Student Goals & Program Outcomes

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

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

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

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

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

Developing the Program of Study

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

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

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

Research Experiences

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

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

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

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

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

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

Dissertation

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

The Advisory Committee

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

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

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

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

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

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

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

Coursework

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

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

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

Domain I: Research and Inquiry - 18 hours required

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

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

Required courses for Domain I:

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

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

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

Domain II: Human Development – 12 hours required

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

    EPSY 5103   Human Development
    EPSY 5183   Theories of Social Psychology

Choose at least three of these Courses for Domain II:

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

Other coursework recommended for expertise in the Development Domain:

    EPSY 5403:   Issues in Adolescent Development

EPSY 5603 Developmental Issues in Instruction
EPSY 5713 Transpersonal Human Development

Domain III: Teaching and Learning - 12 hours required

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

EPSY 5463 Psychology of Learning

Choose at least one of these Courses for Domain III:

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

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

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

Domain IV: Area of Expertise - 12 hours required

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

Dissertation – 15 hours required

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

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

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

Independent Study (EPSY 6850 Directed Reading)
In order to take up to 6 hours of Directed Reading, you must get the approval of your advisor **and** the supervising faculty member. In addition, the appropriate form (see Appendix) should be completed and signed by the student, the faculty member, and the advisor **before** the study begins.

Domains List of Coursework – SAMPLE

Notes for this Sample:

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

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

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

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

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

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

Student Name: Susan Q. Sample

Date of Plan of Study Meeting: October 29, 2015

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

Summary of Domains List

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

		Semester/Year	Completed *(final grade B or better)*
Domain I: Research and Inquiry - 18 hours minimum			
SCFD 6113	Theoretical Foundations of Inquiry	Fall 2013	X
REMS 6003	Analysis of Variance	Fall 2015	In progress
EPSY 6063	Q Methodology	Spr 2016	
SCFD 6123	Qualitative Research I	Fall 2016	
REMS 6013	Multiple Regression	Spr 2017	
REMS 6663	Multivariate Statistics	Fall 2017	

Total Hours Proposed for Domain I: 18

		Semester/Year	Completed
Domain II: Human Development – 12 hours minimum			
EPSY 5183	Theories of Social Psychology	Sum 2013	X
EPSY 6533	Human Motivation	Fall 2013	X
EPSY 6163	Emotion and Cognition	Spr 2014	X
EPSY 6133	History & Systems of Psychology	Sum 2015	X
EPSY 5103	Human Development	Sum 2017	

Total Hours Proposed for Domain II: 15

		Semester/Year	Completed
Domain III: Teaching and Learning - 12 hours minimum			
EPSY 6613	Instructional Systems Design	Spr 2014	X
EPSY 6443	Theories & Problems in Ed Psych.	Fall 2014	X
EPSY 5963	Developing Resources for Ed.	Sum 2016	
EPSY 5463	Psychology of Learning	Sum 2016	
EDUC 5993	Instruct Effect in Higher Ed	Fall 2017	

Total Hours Proposed for Domain III: 15

		Semester/Year	Completed
Domain IV: Educational Systems & Facilitating Change - 12 hours minimum			
SCFD 6983	Diversity & Equity Issues in Educ	Spr 2015	X
EDLE 5813	Leadership Theory	Fall 2015	In progress
SCFD 6630	Topics in Philosophy of Education	Fall 2016	
CIED 6033	Analysis of Teaching	Spr 2017	

Total Hours Proposed for Domain IV: 12

		Semester/Year	
Dissertation Hours – 15 hours minimum			
EPSY 6000	Dissertation – 3 hours	Spr 2017	
EPSY 6000	Dissertation – 3 hours	Sum 2017	
EPSY 6000	Dissertation – 3 hours	Fall 2017	
EPSY 6000	Dissertation – 6 hours	Spr 2018	

Total Dissertation Hours: 15
Total PhD program hours: 75

Plan of Study

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

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

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

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

Qualifying Portfolio

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

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

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

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

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

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

RESEARCH

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

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

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

TEACHING

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

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

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

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

SERVICE/LEADERSHIP

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

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

Qualifying Portfolio Requirement Checklist

Ph.D. in Educational Psychology (EPSY Option)
Oklahoma State University

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

TABLE OF CONTENTS (annotate each entry)

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

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

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

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

Comments:

Dissertation

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

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

Proposal Hearing

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

Doctoral Candidacy

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

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

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

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

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

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

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

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