

HANDBOOK

for

Learning & Cognition Majors

in the

Educational Psychology Program

(MS & PhD)

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FLORIDA STATE
UNIVERSITY

| *The* COLLEGE of EDUCATION

Sources of Information

Some general lifelines for all graduate students in the College of Education:

The COE Graduate Academic Support and Advising office is very helpful. They are located in Room 2301 of the Stone Building and also on the web. Links to many of their helpful guidelines and forms can be found at <http://www.coe.fsu.edu/OAS/support.html#form>. Here you can also find a link to the FSU Office of Graduate Studies and their forms.

The graduate faculty status of all of our faculty, as well as appendices containing the forms referenced in this document, are included in a version of this handbook available for CURRENT STUDENTS on the Learning & Cognition Black Board site.

Master's in Learning and Cognition

Thesis Track

This is a research focused MS degree program. Your goal either may be to enter the job market after earning your degree or get prepared for a PhD program.

Core Courses

The 39 credit hour Masters program in Educational Psychology (L&C) consists of:

Four courses (minimum 12 hours) from the following list:

DEP 5068	Lifespan Development (3)
EDP 5216	Theories of Learning and Cognition in Instruction (3)
EDP 5217	Principles of Learner Motivation (3)
PET 6217	Stress and Performance (3)
SYP 5105	Theories of Social Psychology (3)
EDP 5285	Group Processes in Instruction (3)
EDG 6328	Alternate Views of Teaching and Learning (3)
EDP 6937	Seminar in Special Topics (3): e.g., Motivation and Emotion, Self in Sport, etc.
EXP 5508	Cognition and Perception (3)
EXP 6920r	Current Issues in Cognitive/ Behavioral Science (1)
EXP 6609r	Seminar in Higher Mental Processes (3)
LAE 5738	Linguistic Research in Language Arts (3)

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

12 hours (typically four courses) in your area of specialization

Students develop their program of study in conjunction with their advisor. For example, an elementary teacher or secondary teacher who is interested in studying children's learning as a teacher researcher would select courses from programs in early childhood, elementary or secondary education, instructional systems, multicultural/ multilingual education, reading, special education, or other relevant fields of study. In contrast, a program supervisor from a state agency might select courses from adult education, educational leadership, human services, management, psychology, social work, or sociology.

Research and Data Analysis 9 Hours (typically three courses)

Again, please select courses in consultation with your advisor. Here are possible courses:

EDF 5481	Methods of Educational Research (3 hours)
EDF 5400	Basic statistics (4 hours)
EDF 5401	General Linear Model (4 hours)
EDF 5402	Advanced Topics in Analysis of Variance (3 hours)
EDF 5443	Measurement and Evaluation in the Classroom (3 Hours)
EDF 5461	Introduction to Program Evaluation (3 Hours)
EDF 5462	Evaluation of New Programs (3 Hours)
EDF 5464	Qualitative Evaluation (3 Hours)

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

In order to be eligible for conferral of a degree, the university requires that your cumulative grade point average be at least 3.0 in formal graduate courses. No course hours with a grade below "C-" will be credited on the graduate degree; all grades in graduate courses except those for which grades of "S" or

"U" are given or those conferred under the provision for repeating a course will be included in computation of the average. Grades earned at another institution cannot be used to improve a Grade Point Average (GPA) or eliminate a quality point deficiency at Florida State University.

Supervised Project/Master's Thesis 6 Hours

IMPORTANT NOTE ON CREDIT HOURS: Once you have completed your coursework, the University requires that you enroll each semester for two hours of thesis credit. If you do not do so, after two semesters your status is deactivated and you must undergo a cumbersome process for readmission! ALSO please register for a "zero credit hour" (for which you pay for one credit hour) thesis defense in the semester in which you plan to defend your thesis.

