the ramifications of this action should be considered for all concerned (self, peers, faculty, future students). If you find that you have concerns with multiple peers or faculty, you should consider the possibility that it may be your own behavior or attitude that is at issue.

Misconduct

As indicated above, our default is to assume that you are here to learn and develop as a scholar, recognizing the social context in which you pursue your goals. We value you and strongly desire to see you succeed. We also value your peers, the undergraduate students taking our classes, faculty, administration, and support staff. Behavior or attitudes that could be reasonably interpreted as threatening or undermine the work of others will be considered misconduct. As graduate students, we recognize you as individuals with professional aspirations and as colleagues-in-the-making. As such, we hold you to the same high standards in which we hold ourselves. You serve as a representative of the Educational Psychology program at OSU. Thus, we take incidents of misconduct seriously as they could serve to undermine the reputation of the program and, by extension, the students who follow in your footsteps. Inappropriate conduct includes, but is not limited to, the following:

- Being confrontational, disrespectful, unprofessional, threatening, intimidating, etc.
- Misrepresenting what others have said for your own gain
- Conveying a sense of entitlement as it relates to funding, grades, etc.
- Repeatedly seeking modifications to program policies, course requirements, or GA duties
- Unwillingness to acknowledge how one's behavior may be negatively impacting others
- Regularly blaming others for unpleasant circumstances of your own doing
- Failing to follow due process described above
- Attempting to sow discontent/malcontent amongst your peers or faculty.

Issues regarding inappropriate behavior will be brought to your attention. Similar to the due process procedures outlined above, the first step will entail a meeting between you, your advisor, and the third party (if applicable), and will be considered a first warning. The issue will be brought to the SEFLA School Head's attention and, if deemed to be of a serious nature, the Office of Student Conduct. If the issue continues, a meeting will be held between you, your advisor, the SEFLA School Head, and any other parties (if applicable or appropriate). It will be included in your Annual Review (see below). Further issues will result in immediate dismissal.

Annual Progress

Per Graduate College Policy: A learner's progress towards degree completion is to be assessed at least once annually by the program. Annual review of students and candidates is an important part of the Educational Psychology Ph.D. program at Oklahoma State. The annual review serves to provide feedback regarding your progress in the program as well as steps that can be taken to maintain that progress and/or meet personal and career goals. In order to provide feedback regarding your progress, you will need to follow a two-step process. Step One entails completing a survey. Step Two entails sending materials to your advisor, temporary advisor (for Ph.D. students who have not yet filed a Plan of Study), or EPSY representative. The survey link and details regarding specific materials will be sent during Spring Semester.

If it is determined that the learner is not making adequate progress, then a 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 dismissal from the graduate program and/or Graduate College.

Appeal Process

In the event that inadequate progress toward degree completion remains unresolved after the deadline for the remediation plan has passed, the program will proceed with dismissal. You will be notified in writing and given 14 calendar days to request an appeal with the Coordinator of the Educational Psychology Program. S/he will notify you of a decision for this request within 14 calendar days. If the decision is made to uphold the move to dismiss, you will be given an additional 14 days to request and appeal with the Head of the School of Educational Foundations, Leadership, and Aviation. The School Head will notify you of a decision for this request within 14 calendar days. Once the appeal process has been exhausted at the school-level, you may appeal to the Dean of the Graduate College.

In addition to program dismissal, this policy also applies to situations such as program requirements, plans of study, and procedural issues pertaining to creative components, qualifying portfolio, and thesis or dissertation defenses. Click [here](#) to see the Graduate School's Appeals Policy for more general guidelines regarding crafting an appeal as well as specific information about time frames, documentation, etc.



M.S. Degree Guidelines

The Master's of Science degree in Educational Psychology emphasizes Development and Instructional Psychology. The MS degree should be viewed as an applied program that develops capabilities, knowledge, skills and competencies of the graduate. These competencies focus on the human learner in educational situations. The major goals of this program are to prepare the graduate to perform effectively as professionals in schools and related educational settings or preparation for Ph.D. work.

The Advisory Committee

During your second semester, you will need to begin working with your temporary advisor to form an advisory committee of **no fewer than three** members of the OSU Graduate Faculty. This committee may, or may not, include your temporary advisor. At least two of the members must be tenured or tenure-track faculty in the Educational Psychology Program. The duties of the advisory committee include working in partnership with the student-scholar in advising and assessing progress through (1) assisting the student-scholar 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.

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-scholar 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 a tenure-track faculty appointment in the EPSY Program. 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-scholar in regard to the conduct of the creative component or thesis necessary for the completion of the degree. As a result, it is expected that the advisor establish a close working relationship with the student-scholar. S/he may also serve as the chair of the committee. The advisor must be a Member of the Graduate Faculty and hold a tenure-track faculty appointment in the EPSY Program. The advisor's duties and privileges include guiding and counseling the learner 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 learner 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-scholar in attaining the goal of original research that is worthy of the degree sought. This person may, or may not, hold a position in the EPSY Program. 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-scholar to monitor progress toward the degree.

The student-scholar and the members of the advisory committee should consult regularly to review the progress of the student's work. The responsibility for regular consultation is shared between the student-scholar and her/his advisor.

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 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.

Begin by setting up a meeting (face-to-face, phone, Skype) with your advisor to discuss your POS and advisory committee. It is customary to set up meetings with potential committee members to ask them to be on your committee. You should send a draft of your POS, your resume/vita, and a short summary (less than one page) of your career goals and scholarly interests in advance of these meetings. After you have secured your committee, you will work with your advisor on revising your POS and sending it to your committee for feedback.