Recommended Timetable

We urge you to complete AT LEAST EDF 5481 (Research Methods) and EDF 5400 (Basic Statistics) during your first year in our program. This will help you better understand material in your substantive courses and you will find your methods training will boost your statistical training and vice versa. Some students find it very helpful to elect both EDF 5481 and EDF 5400 in the same semester, while others prefer to sequence them. Discuss this with your advisor, who will consider your academic background, other planned courses, and assistantships in her advice. If you take EDF 5400 in the Fall, EDF 5401 (General Linear Model) is nearly always offered in the Spring and most students find this to be a solid background for taking other Statistics and Measurement courses, such as EDF 5402 on Analysis of Variance models. You will also find these methods and statistics courses invaluable in planning your thesis, and, by completing the basics during your first year of study, this may enable you to progress more quickly on the rest of your Master's program. Full-time students should complete their course work in the first 2 years. For part-time students or those with special circumstances, see your advisor to adjust the timetable appropriately. Regardless of circumstances, the university requires that work for the master's degree must be completed within seven years from the time the student first registers for graduate credit. Any graduate work transferred from another institution must have commenced not more than seven years prior to completion of the degree for the credits to be applicable to the master's degree.

Year One	Enroll in research & data analysis courses (e.g., EDF 5481; EDF 5400; EDF 5401) Begin core and disciplinary specialization coursework Begin supervised research Complete and turn in a Program of Study in second term of Year One
Year Two	Complete research & data analysis courses Complete core and disciplinary specialization coursework Take thesis research hours Prepare and defend thesis prospectus
Year Three	Full-time students should complete coursework by Year Two. Take thesis research hours Conduct and defend thesis research late in Year Two or early in Year Three

Major Advisor

Upon admission to the master's program, you will be assigned a temporary major advisor who will assist you in selecting courses and planning your first year of study. At the end of the first full year, all students must complete and turn in a Program of Study. At that time, you will choose a permanent advisor who directs the remainder of your program of study and supervises your thesis research. When you are choosing your permanent advisor, consider both your research interests and faculty members' expertise, time, and availability to take students.

Program of Study

You and your major professor will select a three-person supervisory committee, which must consist of your major advisor, and at least one additional member from the Educational Psychology program (i.e., Measurement and Statistics, Sport Psychology, or Learning and Cognition; a faculty member in either Instructional Systems (IS) or Psychological Services in Education (PSE) also may serve in this position on your supervisory committee or your thesis committee, *provided that* the individual holds Master's or

Doctoral Dissertation Status in Educational Psychology—please see the list in Chapter 2). The third member may be an Educational Psychology faculty member or, if their expertise is critical to your successful thesis completion, a faculty member from another Educational Psychology and Learning Systems division (IS or PSE) also may be able to serve on your committee as an exception. A committee member from outside the EPLS department is not required for the masters, but may be added as long as you already have three faculty with Graduate Faculty Status (two or more from Educational Psychology) on your thesis committee.

During your first year of study, you and your major advisor should draft your Master's Program of Study. Program of Study Forms are available online through the College of Education web site and must be completed by your second year (i.e., signed off on by your supervisory committee). If necessary, you can make revisions before applying for graduation. You can find additional information and announcements at the COE's academic services website (<http://www.coe.fsu.edu/OAS/>) and on both the L&C and the Graduate Studies Blackboard (GradSpace) sites, which can be accessed by logging into your account (<https://campus.fsu.edu>), selecting the "Organizations" tab in the top right corner and choosing either of these groups. **Also see our Course Library under "Information" to download these forms.**

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

(1) Courses taken during MS studies and listed on your MS Program of Study form CANNOT be counted toward your total semester hours listed on the PhD Program of Study form.

Your total semester hours on the PhD program of study, however, must meet the minimum university resident credit hour requirement of 24 credit hours taken during time enrolled in PhD degree program at FSU. Students who have completed 30 semester hours of graduate work or who receive their Master's degree at FSU must also complete continuous enrollment on the Tallahassee campus for a minimum of 24 graduate semester hours over a period of 12 consecutive months to obtain their doctoral degree.

(2) Courses taken during MS studies and NOT listed on your MS Program of Study form (i.e., they were not needed to meet the university's 24 course plus 6 thesis credit hour minimum for a thesis MS) CAN be counted in your total semester hours for your PhD Program of Study. These courses must be entered under Transfer Courses on the Program of Study and a Request for Evaluation and Posting of Graduate Transfer Credit form must be completed and approved (see Department or COE Graduate Academic Support and Advising office to obtain form).

Non-Thesis Track

The non-thesis option is designed primarily for students who want a terminal MS degree. Those who are considering a doctoral program are strongly encouraged to complete the Thesis Track to best prepare them for the research requirements of the PhD.

Core Courses

Students electing to take the non-thesis option for their master's studies must complete the same total number of credit hours (39) and course distribution requirements as the thesis track master's degree seeking students. The non-thesis student will elect an additional 6 hours over the 33 basic course hours rather than the 6 Supervised Project/Thesis hours required for thesis track students. The student's cumulative grade point average (GPA) for the total 39 hours must be at least a B (3.00 or higher).

The student electing the non-thesis master's option will select a Faculty Coordinator from among the four Learning and Cognition faculty. The Faculty Coordinator will check the student's Program of Studies, ensure they have completed the master's program requirements, ascertain their additional coursework, and coordinate the student's master's comprehensive exam.

At least 3 of the additional 6 credit hours will involve a research experience, with any ONE of the options described below:

(A) Directed Independent Study or Supervised Research hours (at least 3 hours) on a topic mutually agreed upon by the student and his/her Faculty Coordinator which will result in any one of the following:

- (1) A comprehensive literature review on a Learning and Cognition topic;
- (2) A journal write-up of the student's assistance on a faculty Learning and Cognition-related research project;
- (3) Comprehensive data analysis of a Learning and Cognition-related research question;
- (4) Other option to be jointly determined by the student and his/her Faculty Coordinator and approved by the Learning and Cognition Program Coordinator.

(B) A course project, completed as part of an advanced course, which may take the following form:

- (1) An individual comprehensive literature review completed as part of a Learning and Cognition or related course;
- (2) An individually completed data analysis of a research problem on a Learning and Cognition-related research topic completed as part of a Learning and Cognition or related course;
- (3) A individually completed research design on a Learning and Cognition related topic completed as part of an advanced methods course (subsequent to EDF 5481)
- (4) An individually completed data analysis on a research problem on a Learning and Cognition-related research topic as part of an advanced statistics course (subsequent to EDF 5400 and EDF 5401).

In all cases, the particulars of the proposed course project should be approved by the student's Faculty Coordinator and Learning and Cognition Program Coordinator *before* the student elects the course.

Recommended Timetable

We urge you to complete AT LEAST EDF 5481 (Research Methods) and EDF 5400 (Basic Statistics) during your first year in our program. This will help you better understand material in your substantive courses and you will find your methods training will boost your statistical training and vice versa. Some students find it very helpful to elect both EDF 5481 and EDF 5400 in the same semester, while others prefer to sequence them. Discuss this with your advisor, who will consider your academic background, other planned courses, and assistantships in her advice. If you take EDF 5400 in the Fall, EDF 5401 (General Linear Model) is nearly always offered in the Spring and most students find this to be a solid background for taking other Statistics and Measurement courses, such as EDF 5402 on Analysis of Variance models. Full-time students should complete their course work in approximately 2 and a half years. For part-time students or those with special circumstances, see your advisor to adjust the timetable appropriately. Regardless of circumstances, the university requires that work for the master's degree must be completed

within seven years from the time the student first registers for graduate credit. Any graduate work transferred from another institution must have commenced not more than seven years prior to completion of the degree for the credits to be applicable to the master's degree.