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. A worksheet can be found [here](#).

Coursework

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

EPSY 5103 Human Development in Psychology
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
EPSY 5963 Developing Resources to Support Educational Programs
EPSY 5983 Instructional Effectiveness in Higher Education

D. Thesis OR Creative Component with Electives (6 hours, required)

EPSY 5000 Master's Thesis (6 hours required) **OR** Electives (6 hours required) from the emphasis area with the development of a Creative Component. Related elective coursework is determined by the student *with committee members*. Are you *not* advised to take all thesis hours in the same semester. A thesis generally involves a time commitment that spans more than a single semester.

E. Emphasis Area (12 hours, required):

EPSY 5183 Theories of Social Psychology
EPSY 5403 Issues in Adolescent Development
EPSY 5473 Psychology of Adult Learning*
EPSY 5553 Motivation in Educational Contexts
EPSY 5603 Developmental Issues in Instruction
EPSY 5663 Creativity for Teachers
EPSY 5963 Developing Resources to Support Educational Programs
EPSY 5983 Instructional Effectiveness in Higher Education*

Sample of Possible Electives for Creative Component option (6 hours, required):

EPSY 5320 Seminar in Educational Psychology: Academic Writing
EDTC 5153 Computer-Based Instruction Dev.
ECTC 5753 Educational Technology Strategies
HDFS 5213 Child Behavior and Development
SCFD 5873 Culture, Society, and Education
REMS 5373 Educational Measurement

*Serves as an elective for the [Graduate Certificate in College Teaching](#).

Master's Capstone: Thesis / Creative Component

As partial fulfillment of your Master's degree, you are required to complete a Thesis or a Creative Component. Those going on from their degree to pursue research or more advanced graduate work (e.g., Ph.D.) are encouraged to complete a Thesis. Those planning to use their degree to improve their work place or to pursue other ends that may not require advanced research skills may want to consider completing a Creative Component.

Submission and approval of the Thesis or Creative Component must follow all University policies related to deadlines and other regulations. 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.

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, you are encouraged to 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 two 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 |

- Complete additional revisions as needed; resubmit to chair/committee if necessary

- 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 | 6 th class week, semester prior to graduation |
| <input type="checkbox"/> Draft of creative component proposal 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"/> 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 | |

- Submit signed approval form to Graduate Students Records Office (see next page)

See Graduate College website for official date



Ph.D. Degree Guidelines

Approaching Ph.D. Work

Upon admission to the program, student-scholars are assigned a temporary advisor who will assist in the planning process. Milestones of the Ph.D. Program include forming an advisory committee, submitting a plan of study, successful completion of your qualifying examination and portfolio, and successful submission of your proposal and defense of your dissertation research.

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-scholar. It is best thought of in terms of an apprenticeship into academia rather than a degree that is granted after a predetermined set of coursework is completed. We believe that this is best accomplished by having student-scholars 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. This means taking an active role in your learning, including taking proactive steps to take advantage of research, teaching, and service opportunities that prepare you for your goals after you graduate. The EPSY faculty are committed to assisting you through this process.

Getting off to a strong start in your program involves getting involved in research your first semester. This means (a) approaching faculty to inquire about the work they are doing, what research groups are available, and how you may get involved; (b) completing your Collaborative Institutional Training Initiative (CITI) training; and (c) becoming familiar with OSU's Institutional Review Board (IRB).

Research Experiences

Research teams are used as an institutionalized model for academic development. A research team is usually composed of one or more faculty member and a number of student-scholars 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 learner while at the same time creating new knowledge for the field. 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.).

Student-scholars will be provided opportunities to practice research with the guidance, scaffolding, and support of faculty. To be considered research, appropriate IRB procedures are followed. Student-scholars who are interested in working in the academy should graduate from the program with peer-reviewed publications and presentations at regional and national conferences in order to be competitive in job searches.

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. 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. **You are encouraged to complete this training as early in your program as possible.**

Institutional Review Board Information

Before research involving human subjects begins, the Institutional Review Board (IRB) must approve it. 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.

Advisory Committee

During your second semester, you will need to begin working with your temporary advisor to form an advisory committee of no fewer than four members of the OSU Graduate Faculty. This committee may, or may not, include your temporary advisor. At least two of the members must be tenured or tenure-track faculty in the Educational Psychology Program. The duties of the advisory committee include working in partnership with the student-scholar in advising and assessing progress through (1) assisting the student-scholar in preparing a plan of study, (2) preparing and examining the student-scholar for candidacy, (3) assisting in planning and conducting the research, (4) overseeing the writing of the dissertation, and (5) conducting the

dissertation defense. You should work with your temporary advisor in composing a committee that provides an optimal level of support while challenging and expanding your thinking.

The doctoral advisory committee shall consist of at least four members of the OSU Graduate Faculty. Roles of the committee members are chair, advisor, and expert member(s). At least one of the committee members must be an “outside” member.

Begin by setting up a meeting with your advisor to discuss your Plan of Study (POS, see below) and advisory committee. It is customary to set up meetings with potential committee members to ask them to be on your committee. You should send a draft of your POS, your vita, and a short summary (less than one page) of your career goals and scholarly interests in advance of these meetings.

The **chair’s** primary duty is to monitor the progress of the student-scholar 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, in the academic unit in which the degree is housed. The chair’s duties include assisting the student-scholar in 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-scholar 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-scholar. 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-scholar 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-scholar 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 serves the student-scholar 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-scholar. 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 **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-scholar. 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-scholar

or the chair of the advisory committee. The outside member ensures that appropriate academic standards are applied in evaluating the student-scholar, and that the student-scholar 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 student-scholar and the members of the advisory committee should consult regularly to review the progress of the student's work.