Year One	Enroll in research & data analysis courses (e.g., EDF 5481; EDF 5400; EDF 5401) Begin core and disciplinary specialization coursework Complete and turn in a Program of Study in second term of Year One
Year Two	Complete research & data analysis courses Complete core and disciplinary specialization coursework Complete research experience requirement Prepare for comprehensive exam
Year Three	Full-time students should complete coursework by second semester of Year Three Take comprehensive exam late in Year Two or during Year Three

Master's Comprehensive Exam

In lieu of the master's thesis, the student will successfully complete a Master's Comprehensive Exam. The student will enroll in EDF 8966 Master's Comprehensive Exam for the semester in which they plan to complete their master's degree. The exam will consist of a required written portion and a possible oral portion (dependent on the student's performance on the written exam).

The written exam will take place in house, and will be open-book and open note. The student will receive exam study questions two weeks before the written portion of the exam. The exam will consist of four parts; each part will offer two choices of which the student will chose to write on one. The parts of the written exam consist of:

- (1) A methods/statistics question
- (2) An article critique; the article will be provided to the student by the Learning and Cognition faculty
- (3 & 4) Two substance content questions covering core areas in Learning and Cognition (e.g., learning, cognition, motivation, development, social psychology)

Questions are chosen from a pool of questions solicited from all L&C program faculty.

Each question on the student's exam will be read by two Learning and Cognition faculty. A third faculty member may serve as an arbitrator in cases of substantive disagreement about whether the student has passed the question.

If a student conditionally passes the written exam, he/she will have a supplemental oral exam with 3 L&C faculty to discuss the written responses. Dependent upon one's performance on the supplemental oral exam, a student may have the opportunity to rewrite the disputed questions without retaking the exam. In the event that the faculty agree that the student's responses to the oral and/or (re)written exam are unsatisfactory to fulfill the knowledge requirements for a master's degree, the student will be permitted one opportunity to retake the entire exam.

PhD in Learning and Cognition

General Guidelines

Doctoral requirements for the College of Education can be found at http://www.coe.fsu.edu/OAS/Doctoral_Requirements.doc. You can find additional information and announcements at the COE's academic services website (<http://www.coe.fsu.edu/OAS/>) and on both the L&C and Graduate Studies Blackboard (GradSpace) sites, accessed by logging into your account (<https://campus.fsu.edu>), selecting the "Organizations" tab in the top right corner and choosing either group.

Major Advisor

Upon admission to the doctoral program, you will be assigned a temporary major advisor (usually the L&C program coordinator) who will assist you in selecting courses and planning your first year of study. At the end of the first full year, all students are reviewed by program faculty (see the Qualifying Review, below). At that time, you will choose a permanent advisor who directs the remainder of your program of study and supervises your dissertation research. When you are choosing your permanent advisor, consider both your research interests and faculty members' expertise, time, and availability to take students.

Qualifying Review

The first year Qualifying Review is a university-wide requirement for all doctoral students. Your first year Qualifying Review should be completed by the end of your first two semesters in residence. For your Qualifying Review, you and your initial advisor (who may become your major professor) will select a three-person review committee, which must consist of your major advisor, and two additional L&C faculty. The fourth L&C faculty member will be brought in to arbitrate if there are any concerns. The form to be completed and submitted following this review can be found at http://www.coe.fsu.edu/OAS/Diagnostic_Qualifying_Exam_Reporting.doc.

The Qualifying Review consists of the following:

- (1) a portfolio prepared by the student (you) and provided to your review committee members containing a draft of the Program of Study form, FSU transcript (which the Program Assistant in EPLS can download for you), vita, samples of your best research writing, a goal statement (describing your professional goals and potential research direction), and an annotated bibliography (of 3 articles influencing your current or potential research direction), and
- (2) a meeting of the supervisory committee during which the student reviews his or her goals, including the content and timeline of their program, and a discussion of how the proposed Program of Study will help you meet those goals.

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

NOTE: To prepare for the successful completion of the Qualifying Review, the student **must** complete EDF 5481 and EDF 5400 (or equivalent) by the second semester in residence.