Plan of Study

A Plan of Study (POS) serves as a contract between a student-scholar 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.

Included in this plan is the formation of at least three domains of learning that identify the areas of expertise. 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. These documents should be submitted to all committee members for review two weeks prior to the first formal committee meeting, the Plan of Study meeting.

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.

Begin by setting up a meeting with your advisor to discuss your POS and advisory committee. It is customary to set up individual meetings with potential committee members to discuss their willingness to serve on your committee. You should send a draft of your POS, your vita, and a short summary (less than one page) of your career goals and scholarly interests in advance of these meetings. After you have secured your committee, you will need to set up a meeting for you and your committee to discuss your POS. The responsibility for setting up this meeting is yours (though your advisor is here to support you in this process).

It is customary for committee members to make suggestions for revisions to your POS at this meeting. Such changes are often the result of the expertise your committee members may have regarding your areas of interest. During this meeting, your committee will work with you to develop a plan that meets the program's requirements and supports your personal goals and interests. At the conclusion of the meeting in which your committee endorses your POS, the next step is to submit your 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 you, your advisory committee, and the graduate coordinator have

approved it (all required approvals are done electronically). Once all required parties have approved, 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. A worksheet can be found on the EPSY [website](#).

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 student-scholars in the PhD program are required to enroll in **EPSY 5001 Colloquium: Educational Psychology** during their first fall semester. This course is one 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 the following two 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:

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

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

REMS 5063 Computer Applications in Nonparametric Data Analysis
REMS 6023 Psychometric Theory
REMS 6033 Factor Analysis in Behavioral Research
SCFD 6123 Qualitative Research I
SCFD 6193 Qualitative Research II
REMS 6373 Program Evaluation (also, REMS 6383: Program Evaluation II)
REMS 6663 Multivariate Statistics
REMS 6673 Item Response Theory
REMS 6683 Hierarchical Linear Models

Domain II: Foundations of Educational Psychology – 24 hours required

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

| | |
|-----------|-------------------------------|
| EPSY 5103 | Human Development |
| EPSY 5183 | Theories of Social Psychology |
| EPSY 5463 | Psychology of Learning |

Required Courses:

| | |
|-----------|---|
| EPSY 5001 | Colloquium I: Educational Psychology |
| EPSY 5320 | Seminar in Educational Psychology: Academic Writing |
| EPSY 6213 | Advanced Educational Psychology |
| EPSY 6533 | Human Motivation |

Choose at Least Three (two must be 6000-level):

| | |
|-----------|--|
| EPSY 5403 | Issues in Adolescent Development |
| EPSY 5473 | Psychology of Adult Learning* |
| EPSY 5603 | Developmental Issues in Instruction |
| EPSY 5663 | Creativity for Teachers |
| EPSY 5963 | Developing Resources to Support Educational Programs |
| EPSY 5983 | Instructional Effectiveness in Higher Education* |
| EPSY 6043 | Adult Development |
| EPSY 6153 | Advanced Research in Educational Psychology |
| EPSY 6163 | Emotion and Cognition |
| EPSY 6443 | Theories and Problems in Educational Psychology |
| EPSY 6613 | Instructional Systems Design |
| SCFD 6983 | Diversity and Equity Issues in Education |

*Serves as an elective for the [Graduate Certificate in College Teaching](#).

Domain III: Area of Expertise - 12 hours required

Student-scholars 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 dissertation) is required of each doctoral candidate (15 or more credit hours of EPSY 6000). Please see the *Dissertation* section for more information.

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.

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.

Qualifying Examination & Portfolio

The primary purpose of the *Qualifying Examination and Portfolio* is to provide the student-scholar opportunity to demonstrate the development and attainment of specific competencies in order to proceed to the dissertation phase of her or his program. However, the examination serves other purposes as well. The Qualifying Examination and Portfolio also: (a) contains required elements that will prepare the student-scholar for the job market, (b) allows the student-scholar to chart her/his own development and achievements in the program, and (c) allows the program to document its effectiveness for the purpose of improvement and development.

According to the OSU Catalog, the qualifying examination is designed to measure the student's proficiency in the field of specialization, the breadth and depth of professional education background, and knowledge of cognate subjects. Typically the content of the qualifying exam is based on three primary areas: program core areas, area of specialization, and research. The portfolio portion resembles materials faculty members submit during the process of promotion and tenure.

Timeline

The Qualifying Portfolio is to be submitted after the Plan of Study (preferably the following semester), but before the Dissertation Proposal. However, planning for, and **collection of artifacts for your portfolio should begin from your first semester in the program.**

In general, full-time doctoral students take the qualifying exam and submit their portfolio during their fourth or fifth semester of the program (after completion of between 27 and 45 hours of coursework). Completing the qualifying process at this time helps ensure timely progress towards degree.

Because one purpose of the exam is to determine whether you are ready to advance to candidacy, proficient in skills necessary for successfully completing your dissertation research, you will want to complete a majority of coursework related to core areas and skills early in your program of work. Although exam questions will not be limited to these courses, those considered core to the Educational Psychology program include:

| | |
|-----------|---|
| EPSY 5103 | Human Development |
| EPSY 5463 | Psychology of Learning |
| EPSY 6533 | Human Motivation |
| EPSY 6213 | Advanced Educational Psychology |
| REMS 5013 | Research Design and Methodology |
| REMS 5953 | Elementary Statistical Methods in Education |
| REMS 6001 | Analysis of Variance |
| REMS 6013 | Multiple Regression |

In the semester that you plan to complete the qualifying process, you are to enroll in three credit hours of either EPSY 6000 Dissertation or EPSY 5320 EPSY Seminar: Academic Writing.

During this semester, you will submit your portfolio and complete both a written and oral exam. The timeline for this process is as follows:

- 2nd Monday of the semester – submit portfolio to program (ask your committee if they would like hard copies)
- 4th full week of the semester – written examination distributed; 2 weeks to complete
- 8th full week of semester – oral examination scheduled

You will receive feedback on areas of strength and limitation following your oral defense and prior to the end of the semester. **You must meet expectations for each of the categories on the portfolio and each of the competencies on the exam to pass and proceed with the program** (rubrics can be found on the EPSY website and in the ‘EPSY Related Program Documents’ at the end of this handbook). If you do not receive a passing score, any one or combination of the following four things may happen: (1) asked to complete remedial work, (2) asked to retake one or more elements of the exam, (3) asked to supplement the portfolio with specific item(s), or (4) be asked to discontinue your program of study. Anything related

to items 1-3 must occur in the semester immediately following the first attempt in order to continue making adequate progress in the program.

Qualifying Examination

The purpose of the written exam is to provide the student-scholar with an opportunity to demonstrate a depth of understanding of core theoretical constructs, the ability to critically analyze, interpret, and synthesize empirical findings in the field, and the skills to investigate and empirically study questions relevant to the field.

The written exam will consist of three essay questions, to be weighted equally in determining a total score. Essay questions will be influenced by (but not limited to) the portfolio work submitted. The exam will be distributed via email no later than the 4th Monday of the semester. You will have until the 5th Friday (the following week) to submit your responses via email to your advisor, who will distribute them to the remaining review panel. The review panel for your written exam consists of three EPSY program faculty members who will independently evaluate each of your responses. A COE faculty member from outside the EPSY program will serve to audit the evaluation process.

The purpose of the oral exam is to provide the student-scholar with an opportunity to expand more fully upon the written responses and demonstrate skills for thoughtfully engaging in critical dialogue with other scholars. Follow-up dialogue about continued progress, research direction, and composition of the student's dissertation committee might also become part of the oral exam. Oral exams will be scheduled by the program to occur no earlier than the 8th class week and no later than the 10th class week of the semester.

Reporting Results of Qualifying Examinations

The chair of the Advisory Committee (determined at the program level) will gather committee member evaluations and make a summary evaluation that will be reported to the EPSY Graduate Coordinator, who will report results to the Graduate Studies Office. The chair of the Advisory Committee may choose to report the evaluation results and feedback directly to the student as well.

Students will be permitted to retake the examination at its next offering the following semester in the event that a previous examination was not passed. Students taking the examination a second time are not necessarily required to take all portions of the examination. However, the student must remain enrolled as a degree candidate until requirements are completed. The student must inform the EPSY Program Coordinator of intent to retake the examination a second time.

Portfolio Artifacts & Format

The portfolio should contain three, clearly delineated sections—research, teaching, and service (described below). An annotation that clearly describes how the artifact demonstrates achievement, competency, or growth should precede the artifact. The importance of the annotations cannot be understated as they provide you an opportunity to guide your committee

in their interpretation of your work at OSU. If a particular artifact was the result of collaboration (e.g., a multiple-author manuscript), your role should be clearly described. It is strongly recommended that you refer to the Qualifying Portfolio Evaluation Rubric (appendix) when crafting the annotation. You should take care to demonstrate achievement, competency or skill, and growth and development in each of the domains. In general, achievement is demonstrated by the artifact itself. For example, peer-reviewed publications where you are first author are considered greater achievements than those in which you are second author. You can demonstrate competency in the quality of the work included in the portfolio as well as describing your role in the annotation. You can demonstrate growth and development by contrasting earlier work with more recent projects.

The portfolio should begin with a: (a) title page, (b) table of contents, (c) vita, (d) unofficial transcript, and your (e) Plan of Study, followed by sections on: (f) research, (g) teaching, and (h) service. Organization, clarity, and depth and breadth of the topic are all characteristics of good writing skills and should be evidence throughout your portfolio—especially on more recent works.

Research

The research section should begin with a statement of your research interests, current work, and the future direction and potential of your program of research. Again, it is important to remember to demonstrate achievement, competency, and development. The following are examples of artifacts that could be included in this section. These are provided as examples; this is not an exhaustive list.

Peer-reviewed publications. Further demonstration of this as an achievement are publications in which you are lead author and inclusion of the journal's impact factor. You can demonstrate competency by describing your role (for multiple-authored articles) in the annotation, evidence of a strong theoretical understanding of the phenomena under investigation, and clarity and organization of the writing.

Conference presentations. Further demonstration of this as an achievement are presentations where you are the lead presenter and national (e.g., AERA, APA) rather than regional or local conferences. Proposals (accepted or not), papers, and posters can all be included.

Non-refereed publications. Examples include book reviews; technical or research reports; and non-refereed, national journals or book chapters.

Funding for scholarly support. Examples of artifacts include, but not limited to grants, travel awards, and proposals for funding that were not awarded.

Honors and awards. Examples of honors and awards include, but not limited to college- or school-level awards, "best poster" or "best paper" awards, invitations to participate in seminars, etc.

GRA work. If you held or currently hold a GRA position, you should include a description of your duties and any products that resulted from your work.

Involvement in research teams. Please include a description of the team and note the faculty member you were working with, level of involvement, and description of your role and any contributions you made.