Supervisory Committee

This supervisory committee will formally approve/sign your program of study. For your preliminary exam (and dissertation), you and your major professor will select a four-person supervisory committee, which must consist of your major advisor, and at least three additional faculty. One faculty member (in addition to your major advisor) must hold doctoral directive status in Educational Psychology—Learning and

Cognition, Measurement and Statistics, or Sports Psychology (see above list for faculty). One member must be a University representative (i.e., a faculty member with Doctoral Directive Status *outside* of Educational Psychology). The fourth member may be chosen in consultation with your major advisor from any relevant program of study and need not have Doctoral Directive Status. Additional members may be added if desired and approved by your major advisor.

Preliminary Exam

The PhD is a research degree. The preliminary examination is designed to test scholarly competence and knowledge and to afford the examiners the basis for constructive recommendations concerning the student's subsequent formal or informal study.

We are committed to having doctoral students experience the benefits of an independent research project before beginning his/her preliminary exam; students who have completed a research masters' thesis or demonstrative equivalent (e.g., sole or first author on a conference research paper) have met this requirement.

Doctoral students who have not yet had such an experience should do so by the third semester in residence and may do so in several ways:

- (1) A Directed Independent Study or Directed Independent Research course which requires the write up of an independent research project;
- (2) Experience as a research assistant leading to submission and acceptance of a solo or first author conference paper at a regional, national or international conference;
- (3) An independent, solo authored professional research project and writeup for a course, such as a substantive course (e.g., a Learning and Cognition core course) or a statistics course (e.g., Structural Equation Models).
- (4) The student's graduate committee will assess whether his/her research experience is adequate for them to proceed to the prelim exam project.

Once the student's committee has determined that the student has adequate research experience to to begin independent research in the area of the proposed dissertation, the student must also fulfill the university-wide requirement of a 3.0 grade point average in order to begin his/her preliminary exam.

Students propose, complete and defend an original research study before their supervisory committee. The study is expected to be suitable for potential publication in a journal. The Preliminary Exam usually takes place by the end of your second year.

Annual Academic Progress Report for Graduate Students In addition to the Annual Evaluations conducted by the L&C faculty of graduate students each year the Graduate School requires that students be evaluated on their dissertation research progress each year after passing the preliminary exam. The form to be completed and submitted for this review can be found at

http://www.coe.fsu.edu/OAS/Annual_Review.doc.

Core Courses

Courses from Section A plus Section B must equal at least 21 credit hours.

A. Core Educational Psychology Courses (at least four courses from the following)

DEP 5068	Lifespan Development (3)
EDP 5216	Theories of Learning and Cognition in Instruction (3)
EDP 5217	Principles of Learner Motivation (3)
PET 6217	Stress and Performance (3)
SYP 5105	Theories of Social Psychology (3)
EDP 5285	Group Processes in Instruction (3)
EDG 6328	Alternate Views of Teaching and Learning (3)
EDP 6937	Seminar in Special Topics (3): e.g., Motivation and Emotion, Self in Sport, etc.

EXP 5508	Cognition and Perception (3)
EXP 6920r	Current Issues in Cognitive/ Behavioral Science (1)
EXP 6609r	Seminar in Higher Mental Processes (3)
LAE 5738	Linguistic Research in Language Arts (3)

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

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

EDF 5481	Methods of Educational Research (3 hours)
EDP 6937	Seminar in Special Topics (3): e.g., Advanced Methods of Educational Research; Multivariate Analysis of Categorical Data
EDF 5401	General Linear Model (4 hours)
EDF 5402	Advanced Topics in Analysis of Variance (3 hours)
EDF 6475	Qualitative Research Methods (3 hours)
EDF 5409	Causal Modeling (3 hours)
PSY 5916	Developmental Methods (3 hours)

Research courses taught in this and other departments may also qualify; please consult with your advisor and your supervisory committee. **(PLEASE NOTE: EDF 5400 does NOT count for the PhD program;** it is a Master's level course. However you may need the background in EDF 5400 in order to understand the material in the required higher level quantitative courses. Please consult with your advisor if needed.)