Writing samples. Though writing samples may not demonstrate achievement, they provide a good opportunity to demonstrate competency and development. Examples of papers or proposals submitted as course work.

Teaching

The teaching section should begin with your philosophy of teaching statement or statements (see below). The following are examples of artifacts that could be included in this section. This is not an exhaustive list.

Philosophy of teaching statement. At minimum, your teaching section should contain at least two philosophy of teaching statements—one written during your first year in the program as well as a more recent example. While not an achievement, a philosophy of teaching statement provides an opportunity to demonstrate your foundational knowledge of the teaching and learning process. Additionally, the inclusion of multiple statements allows you to demonstrate how this understanding has grown or developed over time.

Formal teaching experiences. K-12 or GTA experiences are examples of formal teaching experiences. You should include your position, length of tenure, content, students, whether you were an assistant or instructor-of-record, and any other information that adequately describes your experience. You can demonstrate growth by describing any changes you made to feedback or challenges you encountered.

Evaluations of instruction. These can include student evaluations generated by University Assessment and Testing or course observations conducted through OSU's Institute for Teaching and Learning Excellence (ITLE) or other external evaluator. You can demonstrate development by describing how you use these evaluations to improve your teaching.

Teaching awards. Please include any teaching awards or nominations acquired during your time in the program.

Publications or presentations on the scholarship of teaching. An example would be an action research project that results in collection of data and publication or presentation of results.

Course or curriculum development. You are encouraged to describe the need the developed course or curriculum meets.

Development of teaching materials. These might include a syllabus as well as published or personal lessons, activities, or assignments that you have developed.

Professional development. Attendance in ITLE workshops are a good way to demonstrate attempts to develop teaching skills—even if you do not currently hold a GTA position.

Service associated with teaching or curriculum. Examples include participation in CAEP, APA, or similar accreditation review.

Coursework. Papers, proposals, syllabi, etc. developed as requirements for coursework can be included to demonstrate your knowledge of, and growth in, the scholarship of teaching.

Service

The service section should begin with a statement that summarizes your professional service activities and outlines the direction of future work in service to the profession. The following are examples of artifacts that could be included in this section; it is not an exhaustive list.

Leadership in professional organizations. You can demonstrate service achievement by indicating level of involvement or title (e.g., committee chair, committee member, student representative) as well as at what type of organization (e.g., national, state, university, program). You can demonstrate competence by describing outcomes or duties. You can demonstrate growth by describing level of involvement or advancement over time.

Service as a reviewer. Examples include serving on an editorial board or as an ad-hoc reviewer, reviewing conference proposals, reviewing grant proposals, etc.

Dissertation

As partial fulfillment of your Ph.D. degree, you are required to complete a 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.

Proposal Hearing

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. You will need to schedule the meeting and provide a

draft to your committee two weeks in advance. Ask if they would like a hard copy. The length of the proposal meeting will vary, but you should plan for it to take about two hours.

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 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 102A Willard Hall or [here](#). 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 exam and 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) if the research is to involve human subjects. 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. 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.

Doctoral Dissertation Defense

The final examination is the oral defense of the dissertation. Student-scholars 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 SEFLA and College of Education, Health, and Aviation 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.

Beyond the Program: The Academic Job Search

Though embarking upon a career generally happens *after* you have successfully defended your dissertation, taking steps to obtain a job in academia begins quite some time before. Whether you are seeking a post-doc fellowship, adjunct teaching job or a tenure track position, your job search should begin long before you graduate (see the figure below).



Required Professional Documents

You will need to respond to job announcements with an individualized cover letter, which highlights your specific qualifications based on the job ad, and a CV. Research statements, philosophy of teaching statements, and service statements are often required as well. Other documents that may be requested include (but are not limited to): a transcript, a dissertation abstract, or a writing sample. **Included below are some resources for completing your professional documents.**

Adapted from: <https://web.stanford.edu/class/inde231/Academic%20Job%20Search%2005-06.pdf>

Cover Letters:

- <https://www.thebalance.com/how-to-write-an-academic-cover-letter-2060155>
- <https://grad.illinois.edu/sites/default/files/pdfs/academiccoverletters.pdf>
- <https://ocs.fas.harvard.edu/files/ocs/files/gsas-cvs-and-cover-letters.pdf>

Curriculum Vitae:

- <http://www.uky.edu/~eushe2/Pajares/vita.html>

Teaching Philosophy:

- Coppola, B. P. (2002). Writing a statement of teaching philosophy. *Journal of College Science Teaching*, 31(7), 448.

Research Statement:

- <https://academiccoachingandwriting.org/academic-writing/academic-writing-blog/vi-writing-the-research-statement-how-and-why-you-research-what-you-do>

Searching for Academic Positions

The internet is a useful resource for finding academic positions that are right for you. **Below are some resources for searching for academic positions.**

- *Chronicle of Higher Education*: <https://chroniclevitae.com/>
- *Higher Ed Jobs*: <https://www.higheredjobs.com/>
- *Academic 360*: <http://www.academic360.com/>
- *Education Week*: <https://www.edweek.org/ew/index.html>
- *Academic Careers Online*: <http://www.academiccareers.com>

Preparing for Interviews

As with other aspects of the academic job search, there are many resources available on the internet. Take some time to read the APA One Tip Essay by Dr. Phil Winne as you prepare for your interview. (<https://apadiv15.org/wp-content/uploads/2018/03/OneTip-January-2018.pdf>)



Resources

The program, School of Educational Foundations, Leadership, & Aviation; College of Education, Health, & Aviation; Graduate College; and Oklahoma State University provide a number of resources to support and guide students.