Further Program Requirements

Disciplinary Specialization/Context Minor – 9 hours

Students develop their program of study in conjunction with their advisor. For example, an elementary teacher or secondary teacher who is interested in studying children's learning as a teacher researcher would select courses from programs in early childhood, elementary or secondary education, instructional systems, multicultural/ multilingual education, reading, special education, or other relevant fields of study. In contrast, a program supervisor from a state agency might select courses from adult education, educational leadership, human services, management, psychology, social work, or sociology.

Advanced Courses (12 hours total)

Advanced quantitative or qualitative analysis (3 hours)
Measurement (3 hours)
Additional courses in Educational Psychology or related area (6 hours)

Supervised Teaching (3 hours)

Students who seek university positions should register for supervised teaching and assist in the teaching of an appropriate course or have major responsibility for a course section.

Dissertation Prospectus and Dissertation (24 hours)

You will register for at least two credit hours during any semester in which you work with the faculty on your dissertation, and you must register for at least two credit hours during the semester in which you schedule your dissertation defense.

Recommended Timetable

We suggest the following schedule for full-time students. For part-time students or those with special circumstances, see your advisor to adjust the timetable appropriately. Regardless of circumstances, the university requires that all requirements for the doctoral degree be completed within five calendar years from the time the student passes the preliminary examination, or the student will be required to pass a second preliminary exam.

Year One	Enroll in core courses and electives Begin supervised research Pass qualifying review Draft a Program of Study with major advisor
Year Two	Enroll in advanced courses Complete disciplinary specialization Begin preliminary exam (prelim prospectus & data collection) Secure a permanent major advisor by end of second term of Year Two Recommended submit Program of Study by end of Year Two
Year Three	Complete and turn in a Program of Study no later than admittance to candidacy/completion of preliminary exam Complete preliminary exam (data collection, analysis, & defense) Prepare dissertation prospectus Begin to conduct dissertation research
Year Four	Complete dissertation research Defend dissertation

IMPORTANT NOTE ON DOCTORAL CREDIT HOURS: Once you have completed your coursework, the University requires that you enroll each semester for two hours of dissertation credit. If you do not do so, after two semesters your status is deactivated and you must undergo a cumbersome process for readmission! Please register for a "zero credit hour" (for which you pay for one credit hour) dissertation defense in the semester in which you plan to defend your dissertation.

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

Program of Study

The Program of Study form should be drafted (along with your major advisor) during the first year of the program and completed by the second year (it will be presented during your Qualifying Review meeting). If necessary, revisions can be made before applying for graduation. If you completed your MS in Learning and Cognition at FSU, then courses completed during your MS studies may be counted toward the internal program requirements described here under the following circumstances:

(1) Courses taken during MS studies and listed on your MS Program of Study form CANNOT be counted toward your total semester hours listed on the PhD Program of Study form. Your total semester hours on the PhD program of study, however, must meet the minimum university resident credit hour requirement of 24 credit hours taken during time enrolled in PhD degree program at FSU. Students who have completed 30 semester hours of graduate work or who receive their Master's degree at FSU must also complete continuous enrollment on the Tallahassee campus for a minimum of 24 graduate semester hours over a period of 12 consecutive months to obtain their doctoral degree.

(2) Courses taken during MS studies and NOT listed on your MS Program of Study form (i.e., they were not needed to meet the university's 24 course plus 6 thesis credit hour minimum for a thesis MS) CAN be counted in your total semester hours for your PhD Program of Study. These courses must be entered under Transfer Courses on the Program of Study and a Request for Evaluation and Posting of Graduate Transfer Credit form must be completed and approved (see Department or COE Graduate Academic Support and Advising office to obtain form).