Program and School of Educational Foundations, Leadership, & Aviation

Educational Psychology Student Society (EPSS)

EPSS is a student organization whose mission is to serve EPSY graduate students by enhancing their graduate experience. In realizing this mission, EPSS strives to support and facilitate a community of scholars by coordinating and sponsoring social events of interest for EPSY graduate students, as well as, representing and communicating students' needs and expectations. For events and updates, visit them on Facebook at <https://www.facebook.com/OSUEPSS/>. Contact AJ Tierney (2018/19 EPSS President) at aj.tierney@okstate.edu to learn more about EPSS and ways to become involved. EPSS also provides funds for printing conference posters:

<https://docs.google.com/forms/d/e/1FAIpQLSedq2u1pKH0wVvjEYG8Z8FZzqfihosFjMDijxEoTlkt-5Y0sg/viewform?c=0&w=1>.

Center for Educational Research and Evaluation (CERE)

CERE provides methodological expertise in research, evaluation, statistics, and psychometrics. Its core functions include supporting student and faculty research, grant evaluation activity, primary grant activity, and evaluation in Oklahoma schools. For more information, please go to <https://education.okstate.edu/cere>.

School of Educational Foundations, Leadership, & Aviation (SEFLA) Graduate Student Travel Grant

The SEFLA Grant is offered as a means of reimbursement for SEFLA Graduate Students with costs associated with presentation of research at a state, regional, national, or international conference. Applicants may receive one grant award per academic year, up to the amount of \$500 dollars. Review of applications is by a faculty committee representing all SEFLA programs. Application requires confirmation or acknowledgment of conference research presentation, copy

of the conference registration document to include registration cost, lodging, and travel expenses. (Receipts are not needed for the purpose of this application.) Travel arrangements are the responsibility of the student. Grants will be awarded based on demonstration of need and available funding. Application form:

https://education.okstate.edu/site-files/docs/sefla_gs_travel_grant.pdf. Paid receipts are required when reimbursement requests are submitted after travel has been completed). Reimbursement requests are submitted to the SEFLA administrative offices in 204 Willard Hall.

College of Education, Health, & Aviation

- Scholarships: <https://education.okstate.edu/scholarships>
- Technology provides equipment checkout, a fully equipped computer lab, presentation poster printing and other services: <https://education.okstate.edu/tech>

Graduate College

- Graduate College: <http://gradcollege.okstate.edu/>
- OSU Catalog: <https://registrar.okstate.edu/University-Catalog>
- Academic Calendar: <https://gradcollege.okstate.edu/graduate-college-academic-calendar>
- Fall/Spring/Summer Enrollment Guidelines: <https://gradcollege.okstate.edu/enrollment>
- Graduate Assistantships: <http://gradcollege.okstate.edu/assistantship>
- Graduate College Academic Calendar: <http://gradcollege.okstate.edu/graduate-college-academic-calendar>
- Graduate Degree/Certificate Programs: <http://gradcollege.okstate.edu/degree>
- Graduate Faculty Database: <https://gradcollege.okstate.edu/faculty-and-staff-resources>
- Graduate Student Appeals Policy: <http://gradcollege.okstate.edu/content/appeals-policy>
- Graduate and Professional Student Government Association (GPSGA) (includes application process for professional travel reimbursement): <http://temp-gpsga.okstate.edu/>
- Graduate College Forms: <http://gradcollege.okstate.edu/FormsPage>
- Graduation Checklist (Doctoral Degree): <http://gradcollege.okstate.edu/doctoral-checklist>

- Graduation Checklist (Master's Degree): <http://gradcollege.okstate.edu/masters-checklist>
- International Teaching Assistant Test: <https://gradcollege.okstate.edu/ita>
- Leave of Absence Policy: <https://gradcollege.okstate.edu/leave-of-absence-policy>
- OSU Best Practices: Advisory Committees and Defenses: <https://gradcollege.okstate.edu/best-practices>
- Test of English Language Proficiency: <http://gradcollege.okstate.edu/telp>

Oklahoma State University

- Career Services: <http://www.hireosugrads.com/StudentsAlumni/>
- Edmon Low Library: <http://www.library.okstate.edu/>
- Family Resource Center: <http://www.reslife.okstate.edu/frc/>
- Health Insurance (Student): <http://uhs.okstate.edu/student-health-insurance-plan>
- Information Technology: <http://www.it.okstate.edu/>
- Institute for Teaching and Learning Excellence: <http://itle.okstate.edu/>
- International Student and Scholars Office: <http://iss.okstate.edu/>
- International Students Arrival and Orientation: <http://iss.okstate.edu/arrival-orientation>
- Office of Multicultural Affairs: <http://icae.okstate.edu/>
- OSU Writing Center: <http://osuwritingcenter.okstate.edu/>
- Residential Life: <http://www.reslife.okstate.edu/>
- OSU Research Compliance, Human Subjects Research Design Guidance: <https://research.okstate.edu/compliance/irb/index.html>
- Seretean Wellness Center: <http://wellness.okstate.edu/>
- Services for Students with Disabilities: <http://sds.okstate.edu/>
- Student Affairs: <https://studentaffairs.okstate.edu/>

- Student Code of Conduct: <https://studentconduct.okstate.edu/code>
- The OSU Student Union: <http://union.okstate.edu/>
- University Counseling Services: <http://ucs.okstate.edu/>
- University Health Services: <http://uhs.okstate.edu/>
- University Parking Services: <http://www.parking.okstate.edu/>

Other Resources

- Understanding the Publishing Process: <https://www.elsevier.com/?a=91173>



EPSY Program-Related Documents

In the pages that follow, you can find the following information:

- Course Rotation Schedule
- Applications for Waiver/Transfer of Course Credit
- Independent Study/Directed Readings Proposal (EPSY 6850)
- Annual Progress Report
- Qualifying Portfolio Signature Page
- Qualifying Exam Rubric
- Qualifying Portfolio Rubric

Many of these forms can also be downloaded from the EPSY [website](#).



EPSY Tentative Course Rotation Schedule

| Course | FA 18 | SP 19 | SU 19 | FA 19 | SP 20 | SU 20 | FA 20 | SP 21 | SU 21 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| EPSY 5001 Colloquium | X | | | X | | | X | | |
| EPSY 5103 Human Dev. | 2X* | X* | X* | 2X* | X* | X* | 2X* | X* | X* |
| EPSY 5320 Seminar: Academic Writing | X | | | | | | X | | |
| EPSY 5403 Issues of Adolescent Dev. | | X* | | | | | | X* | |
| EPSY 5463 Psych of Learning | X* |
| EPSY 5473 Psych of Adult Learning** | X* | | | | | | X* | | |
| EPSY 5553 Motivation in Learning Contexts | | X* | | | X* | | | X* | |
| EPSY 5603 Developmental Issues in Instruction | | | | | X* | | | | |
| EPSY 5663 Creativity for Teachers | | | | | X* | | | | |
| EPSY 5963 Developing Resources for Ed. Programs | | | | X* | | | | | |
| EPSY 5983 Instructional Effectiveness in Higher Ed** | | | | X | | | | | |
| EPSY 6163 Emotion & Cognition | | X | | | X | | | X | |
| EPSY 6153 Advanced Research in Educational Psychology | | | | | X | | | | |
| EPSY 6043 Adult Dev. | | X | | | | | | X | |
| EPSY 6533 Human Motivation | | | | X | | | | | |
| EPSY 6213 Advanced Ed. Psych | X | | | | | | X | | |
| EPSY 6443 Theories and Problems | | | | X | | | | | |
| EPSY 6613 Instructional Systems Design | X* | | | | | | X* | | |

*Online options

**Serves as an elective for the [Graduate Certificate in College Teaching](#).



EPSY Course Waivers/Transfers

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



EPSY Independent Study/Directed Reading Proposal (EPSY 6850)

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 _____



EPSY Annual Progress Report

Annual review of students and candidates is an important part of the Educational Psychology Ph.D. program at Oklahoma State. The annual review is a requirement of the Graduate College, but also serves to provide feedback regarding your progress in the program as well as steps that can be taken to maintain that progress and/or meet personal and career goals. In order to provide feedback regarding your progress, students need to follow a two-step process. **Step One** entails completing a survey (the link will be sent via the EPSY Listserv during Spring Semester). **Step Two** entails sending the following materials to your advisor, temporary advisor (for Ph.D. students who have not yet filed a Plan of Study), or EPSY representative (contact the Program Coordinator if you are unsure who this is):

MS Students

- 1. Resume or curriculum vitae (use APA format for any research activity)**
- 2. Updated unofficial copy of your transcripts**
- 3. Philosophy of Teaching (or Learning) Statement**

PhD Students

1. Curriculum vitae containing the following information (APA format):

- Research
 - Publications
 - Conference presentations
 - articles & proposals submitted for review
 - Recognition for excellence in research
 - funding applied for and/or received (include travel awards)
 - GRA work—list of responsibilities and products (i.e., accomplishments)
- Teaching
 - Teaching experiences (P-12, TA, etc.)
 - Recognition for excellence in teaching
- Professional Service (committee involvement, student representative, journal or proposal reviewer, etc. at the national, regional, university, college, or program-level).

2. Updated unofficial copy of your transcripts

3. Philosophy of Teaching Statement

4. Statement of Research Interests and Goals

5. Copies of publications or papers presented during the present academic year.

6. CITI certificate of completion



EPSY Qualifying Exam Signature Page

Semester/Year: _____

Student: _____

Student's Qualifying portfolio approved by:

Committee Member

Date



EPSY Qualifying Portfolio Rubric

Ph.D. in Educational Psychology (EPSY Option)

Student Name: _____

Committee Member: _____

Date: _____

| <i>Category</i> | <i>Does not meet expectations</i> | <i>Meets expectations</i> | <i>Exceeds expectations</i> | <i>Totals</i> |
|----------------------------|--|--|--|---------------|
| Research 40 pts. | Has submitted fewer than two proposals to national conferences. Is not an active member of a research team. Failed to produce two writing samples. Annotations are incomplete or fail to clearly describe the student's contributions. The work fails to demonstrate a strong understanding of research skills, the phenomena under investigation, or its place in the literature. Little evidence of growth in research skills during the program. Has not applied for scholarly support. | Has submitted at least two proposals to a national conference (e.g., AERA, APA). Has applied for scholarly support (e.g., travel grant). Is involved in a research team or GRA position. Has included at least two writing samples—one of which is an example of the student's best work (and may include the aforementioned proposal), and one that provides a context to highlight competency and development. Annotations clearly describe the student's contributions. The work demonstrates a strong understanding of research skills, the phenomena under investigation, and its place in the literature, and shows growth during the program. | Has a peer-reviewed publication (or manuscript in press) and at least two proposals to a national conference as lead author (e.g., AERA, APA). May include other published work (non-referred publication). Has applied for multiple grants or awards—at least one of which is not a travel grant. Is actively involved in a research team or GRA position. Has included at least three writing samples—one of which is an example of the student's best work (and may include a proposal or published manuscript), and one that provides a context to highlight development. Annotations clearly describe the student's | |

| | | | | |
|----------------------------|---|---|--|--|
| | (≤ 31 pts.) | (35-32 pts.) | contributions and reveal how the student's program of study is reflected in the artifact and/or how the artifact was influenced by what the student has learned in the program. The work demonstrates exceptional understanding of research skills, the phenomena under investigation, and its place in the literature. (40-36 pts.) | |
| Teaching 40 pts. | Has submitted one philosophy of teaching statement. Annotations are incomplete or nonexistent. Has not accumulated significant teaching experience, and has no more than one ITLE workshop. | Has submitted at least two philosophy of teaching statements—a recent one, and one from the first year of the program with a clear annotation explaining how the student has developed in her or his understanding of teaching and learning. Has served as a GTA or other teaching role for at least two semesters. Demonstrates adjustment to teaching in response to student evaluations of instructions or other forms of feedback. If the student does not have teaching experiences, has attended at least two ITLE workshops and submitted at least two artifacts from course work that demonstrate knowledge of, and growth in, the scholarship of teaching. | Has submitted at least three philosophy of teaching statements—a recent one, and one from the first year of the program with a clear annotation explaining how the student has developed in her or his understanding of teaching and learning. Has served as a GTA or other teaching role for at least two semesters. Has invited ITLE or other qualified individuals (e.g., faculty supervisor) to obtain feedback on teaching practices and demonstrates adjustment to teaching in response to these observations or student evaluations of instructions. If the student does not have teaching experiences, has attended at least two ITLE workshops and submitted at least three artifacts | |

| | | | | |
|---------------------------|--|--|--|---------------|
| | (≤ 31 pts.) | (35-32 pts.) | from course work that demonstrate knowledge of, and growth in, the scholarship of teaching. (40-36 pts.) | |
| Service 20 pts. | Has no professional service activity or service is limited to one level (e.g., local, but not regional or national). Annotation is non-existent or fails to adequately describe duties associated with these roles. (≤ 15 pts.) | Has professional service experience at least two levels (national-, regional-, or local-level) as officer, committee member, or student representative. Annotation describes specific duties associated with these roles. Has served as a conference proposal reviewer for a national organization (e.g., AERA, APA) or worked with a faculty member to review a manuscript. (17-16 pts.) | Has professional service experience at the national-, regional-, and local-level as officer, committee member, or student representative. Annotation describes specific duties associated with these roles. Has served as a conference proposal reviewer for a national organization (e.g., AERA, APA). This service includes either multiple organizations or multiple years. (20-18 pts.) | |
| | | | | Total: |

Overall Comments:



EPSY Qualifying Examination Rubric

Ph.D. in Educational Psychology (EPSY Option)

Student Name: _____

Committee Member: _____

Date: _____

| <i>Competency</i> | <i>Does not meet expectations</i> | <i>Meets expectations</i> | <i>Exceeds expectations</i> | <i>Totals</i> |
|--|--|--|---|---------------|
| Theoretical Knowledge 50 pts. | Work fails to demonstrate an adequate understanding of the predominant theories in the field of Educational Psychology. References are obscure or not clearly relevant. The work fails to draw upon the most relevant literature. (≤ 39 pts.) | Work demonstrates a fundamental understanding of the predominant theories in the field of Educational Psychology as evidenced by references to seminal works as well as the most current, theoretical relevant literature. The work may contain a few gaps in acknowledging the limitations or critiques of contemporary frameworks. (44-40 pts.) | Work demonstrates a strong understanding of the predominant theories in the field of Educational Psychology as evidenced by references to seminal works as well as the most current, theoretical relevant literature. The work demonstrates an understanding of the limitations and critiques of contemporary frameworks. Furthermore, the student displays original thinking and innovation (novel, unique ideas). (50-45 pts.) | |
| Written Communication Skills 30 pts. | The work is poorly organized. The review of the literature is only tentatively relevant to a problem statement. | The work is generally well organized. The main points and review of the literature are generally grounded in, and relevant to, a | The work is well organized. The main points and review of the literature are grounded in, and relevant to, a problem statement. | |

| | | | | |
|---|--|--|---|---------------|
| | <p>Arguments for implications and conclusions are tenuous. The work contains systemic APA errors as well as significant spelling and grammatical errors.</p> <p>(≤ 23 pts.)</p> | <p>problem statement. The literature review generally supports the implications and conclusions. The work contains few systemic APA errors. Spelling and grammatical errors are few.</p> <p>(26-24 pts.)</p> | <p>The literature review sets up arguments for implications and conclusions. The work contains no systemic APA errors. Spelling and grammatical errors are few if non-existent.</p> <p>(30-27 pts.)</p> | |
| <p>Oral Communication Skills 20 pts.</p> | <p>Student has difficulty in responding to direct questions about the presentation. Responses to hypothetical questions are not grounded in the relevant literature. Student responds to questions in an unprofessional manner.</p> <p>(≤ 15 pts.)</p> | <p>Student is generally able to refer to her/his work in responding to direct questions about the presentation. Responses to hypothetical questions are generally grounded in the relevant literature. Student responds to questions in a professional manner.</p> <p>(17-16 pts.)</p> | <p>Student is able to refer to her/his work in responding to direct questions about the presentation. Responses to hypothetical questions are grounded in the relevant literature. Responses demonstrate innovative thinking that goes beyond the current scenario to future steps or implications in the field. Student responds to questions in a professional manner that results in an engaging discussion that includes all parties.</p> <p>(20-18 pts.)</p> | |
| | | | | Total: |

Overall Comments: