

**Educational Psychology and Educational Technology
PhD PROGRAM HANDBOOK**

Revised January, 2011

INTRODUCTION

Welcome to the Educational Psychology and Educational Technology PhD Program. We hope this handbook will help introduce you to the program and serve as a helpful resource to you throughout your graduate study. This handbook should be available to you online throughout your program. If at any point in the future you have difficulty locating it, please ask your advisor for assistance.

This Handbook has the following eleven sections, which have been specified by University guidelines, along with three appendices that incorporate the current policies for the Preliminary Examination, Research Apprenticeship (Practicum) and Comprehensive Examination:

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We want you to be successful in this program, and we want policies and expectations in the program to be clear to you. This Handbook is designed to help, but information from your advisor, Guidance Committee, the program's orientation session (which you are required to attend at its first offering following your admission to the program) will also be essential.

This handbook has been written to be consistent with University and College of Education policies. The following documents will be referenced in the different sections of the handbook, and students may wish to consult them for further detail on particular issues.

- Academic Programs (<http://www.reg.msu.edu/ucc/ucc.asp>)
- Graduate Students Rights and Responsibilities (GSRR) (<http://www.vps.msu.edu/SpLife/default.pdf>)
- MSU/GEU Contract (<http://grad.msu.edu/geu/agree.pdf>)
- Guidelines for Graduate Student Advising and Mentoring Relationships (<http://www.msu.edu/user/gradschl/all/ris04.pdf>)
- Guidelines for Integrity in Research and Creative Activities (<http://www.msu.edu/user/gradschl/all/ris04.pdf>)

I. PROGRAM OVERVIEW

The doctoral program in Educational Psychology and Educational Technology (EPET) is designed for persons who show promise of becoming scholars and leaders in the study of human learning and development in varied educational settings and/or the design, development, use, and impact of diverse technologies supporting learning and teaching. The program emphasizes rigorous scholarship and analytic perspectives on learning, development, and technology embedded in culture and society. The program prepares graduates to pursue careers in university research and teaching, research and development of online learning environments in diverse educational settings, and leadership roles in school systems and the private sector.

The EPET doctoral program seeks and welcomes applicants from a wide variety of disciplinary backgrounds (including but not limited to psychology), educational and technological experiences, and social, economic and cultural backgrounds. Its faculty, in both emphasis areas (see below), bring a wide range of disciplinary backgrounds, research experiences and traditions, and cultural and life experiences to their work, and we actively seek to maintain and expand that diversity.

The EPET program is one of several doctoral programs in the Department of Counseling, Educational Psychology, and Special Education (CEPSE). Faculty in other CEPSE doctoral program areas, especially School Psychology, Special Education, and Measurement and Quantitative Methods, share interests with EPET faculty and students and frequently serve on EPET students' Guidance Committees. Such linkages are also common with faculty in the Department of Teacher Education and the Higher, Adult, and Lifelong Education program (HALE) in the Department of Educational Administration.

Doctoral students in the Educational Psychology and Educational Technology program focus their studies in the following emphasis areas:

- **Educational Psychology.** Faculty and doctoral students in this emphasis area investigate human learning and development in various settings such as schools, workplaces, communities, and homes. Through these investigations, faculty and students seek to understand and improve educational practice. Program participants often base their analyses in specific domains, including mathematics, literacy, and science. Students whose interests in this area concern the learning and development of literacy may select to pursue the Language and Literacy Option (see section IIIg of this document).
- **Educational Technology.** Faculty and doctoral students in this emphasis area seek to understand and improve the use of powerful technologies to support learning and teaching. Students engage in research and development seeking to understand the pedagogy, policy, and design of media and technologies in support of learning, nationally and internationally, in formal environments such as traditional and online classes as well as in informal environments such as homes and after- school programs.

As a student in the Educational Psychology and Educational Technology Program, you will engage in study and experiences to meet the goals outlined above. At a minimum these include the following formal program elements:

1. a program of coursework (the Program Plan below) that meets program requirements and is approved by a faculty Guidance Committee as coherent and appropriate;
2. passing the Preliminary Examination;
3. satisfying the Department's Research Apprenticeship requirement;
4. passing the Program's Comprehensive Examination;
5. successfully defending a Dissertation Proposal; and
6. successfully completing the Dissertation.

Study and experiences beyond this minimum will result in a more successful and satisfying program. These informal program elements include:

1. ongoing interaction with a group of fellow students around professional readings and experiences;
2. attending brown bag sessions, seminars, colloquy, dissertation defenses, and other opportunities to learn from others outside the context of courses;
3. attending professional conferences in your area(s) of primary interest;

4. teaching or assisting with teaching one or more courses for undergraduate and/or masters students;
5. working on faculty-led research projects, preferably multiple projects led by different faculty;
6. apprentice-reviewing journal articles, conference presentations, proposals, and/or other professional documents;
7. developing and submitting one or more professional papers for publication;
8. serving on program and department committees, e.g., faculty search committees, and other activities.

Students are not expected to undertake and complete all formal and informal elements simultaneously. Some general guidelines about the timing of completion are given here, for formal and then informal program elements; more detail on specific components is given below.

All students take the Preliminary Examination at the end of the first year of coursework and are expected to form their Guidance Committee by the end of their first year. The student's program plan is developed in consultation with the Guidance Committee, typically by the end of the 3rd semester. The Research Apprenticeship (or "Practicum") is a pre-dissertation empirical research experience conducted during the second or third year and designed to prepare students to conduct their dissertation. (See Section XII for additional information about the Preliminary Examination.)

When the Research Apprenticeship has been completed and 80% of coursework has been completed, students may take Comprehensive Examination, which is designed to demonstrate breadth of knowledge in the field. After passing the Comprehensive Examination, they may propose their dissertation to their Guidance Committee. The Dissertation is a culminating demonstration of the student's depth of knowledge in the area of scholarly concentration.

From the time they enter the program, students are encouraged and directed to undertake informal elements (a) and (b) and toward either research and/or teaching opportunities as their prior experience and interests suggest (informal elements (d) and (e)). Attendance at professional conferences is encouraged from the beginning of students' programs. Students are encouraged to seek opportunities to present their work or work with faculty at conferences throughout their studies. Students should prepare themselves to write professional papers for publication as soon as possible in their studies, beginning in many cases with co-authoring papers and chapters with faculty. Students can expect guidance from their advisor and Guidance Committee in finding and carrying out these elements.

II. PROGRAM COMPONENTS/PLAN OPTIONS

Both the formal (required) and informal (recommended) components of the program, listed in section I, are described here; detailed requirements for completing each of these program components are described in Section III. This section provides additional

information about three required components: the coursework required to complete the Ph.D. degree.

A. Program Emphasis Areas

Students choose, typically prior to admission to the program, an emphasis in either Educational Psychology or Educational Technology. Students may change their emphasis area at any time during their program, provided they are willing and able to complete the degree requirements for that emphasis area.

B. Advisors and Guidance Committees

When admitted to the program, each student will be assigned a Temporary Advisor, based on research interests. As the student's interests and professional goals change and develop, the student may retain that faculty member as the advisor or seek a suitable replacement. The student and the advisor work together to select the rest of the Guidance Committee, consisting of 4 tenure system faculty who can support the student's intellectual development and progress in the program.

C. Coursework Requirements and Program Plans

Although a doctoral program is more than a collection of doctoral courses, courses do play an important role in supporting students' learning about a range of perspectives and issues relevant to technology and education, to support the development of their own research focus, and to participate in intellectual communities. The EPET program requires at least 14 courses. Course requirements are intended to provide students with a common grounding in important knowledge and issues while providing maximum flexibility to build a program suited to the student's individual professional goals. The requirements ensure a rich grounding in understanding and carrying out research. Each student is expected to work closely with his or her Guidance Committee to select courses that provide sufficient exposure to other perspectives important for studying chosen educational issues. The product of this discussion is the students' program plan ("Report of the Guidance Committee"), which lists the specific courses. Specific course requirements are given below in Section III.

D. The Preliminary Examination

The Preliminary Examination, given to all CEPSE doctoral students at the beginning of their second year of doctoral study, consists of a reviews of a student's submitted portfolio of their academic work. Details about the Preliminary Examination are found in Section XII of this document.

E. The Research Apprenticeship

The College of Education requires completion of a Research Apprenticeship by students in all doctoral programs in the College. Students in CEPSE doctoral programs meet this requirement through the Research Apprenticeship described in Section XIII of this document. For EPET students, this requirement is administered and directed by EPET faculty. The goal of the Research Apprenticeship is for students to become experienced with the nature of empirical research prior to undertaking their dissertations. To complete the Apprenticeship, the student must compose and defend a formal research proposal, complete and write up the research, and give a formal presentation of the results.

F. The Comprehensive Examination

After completing the Research Apprenticeship and at least 80% of the coursework

specified in the program plan, the student may apply to take the Comprehensive Examination, administered at the beginning of fall and spring semesters each year. As of January 2008, there are two options for the comprehensive exams. For Option I, each student writes responses to three questions. Two of these are selected by the student from a set of four common questions focused on core theory and research in educational psychology and technology. The third question is a specialization question assessing the knowledge in the students' area of concentration. Students are given 32 hours to respond to these 3 questions. All questions are prepared by EPET Program faculty and are not communicated to students in advance. The complete policy is found in Section XIV below. For Option II, the student submits two papers followed by an oral examination. The complete policy is found in Section XIV below.

G. The Dissertation

The final program component is the doctoral dissertation. The dissertation must represent original research and make a significant contribution to knowledge in the field. After successfully completing the Comprehensive Examination, the student must successfully defend a formal dissertation proposal to the Guidance Committee (now typically called a "Dissertation Committee"), carry out the proposed research, and defend their Dissertation. Dissertation defenses include both oral presentations to the committee and the written dissertation itself, conforming to guidelines provided by the Graduate School (<http://grad.msu.edu/format.htm>). Students must register for and complete a minimum of 24 credits of doctoral dissertation research (CEP 999) their programs.

H. Informal Program Elements/Components

In addition to required program components, students are encouraged to engage in the following activities, as appropriate for their scholarly and professional goals. These informal program components constitute an important part of a rich doctoral education:

- ongoing interaction with a group of fellow students around professional readings and experiences;
- attending brown bag sessions, seminars, colloquy, dissertation defenses, and other opportunities to learn from others outside the context of courses;
- attending professional conferences in your area(s) of primary interest;
- teaching or assisting with teaching one or more courses for undergraduate and/or masters students;
- working on faculty-led research projects, preferably multiple projects led by different faculty;
- shadow- or apprentice-reviewing journal articles, conference presentations, proposals, and/or other professional documents;
- developing and submitting one or more professional papers for publication
- serving on program and department committees, e.g., faculty search committees, and other activities.

III. DEGREE REQUIREMENTS

This section specifies more clearly and in more detail the steps required to complete the Ph.D. degree in Educational Psychology and Educational Technology. It specifically details the following program components: (1) Admissions requirements, (2) course requirements, and (3) other program requirements.

A. Admissions Requirements

Persons who hold degrees from a variety of disciplines may apply for admission. The review of applications focuses on previous study and experience, compatibility between academic and professional goals and this doctoral program, and demonstration of potential for successful advanced degree work. Persons are admitted to the program only for fall semester. The deadline for submitting applications for admission is January 5 of the year in which admission is sought. Application by the December 1 of the preceding year is encouraged for full consideration for financial support. If space is available in the program, late applications will be accepted. The following information is required for application:

- University Application
- Departmental Application
- Two (2) official copies of transcripts from all previous institutions attended
- Three (3) letters of recommendation
- Graduate Record Examination Scores
- Vita or Resume
- Writing Sample

For more information: <http://www.educ.msu.edu/cepse/appforms.asp>

English Language Proficiency - Applicants whose first language is not English are required to be proficient in English as a condition for regular admission to MSU. Such applicants will be required to demonstrate their proficiency by meeting certain minimum standards on one of the following tests:

2. Test of English as a Foreign Language (TOEFL)
3. Michigan English Language Assessment Battery (MELAB)
4. Michigan State University English Language Test

For details and required scores, see Academic Programs: Graduate Education , page 4.

B. Doctoral Course Requirements

Candidates for the Ph.D. degree in Educational Psychology and Educational Technology will complete at least 14 courses, meeting the following requirements:

1. Proseminar

The two-semester Proseminar must be taken during the first year of the program (Fall and Spring semesters of Year 1). These two courses are designed to help build students' academic skills and professional learning community, introduce them to historically and currently important issues in technology, learning, and related fields, and provide them with a preliminary look at the scholarly themes that characterize the program.

CEP 900. Proseminar in Educational Psychology and Educational Technology

CEP 901A. Proseminar in Educational Psychology or
CEP 901B Proseminar in Educational Technology

2. Inquiry/Research Sequence

The following four courses concerning educational inquiry and research are also required. In these courses, students learn basic competence in conceptualizing and carrying out empirical research in the broad field of education:

CEP 930. Educational Inquiry

CEP 932. Quantitative Methods in Educational Research I

CEP 933. Quantitative Methods in Educational Research II

CEP 995. Practicum in Research Design and Data Analysis

In addition, students are strongly advised to take CEP955 Research Design in Educational Psychology and Educational Technology in the fall of their second year, and to take TE931 Qualitative Methods in Educational Research at some time in their program.

3. Emphasis Area Selective Courses

Three required selective courses chosen from a longer list of courses provide breadth of understanding in educational issues and meet College of Education basic knowledge requirements. Each emphasis area has its own list and students in that emphasis area must choose from that list.

Educational Technology Selectives

CEP 909. Cognition and Technology

CEP 915. Literacy, Learning and Development in Sociocultural Context

CEP 916. Technology and K-12 Education

CEP 917. Design of Media for Learning

CEP 951. Technology, Society, and Culture

CEP 952. Technology for Teaching and Learning in Higher Education

CEP 953. Teachers and Technology

CEP 956. Mind, Media, and Learning

Educational Psychology Selectives

- CEP 902. The Psychology of Learning School Subjects
- CEP 903. Cognitive Development across the Lifespan
- CEP 904. Social-Emotional Development across the Lifespan
- CEP 905. Cultural Perspectives on Learning and Development
- CEP 907. Psychological Study of Teaching
- CEP 910. Motivation and Learning
- CEP 911. Intellectual History of Educational Psychology
- CEP 912. Psychological and Cognitive Aspects of Literacy Learning
- CEP 915. Literacy and Learning in Sociocultural Context
- CEP 957. Learning in Complex Domains

4. Area of Concentration

Students must identify and complete at least five additional courses (that is, courses that have not been used to complete other program requirements) in their area of concentration, within Educational Psychology or Educational Technology. Students are encouraged to include some coursework from outside the Department of Counseling, Educational Psychology and Special Education. Emphasis area and concentration courses must provide a coherent program of study in the student's area of concentration and be approved, in advance, by the student's Guidance Committee. Research methodology courses beyond the required four courses list above may count as concentration courses. Courses listed above selectives may be used, as appropriate, as concentration courses, provided that they have not been used to complete other program requirements listed above (that is, a single course cannot be counted as completing two or more program requirements). Students may select suitable doctoral courses offered by other units subject to approval of the Guidance Committee. At most two Masters-level courses (800 level courses) may be permitted as concentration courses, at the discretion of the Guidance Committee.

C. Preliminary Examination

Student must pass a departmental Preliminary Examination, focused on a review of each student's scholarly writing and academic work at the end of the first year of doctoral study.

D. Research Apprenticeship

Student must satisfactorily complete a Research Apprenticeship.

E. Comprehensive Examination

Student must satisfactorily complete the comprehensive examination, Option I or Option II, administered by the EPET program.

F. Dissertation

Student must satisfactorily complete and defend a doctoral dissertation.

G. University Residency Requirement

Students in the face-to-face program must satisfy the University's residency requirement of six credits of coursework in two consecutive semesters. Given the degree requirements outlined above, satisfying this requirement is unproblematic for most students in the face-to-face program.

This requirement has been waived for students in the hybrid offering of the program.

H. Language and Literacy Option

The Language and Literacy Option is available to students who are enrolled in the Doctor of Philosophy degree in Educational Psychology and Educational Technology. The option is designed for students who aspire to be scholars, curriculum developers, and policy leaders in literacy at school, district, state, national, and international levels. The option focuses on literacy theory, research, and education, and is for students who wish to address issues of literacy development, literacy use, literacy instruction, the literacy contexts of social, cultural, and linguistic differences, and the possibilities of transforming how people read and take action in their worlds. For further information visit the Language and Literacy website at <http://ed-web3.educ.msu.edu/phdliteracy/>.

Students must meet the requirements of the option specified below, in addition to the requirements for the Doctor of Philosophy degree in Educational Psychology and Educational Technology (with emphasis in either Educational Technology or Educational Psychology). Credits earned in the Option may also be counted toward the requirements for the Degree.

1. All of the following courses (15 credits):

CEP 912. Psychological and Cognitive Aspects of Literacy Learning

CEP 915. Literacy, Learning and Development in Sociocultural Context

TE 946. Current Issues in Literacy Research and Instruction

TE 958. Using Literacy to Learn: Curriculum and Pedagogy

TE 959. Acquisition and Development of Language and Literacy

2. The following course (4 credits):

TE 931. Qualitative Methods in Educational Research

3. Research courses.

Two advanced inquiry/research courses related to the student's field of interest

4. Electives.

Two additional electives related to the student's field of interest

5. Research Apprenticeship.

The student's required Research Apprenticeship (Practicum, CEP 995) should focus on a problem in language and literacy education.

6. Certification.

Upon completion of the required courses, the student should contact the Department of Counseling, Educational Psychology, and Special Education and request certification for the Language and Literacy Option. After certification is approved by the department chairperson and the Dean of the College of Education, the Office of the Registrar will enter on the student's academic record the name of the Option and the date it was completed. This certification will appear on the student's transcript.

IV. SELECTION OF ADVISOR

A. Temporary Advisor

Incoming doctoral students are assigned a Temporary Advisor upon admission to the program, based on (a) the existing research interests and expertise in the Program faculty and (b) the research interests of the student as expressed in the application materials. The Temporary Advisor plays an important role in helping the new student become familiar with the program and doctoral study at MSU. To facilitate the transition into doctoral study, incoming students should contact their Temporary Advisors as soon as possible after accepting admission. The Temporary Advisor answers questions about opportunities for assistantships, program requirements, expected time lines, the procedures and timing for selecting a Permanent Advisor and Guidance Committee, and other details about the doctoral experience. During the first year, the Temporary Advisor is the most important resource for the student in choosing courses and assistantships, making connections with other faculty, and shaping his or her program and research interests.

B. Permanent Advisor (Chairperson of the Guidance Committee)

During the first year, or by the beginning of the second year, the student selects a Permanent Advisor, who will serve as the chairperson of the Guidance Committee. Students may choose to ask the Temporary Advisor to serve as Permanent Advisor, but students are encouraged to feel free to ask another faculty member to serve as their Permanent Advisor if they feel there is a closer match with their interests. The Permanent Advisor and Guidance Committee (described below) are responsible for working with the student to develop his or her program of study, up through the completion of coursework and the passing of the Comprehensive Examinations. In order to help maximize the student's academic and professional growth, the chairperson is at minimum responsible for the following:

- Assisting the student in selecting appropriate faculty members for the Guidance Committee.
- Helping the student to understand and fulfill all of the requirements and policies of the Program, Department, College, and University, including the completion of forms required by those requirements and policies.
- Helping the student identify, pursue, and secure all of the academic, professional, research, and teaching opportunities that would appropriately contribute to his or

her career aspirations.

- Assisting the student in scheduling and preparing for three required official meetings of the Guidance Committee: (1) To approve the program, (2) to evaluate the Dissertation proposal, and (3) to evaluate the Dissertation. At least three Committee members must be present to constitute an official meeting. The Guidance Committee may and typically does meet additionally as needed.
- Coordinating the activities of the student and the Guidance Committee to plan the student's program, select and find appropriate research and teaching assistantships, find and read key pieces of research, and prepare for the Comprehensive Examination. See the Program Planning Form in Section XV.
- Aiding the student in planning for and conducting the Research Apprenticeship, including the selection of an appropriate committee (see below for details).
- Supporting the student's preparation of a dissertation proposal and selection of appropriate Dissertation Committee members and changing Dissertation Committee members as needed (see below for details).
- Resolving any conflicts or problems that may arise between Guidance Committee members and the student.

Every student has the right to work with a Permanent Advisor who is intellectually suitable to direct their development as a researcher and scholar. It is the responsibility of the EPET Program to work with all students until each finds and undertakes work with an appropriate Permanent Advisor. It is the student's responsibility to articulate his or her research interests, first in the goal statement when applying to the EPET Program and at all points during the program as his or her research interests change and develop.

Who May Serve as a Permanent Advisor? All tenure system EPET Program faculty are eligible to serve as temporary or Permanent Advisors for EPET students. An EPET student must have an EPET Program faculty member serving as Permanent Advisor through the comprehensive exams. EPET students may seek co-advisors if appropriate to their scholarly goals. The Permanent Advisor may serve as director of the student's Dissertation. In some cases, another faculty member – from EPET or elsewhere in the department or College – may be the best choice to serve as dissertation director. In all cases, the Permanent Advisor/chair of Guidance Committee must be an EPET faculty member.

Changing Advisors. Students should not assume that their Temporary Advisor is necessarily the best candidate for their Permanent Advisor. The Temporary Advisor should be seen as “temporary” both by faculty and incoming students. As students gain experiences in their program, their interests and/or professional objectives may (and frequently do) shift. The Temporary Advisor may remain the best candidate for Permanent Advisor for a particular student, but that is a matter for the student and their Temporary Advisor to address together during the first year of the students' program. Students should feel free to discuss alternative choices with their Temporary Advisor and to ask other faculty about their interest and willingness to serve as Permanent Advisor. Ultimately, a student's transition from working with a Temporary Advisor to working with

a Permanent Advisor is only achieved when the student finds that relationship is satisfactorily supporting their growth and development as a scholar.

Also, because students' interests and objectives do change, the Permanent Advisor is also not necessarily "permanent." Students are free to change their Permanent Advisor at any point in their program. Students considering changing their Permanent Advisor should hold in mind that building a good working relationships with any new advisor may take time.

Timeline for Selecting a Permanent Advisor. Students should use the first year of their program to get to know all Program faculty. They should select a Permanent Advisor, either their Temporary Advisor or another program faculty member by the end of their first year second semester. The timing of this choice will allow the student to work with that Permanent Advisor to (1) select the other members of the Guidance Committee and (2) develop the student's program plan.

Program Monitoring of the Advisor-Advisee Relationships. It is the responsibility of the EPET Program Coordinator(s), in consultation with the full Program faculty, to make sure that each student in the Program makes appropriate progress towards timely selection of a Permanent Advisor and remains productive in that relationship. It is the responsibility of the Program Coordinator(s) to ensure that all newly admitted students have been assigned Temporary Advisors and that those Temporary Advisors communicate with their new advisees.

Should students experience any difficulty meeting or communicating with their advisor, temporary or permanent, they should consult with the Program Coordinator(s) about the nature of the difficulty. It is the responsibility of the Program Coordinator(s) to help the student resolve those problems.

V. FORMATION OF THE GUIDANCE COMMITTEE

A. Purpose of the Guidance Committee

The purpose of the Guidance Committee is to ensure that each student in the program makes timely progress towards their professional and scholarly goals. The Guidance Committee helps the student under its care articulate their scholarly goals and research objectives and then help him/her to meet those goals, first by constructing and completing an appropriate program of study (Program Plan) and then by conceptualizing, proposing, and completing an appropriate dissertation study.

B. Composition of the Guidance Committee

All Guidance Committees in this Program will be composed of at least four tenure system faculty, at least two of which will be members of the EPET Program faculty. Additional members of Guidance Committees are permitted (as needed) but not required. All other general University regulations for Guidance Committee membership must be observed.

C. Timeline/Lifespan of the Guidance Committee

1. Formation. The student and his/her Permanent Advisor should meet, discuss, and compose the Guidance Committee before the end of the student's first year in the

program. The objective of the first meeting of the Guidance Committee is to work with the student to plan a Program of Study and complete the program plan on the University form (<http://grad.msu.edu/forms/docs/guidancecommittee.pdf>).

2. Role During the Coursework Phase of Students' Programs. The Guidance Committee should meet as frequently as needed, but at least once each year. One major focus for discussion and deliberation in the Guidance Committee should be the selection of appropriate coursework that meets the student's goals and satisfies the coursework requirements for completing the degree (see Section III: Degree Requirements above). The committee should also consider and discuss (a) research and teaching assistantship opportunities and needs, appropriate to the students' goals, and (b) possibilities for the student's Research Apprenticeship

5. *Role During the Dissertation Phase of Students' Programs.* The role of the Guidance Committee is slightly different in the dissertation phase of the student's program. After the student has completed all of his/her comprehension examination requirements, the committee's role is to assist the student in conceptualizing and carrying out a dissertation that is sensibly related to the student's scholarly and professional goals, is intellectually rigorous and holds potential for making a significant contribution to the field, and is feasible and appropriate for dissertation research. More specifically, the committee should assist the Permanent Advisor in reading and critiquing drafts of the student's Dissertation proposal and the segments of the Dissertation that follows. All members of the Guidance Committee must be present at the student's dissertation oral defense and offer their assessment of the student's oral presentation and written dissertation.

D. Changes to Guidance Committees

Changes to the membership of the Guidance Committee can be made at any time, whenever the student and the Permanent Advisor agree that such changes are appropriate. Changes for appropriate reasons include but are not restricted to: (1) departure of a committee member from the University and (2) changes in the students' research interests or scholarly goals that would justify new faculty expertise and/or experience on the Committee.

E. Participation of non-MSU Faculty Members

It is understood that students' pursuit of their research interests may generate topics for dissertation research for which adequate expertise is not available in the EPET Program, CEPSE Department, or College of Education. In those cases, the student and the Permanent Advisor should seek expertise from elsewhere in the University's tenure-stream faculty, and if necessary, from other research universities. University approval of outside faculty is required. Their "presence" at dissertation oral defenses can be supported by speaker phone or videoconferencing; physical presence is desirable but not required. However, a student who invites a non-MSU faculty member onto his/her Guidance Committee must still satisfy the normal composition requirements for the Guidance Committee (Section V-b above) with four MSU faculty members.

VI. DISSERTATION DEFENSE AND FINAL ORAL EXAMINATION

The doctoral examination is the culmination of a student's graduate education and

training and reflects not only on the accomplishments of the graduate student but also on the quality of the graduate program. An approved dissertation that is accepted by the graduate school becomes a single-author publication and contributes to the body of knowledge of the discipline.

Students are encouraged to examine some dissertations by recent graduates of the EPET Program to better understand the kinds of scholarship and writing expected in a dissertation. Copies of dissertations are available in the MSU library and online. Most faculty have copies of dissertations by their students.

A. The Dissertation Defense

The doctoral student presents the results of his/her Dissertation in a seminar open to the community. Typically this presentation takes about 45 minutes, after which everyone except members of the Guidance Committee leave the room and the Guidance Committee continues to discuss the work with the student.

Upon completion of the oral defense, the committee votes on whether to approve the dissertation or call for major revisions.

The student is required to complete all requested revisions and obtain signatures of all members of the committee before submitting the dissertation. Details of this process are available at the Graduate School webpage: <http://grad.msu.edu/>

To ensure fairness in the examination procedure and maintenance of academic standards, the Dean of the College or the Chair of the Department may appoint an outside member to the examining committee. The outside member of the committee will read and critique the dissertation, will participate in the oral part of the exam, and will submit a report to the Dean and the Department Chair.

VII. DEPARTMENTAL POLICIES: ACADEMIC PERFORMANCE

The Guidance Committee will review at least once a year the graduate student's progress in his or her research or creative activity as well as plans for work in the coming year (see the Graduate Student Rights and Responsibilities handbook, GSRR 2.4.8, <http://www.vps.msu.edu/SpLife>). The EPET program faculty will also meet once a year and review the progress of all students in the program.

The review of first year students is carried out by the program faculty as a whole at a meeting after the first year of study. At this meeting faculty discuss each student, identify strengths and weaknesses, and make recommendations. The Temporary Advisor summarizes this feedback in writing and discusses the feedback with the student. The Advisor and student sign the written feedback, and a copy is given to the student and placed in the student's file.

After the first year review, subsequent reviews are the responsibility of the Permanent Advisor working with the Guidance Committee. The graduate student will provide their advisor and members of their Guidance Committee with an annual progress report, which may take the form of a portfolio of work accomplished. The faculty advisor and graduate student will meet to discuss the student's report, after which the faculty advisor

and the graduate student will sign the completed annual progress report, will be placed into the graduate student's file. The annual evaluation by the advisor will usually be coordinated with the review of the student's progress by the Guidance Committee when it meets to approve the program plan, Practicum research, and dissertation proposal. Recommendations based on this review will be communicated in writing to the student by their advisor within two weeks of the meeting and that report will be placed in the graduate student's file.

Graduate students who wish to appeal any part of the faculty advisor's evaluation may do so in writing to the department chair. The Permanent Advisor or the graduate student may request a meeting of the Guidance Committee to address and attempt to resolve concerns raised by the evaluation of the annual review. A written report on such appeals will be filed together with the annual progress report in the students file.

The annual review will state whether the student currently has "acceptable academic standing" (GSRR 2.3.3) with an average GPA in doctoral level courses of 3.5 or higher, with no more than one doctoral course with a grade lower than 3.0. "Satisfactory progress toward a degree" is defined as steady progress toward completing course, Practicum, and Comprehensive Examination requirements within the first five years, and completion of the dissertation within eight years from beginning the program. Failure to maintain acceptable academic standing or to maintain satisfactory progress toward a degree may result in dismissal from the program.

The annual review will also inform the students of the typical contents of a student's departmental file and inform the students of their right to access their educational records (GSRR 3.2.3) and explain the procedures to follow to view those records. (Note that for teaching assistants a separate personnel file is prescribed by the GEU/MSU contract.)

The annual review will also reference the departmental policies for grading Comprehensive Examinations and the policy for any remediation in case the student fails the exam or part of the exam. The departmental policies provide explicit criteria for dismissal based on failed attempts to pass the Comprehensive Examination.

VIII. DEPARTMENTAL POLICIES: INTEGRITY AND SAFETY IN RESEARCH AND CREATIVE ACTIVITIES

Integrity in research and creative activities is based on sound disciplinary practices as well as on a commitment to basic values such as fairness, equity, honesty and respect. The Program in Educational Psychology and Educational Technology expects all research and creative activities to be conducted with integrity.

EPET faculty provide education in research integrity via the following:

- Faculty conducting their research with integrity and "thinking aloud" about this with students apprenticing that research.
- Research ethics content is included in CEP 930, CEP 901A, and CEP 901B.

- Students are provided, through this Handbook, documents on research integrity, including:
 - Guidelines for Integrity in Research and Creative Activities: <http://www.msu.edu/user/gradschl/all/ris04.pdf>
 - MSU policy related to the use of humans for research via the University Institutional Review Board: <http://www.humanresearch.msu.edu/>
 - The American Psychological Association's Ethical Guidelines: <http://www.apa.org/ethics/homepage.html>
 - The American Psychological Association's Publication Manual, which includes guidelines on plagiarism: <http://www.apa.org/monitor/sep01/pubmanual.html>
 - The Office of the Ombudsman's guidelines on plagiarism: <http://www.msu.edu/unit/ombud/plagiarism.html>

EPET students are expected to:

- Consult the documents above as needed and abide by all guidelines in the documents.
- Before beginning their Practicum research, complete the online tutorial at the IRB website: http://www.humanresearch.msu.edu/training/training_index.htm
- Obtain approval from the University Institutional Review Board (IRB) prior to conducting any research involving humans.
- Abide by the All University Policy on Integrity of Scholarship and Grades: <http://www.msu.edu/unit/ombud/RegsOrdsPolicies.html#Integrity>, including guidelines on plagiarism.

Conduct of research without approval of IRB may result in dismissal from the program. Any incidence of plagiarism may result in dismissal from the program.

Although research with animals and chemical or biological materials is rare in our program, students should be aware that strict guidelines exist for any such research:

- Office of Radiation, Chemical, and Biological Safety: <http://www.orcbs.msu.edu/>
- All University Committee on Animal Use and Care: <http://www.aucauc.msu.edu/>

IX. STUDENT CONDUCT AND CONFLICT RESOLUTION

The EPET Program desires to resolve conflicts in a manner agreeable to all parties whenever possible. The Graduate School provides information on conflict resolution to

aid such efforts: <http://www.msu.edu/user/gradschl/conflict.htm> .

Should a conflict arise, the student should first attempt to resolve the conflict with the party or parties directly involved. Students should consider seeking the advice and support of their advisor in seeking to resolve conflicts. Should informal attempts fail to resolve the situation, the student may appeal to the department chair. Should the efforts of the department chair fail to resolve the situation, the student may seek the assistance of the University Ombudsman (<http://www.msu.edu/unit/ombud/>). The University has established a judicial structure and process for hearing and adjudicating alleged violations of recognized graduate student rights and responsibilities (GSRR, Article 5).

In case of a conflict involving the faculty advisor, the student may request that the department provide a change of Advisor (see section IV of this Handbook).

Graduate students are expected to behave in a professional manner. Discussions of professional expectations including academic honesty, plagiarism, MSU policies can be found at the Office of the Ombudsman:

<http://www.msu.edu/unit/ombud/honestylinks.html>

X. WORK RELATED POLICIES

Graduate assistantships are an important part of students' programs, not only for the financial support they provide but also for the opportunities for professional development that they offer. The EPET Program tries to provide all students with graduate assistantships in their program (involving both research and teaching), and administers assistantships in a manner consistent with University policies.

This section governs employment for graduate students administered within the CEPSE Department and more generally within the College of Education . If students are employed in other University Departments or Units, the policies of that Department or Unit apply.

A. Types of Assistantships

Graduate assistantships are of two basic types: Teaching Assistantships and Research Assistantships. Teaching Assistantships involve teaching students, usually undergraduates but sometimes Masters students, under the supervision of a faculty member or in a direct co- teaching role with a faculty member. Research Assistantships involve the conduct of research, typically under the direction of a faculty member or members

B. Finding and Applying for Assistantships

All graduate assistantships must be listed before they are filled. Complete listings of currently available assistantships in the College of Education can be found at <http://www.educ.msu.edu/college/gradassitantships/>

Graduate students should check these listings regularly in order to learn of assistantships for which they might wish to apply. Students should also be active in pursuing assistantship opportunities. First, they should make their interests and

availability known to the Department Chair and to their Advisor. Second, they should inquire to faculty who might have or know of assistantships for which they might be appropriate. For Teaching Assistantships, inquiries should be made not only to the Department Chair of CEPSE but also to the Department Chair of Teacher Education and lead faculty in the teacher preparation program because most Teaching Assistantships in the College are in the undergraduate teacher preparation program. Third, they can increase their likelihood of being chosen for assistantships by performing well in courses, attending seminar talks and brown bag presentations and other sessions at which research and teaching projects may be discussed, by developing relationships with professors, and by volunteering their time for projects where funded work is not yet available.

C. Limits on Assistantships

Graduate students are generally permitted to work a maximum of ½-time (20 hours per week) to insure that they make sufficient progress in their program. ½-time positions may involve a single ½-time assistantship or a combination of two ¼-time assistantships.

In order to maximize the equitable distribution of available graduate assistantships and to accelerate academic progress, it will be an exceptional case for a student to hold positions totaling more than ½-time or to hold positions beyond the fifth year. Students who seek Assistantships that total more than ½-time or extend beyond the fifth year in their doctoral programs will require written assurances of adequate academic progress. More information about these limits is available at

<http://www.educ.msu.edu/college/gradassistantships/info.htm>

D. Rules for Conduct in Teaching Assistantships

Teaching assistantships are subject to a contract between Michigan State University and the Graduate Employees Union (GEU). That contract, which is renegotiated periodically, can be accessed at <http://grad.msu.edu/geu/agree.pdf>. This document also contains information about the monthly stipend and tuition payment associated with teaching assistantships.

E. Resources Related to Teaching Assistantships

Students should use every opportunity to improve their teaching. The University has many resources available including workshops, videotapes, and so on. The list below contains some examples of the kinds of resources students may draw upon.

- Center for Scholarship of Teaching in the College of Education: <http://www.educ.msu.edu/cst/>
- MSU Teaching Assistant Program: <http://tap.msu.edu/>

XI. UNIVERSITY RESOURCES

The University offers many resources to support graduate students in their studies. The EPET program encourages students to take advantage of the full range of resources available at MSU. Some examples are listed below.

- MSU Library: <http://www.lib.msu.edu/> <http://www.lib.msu.edu/events/classes/>

- MSU Graduate School Resources: <http://grad.msu.edu/current.htm> – resources
- Writing Center: <http://writing.msu.edu/>
<http://writing.msu.edu/resources/online.php>
- Office of International Students and Scholars: <http://www.isp.msu.edu/OISS/>
- English Language Center: <http://www.elc.msu.edu/index.html>
- College of Education Information for Students: <http://ed-web3.educ.msu.edu/infostu/>
- Learning Resources Center: <http://lrc.msu.edu/>
- Center for Service-Learning and Civic Engagement: <http://www.servicelearning.msu.edu/>
- Counseling Center: <http://www.couns.msu.edu/>
- Career Development Center: <http://www.csp.msu.edu/>

XII. Policies and Procedures for the Preliminary Examination

Policy approved 11.23.09

This set of questions and answers presents the policies and procedures for the Counseling, Educational Psychology and Special Education (CEPSE) Preliminary Examination (or “Prelim”) developed by the Student Progress Review Committee (SPRC).

The CEPSE Preliminary Examination is a departmental requirement of all doctoral students. According to the Department policy:

Every program must have a Preliminary Examination. A Preliminary Examination is defined as an early assessment of doctoral student progress. Each program is responsible for determining its Preliminary Examination policy and this policy must be approved by the SPRC. The Preliminary Exam policy should include descriptions of when the Preliminary Exam will occur, what data will be evaluated, the process of evaluation, the possible outcomes, and the consequences associated with each outcome.

A. The Preliminary Examination and the First Year Review

The Preliminary Exam is part of a broad assessment of first-year student progress called the First Year Review. The Preliminary Exam focuses on students' academic progress, including their course grades, academic writing, and development of their research interests. Other areas assessed in the First Year Review, but not included in the Preliminary Examination, include teaching and research work. The outcome of the Preliminary Examination is a major consideration in determining the overall outcome of the First Year Review. The process and requirements of the First Year Review are described in a separate section.

B. Details of the EPET Preliminary Examination

1. **Time.** The Preliminary Examination takes place near the end of the students' first year of doctoral studies in EPET. This applies to all students regardless of whether they are full-time or part-time, or began the program in the Fall or Spring semesters.
2. **Materials reviewed.** Students submit a portfolio of their academic work. This portfolio should include the following materials.

Copies of the major graded work from all first year courses including papers, tests, and projects. If the instructor has written comments on the work, a copy of that work should be submitted rather than a clean copy.

A summary sheet listing instructor feedback and grades specific to the works in the portfolio and final grades for all courses taken in the first year. The feedback listed should be the major comments on the papers (often written at the end), rather than the editorial comments written throughout. Other instructor feedback on the students' performance can also be listed. Feedback must be reported fully and verbatim.

A critique of an empirical study. Students will be asked to critique empirical studies as part of their first-year courses. These critiques should be included in their portfolios.

Students may include other material if it adds additional information about their academic progress.

3. **Due date for materials.** Preliminary Examination materials are due near the end of the spring semester. Check with the EPET representative for the exact date. Review will begin immediately upon receiving the materials. Materials should be submitted to the EPET secretary by email.
4. **Reviewers.** The Preliminary Examination materials are reviewed by a group of faculty consisting of the students' advisor and instructors from their EPET courses. Other faculty familiar with the students' academic work may also participate.
5. **Aspects of materials reviewed.** The following aspects of the Portfolio materials will be evaluated.

Grades and other evidence of faculty evaluation

Ability to express thoughts in writing

Ability to critique an empirical research article

Ability to complete assignments fully and on time

6. **Ratings.** The reviewers decide on an overall rating for each aspect of the students' work. The rating will be either "Satisfactory" or "Unsatisfactory."

Grades – judged as satisfactory if the final grades for all courses are 3.0 or higher.

Ability to express thoughts in writing – judged as satisfactory if the student's writing demonstrates an ability to convey ideas and arguments clearly, concisely, and coherently, and to use correct grammar, spelling, word usage, and academic conventions (e.g., citations).

Ability to critique an empirical research article – judged as satisfactory if the student is able to write clearly about the strengths and weaknesses of a study's theoretical perspective, research design and analysis, and interpretation and implications of the results.

Ability to complete assignments fully and on time – judged as satisfactory if the student has completed all course work fully and on time.

In determining ratings, extenuating circumstances affecting students' performance will be considered.

7. **Outcomes.** Faculty ratings lead to one of two outcomes for the Preliminary Examination, Pass or Fail.

Pass. A Satisfactory rating in **all** aspects of assessment results in a Pass on the Preliminary Examination.

Fail. An Unsatisfactory rating in **any** aspect of the materials results in a Fail on the Preliminary Examination.

The Pass/Fail outcome of the Preliminary Examination will be a major consideration in the overall outcome of the First Year Review. Typically, students who pass the Preliminary Examination will pass the First Year Review, and students who fail the Preliminary Examination will fail the First Year Review. On rare occasions, additional information not included in the Preliminary Examination may alter the outcome.

Students receiving a "Fail" rating on the First Year Review will undergo a Retention and Dismissal Review. Students who have failed the First Year Review will have officially passed once the conditions specified in the Retention and Dismissal Review have been met.

8. **Retention and Dismissal Review.** A Retention and Dismissal Review may be prompted by a number of reasons including poor academic performance, plagiarism, and ethical or legal violations. The Review process consists of examining the problematic issue with the student. The outcome of the Review may be, (a) to retain the student in good standing, (b) to allow the student to continue in the program on probationary status until specified conditions are met, or (c) to immediately dismiss the student from the program. If a student is undergoing a Retention and Dismissal Review, the faculty reserves the right to restrict that student's participation in MSU coursework, and MSU teaching, research, and service activities.

XIII. RESEARCH APPRENTICESHIP POLICY

A. Goal of the Research Apprenticeship

The Research Apprenticeship is an integral part of the doctoral student experience and ultimately of the careers of our students. It is partly responsible for linking course work and research experiences (in particular the dissertation) by introducing students to the process of conducting research, yet still with the support of a mentor and a community of scholars. Further, the apprenticeship will help the student identify areas of research which are of particular interest to the student, and which the student can pursue through and after graduate school.

B. Process

During the apprenticeship the student should be engaged in the process of conducting research and participating in a community of scholars. The process of conducting research involves activities associated with each of the components of the final product. Further, during the apprenticeship the student should cycle among the research activities as theory, research questions, data collection, analysis and interpretation inform each other.

Because of the timing and nature of the Apprenticeship, members of the Guidance Committee will participate in overseeing the apprenticeship process, and the student may satisfy some or all of the procedural components of the apprenticeship process during Guidance Committee meetings.

Below are the formal requirements of the apprenticeship process.

1. Apprenticeship Chair

At the time the student is ready to formally initiate the apprenticeship process the student should find a faculty member who will serve as the chair/advisor for the apprenticeship. This decision should be based on the chair's interests and skills related to the proposed apprenticeship topic and methodology (e.g., design, data collection & analysis procedures). The student may consult with his or her current advisor in order to choose a chair for the apprenticeship.

2. Timing

Students will complete the Research Apprenticeship project after they have successfully completed the Preliminary Examination and before they register to take the Comprehensive Examination. The CEPSE Research Apprenticeship Form is to be submitted to the SPRC Administrator with the Comprehensive Exam application.

3. Course Credit

According to the policy of the college, as part of the apprenticeship process, students register for one-three credits in CEP 995. Regardless of the number of CEP 995 credits the student registers for, all expectations of the apprenticeship apply. Upon completion of the Research Apprenticeship project, grade is assigned for the CEP 995 course by the Apprenticeship Chairperson.

4. Community of Scholars

The apprenticeship should be viewed as a project conducted with the assistance and support of a community of scholars, including the mentor. This community includes some members of the Guidance Committee, and may include members of a research team, classmates in a course that satisfies the apprenticeship requirement, faculty members who are not on the Guidance Committee, or other collaborators. Programs may describe specific and typical ways in which their students have identified communities of scholars.

5. Forum for Proposal

The apprenticeship process is designed, in part, to provide experiences that will facilitate and enhance the dissertation experience. Hence, students are encouraged to hold an open forum for their *proposal* development.

6. Presentation of the Research Apprenticeship Paper

In keeping with the concept of participation in a community of scholars, students must present the final apprenticeship paper to a group of interested students and professors in an open forum, which may be conducted at a professional conference, at an organized event within the College of Education, or at a college event designated exclusively for the presentation of the paper. This practice is intended to help students develop their presentation skills as well as to provide others an opportunity to learn about the student's research.

7. Certification of Fulfillment

There are two parts to the Research Apprenticeship Form. Part A must be filled out and approved only by the advisor prior to sitting for the Comprehensive Exam. Upon completion or at the presentation of the apprenticeship paper, the Apprenticeship Chairperson and one other member of the Guidance Committee must indicate that the apprenticeship product is acceptable by signing Part B of the Apprenticeship Form. If applicable, a student mentor also signs Part B of the form. Students are strongly encouraged to submit their research for presentation at a professional conference or for publication in a professional journal.

C. The Written Document

The general requirement for the written document is that it includes the components of a research paper appropriate for the particular program as determined by the student's Apprenticeship Chairperson, in consultation with the student's advisor and one other member of the student's Guidance Committee. In recognition of the collaborative nature of many research projects, only two of the four components of a research project listed below must represent original work by the student. For example, if a student is part of a research team, the student may base one or two of the components of the final product on the work of other members of the team. The student must indicate the components which were based on original work and which components were based on the work of others, and the components must be integrated coherently.

The components of the written document are similar to the questions used for the previous form of the preliminary exam. The components are intended to be applicable across all programs and the students should be at a level to appreciate the import of each area.

- 1. Theoretical Perspective** – The student must establish a conceptual framework for the study to which each part of the paper should be linked. The student should describe the basis for the conceptual framework in the existing literature as well as establish the need and importance of the study given the existing literature. The student must develop research questions linked to the conceptual framework.
- 2. Research Design** – The student should describe the relevant components of the design of the study. This description might include sources of information, how participants were chosen, instrumentation, and methods of data collection. The student should provide a rationale for his or her choice of data sources and comment on the extent to which the choices are consistent with theoretical arguments.
- 3. Analysis** – The student should describe the way in which the data were analyzed. This includes the procedures used to obtain simplifications, reductions, and representations of the data. The student should describe the findings of the research, and the assumptions on which the findings are based.
- 4. Interpretation and Implications of Results** –The student should interpret the results relative to the state of current knowledge as defined in the existing literature and within the scope of the study's limitations. In addition, the student should develop the relevant implications of the findings with recognition of the limitations of the study, and indicate directions for further research.

D. Policy Regarding Work Prior to Entering the Department

Many students enter the department with substantial research experience including Master's theses and published articles. Under exceptional circumstances, a student and Guidance Committee may agree that the student will use prior work to satisfy the apprenticeship. If they do make such an agreement, the work must still meet the criteria specified in section III. The student may satisfy requirement 3 in section II by registering for, and receiving, at least one credit which can be applied to the apprenticeship. Further, the student must satisfy requirements 6 and 7 in section II, and the student must participate in a community of scholars during the student's enrollment in CEPSE.

E. Students Who Seek a Waiver from the Apprenticeship Requirement

Students and advisors may seek a waiver from the Research Apprenticeship requirement by submitting a written request to the Student Progress Review Committee (SPRC). The appeal should include arguments indicating how the student satisfied the apprenticeship requirements. If the student's product does not include the components described in section III, the advisor and student should include publications which exemplify the criteria being satisfied by the student's apprenticeship product.

XIV. COMPREHENSIVE EXAMINATIONS FOR DOCTORAL STUDENTS

University regulations require that all doctoral candidates take Comprehensive Examinations. The Counseling, Educational Psychology and Special Education faculty believe that it is essential that students receiving Ph.D. degrees from the Department have an understanding of their field beyond that gained in separate courses. The comprehensive exams give students the opportunity to demonstrate their ability to integrate and use information acquired from various readings or courses, as well as to demonstrate their ability to clearly communicate ideas in an acceptable writing style, which reflects good grammar, organization, and composition.

The exams are not meant to measure all of the many qualities that are important requisites of an educator, researcher, or psychologist. The exam is an assessment of each candidate's understanding of areas of knowledge thought to be important for doctoral level scholarship.

The University requires that doctoral students take a written comprehensive examination after completing 80% of their coursework (typically during the third year of doctoral study). The Educational Psychology and Educational Technology faculty believe that the experience of preparing for and taking the comprehensive examination should:

- provide the student with an integrative learning experience--an opportunity to engage in reading, thinking, and writing that is unlikely to occur in other settings (e.g., individual courses, conducting a research project, teaching)
- encourage learning activities (individual and collaborative) prior to the examination that are unlikely to take place otherwise. (i.e., preparing for the examination should be a site for productive reading and thinking with others); and
- provide an opportunity for faculty to ensure that the student is adequately conversant with or knowledgeable about issues deemed essential for the profession.

In order to meet these goals, the comprehensive examination for the Educational Psychology and Educational Technology program provides two options: Option I is a written examination in which students respond over a two-day (32-hour) period to questions written by program faculty and the students' guidance committees. Option II requires submission of two papers followed by an oral examination.

A. General Policies and Procedures

- Comprehensive Examinations are required of all doctoral students after eighty percent of the prescribed coursework has been completed, but within five years from the date the student was admitted to the program.
- The examinations may not be taken until the candidate's academic program has been approved and filed with the Student Affairs Office. Failure to do so renders the exam invalid.
- Students planning to take the Comprehensive Examination(s) must apply in writing before the end of the registration period. Both new candidates and those retaking part or all of the examination must file the Application for Comprehensive Examination with the Student Progress Review Committee

(SPRC) Administrator.

- Candidates may count courses taken during the term immediately preceding the examination as meeting the requirements that 80% of coursework be completed before taking the exam(s).
- All examinees are required to attempt all designated exams on the first attempt.
- All examinees must have submitted the Research Apprenticeship (Practicum) paper to their committee before taking the Comprehensive Examinations. Advisor approval of the submission must be received by the SPRC Administrator by August 1 prior to the fall comprehensive exam date; or by December 1 prior to the Spring Comprehensive exam date.
- Students must be registered for classes the semester of the exam. Fall registration is required for the August exam and spring registration for the January exam.
- The integrity of the exam process is important. Please read Section XV.

B. Procedures for Option I

Questions. Students write responses to three questions. Two of these are selected by the student from a set of four common questions written by educational psychology program faculty. The third question, focusing on the student's area of specialization, is written by the student's guidance committee and approved by the program faculty.

Common Questions. Each of the four common questions focuses on one or more of the central themes for the Educational Psychology program, around which students have constructed reading lists. The questions should encourage the student to draw upon his or her more specialized knowledge in responding. Thus, in responding to a question focusing on issues of transfer or the situatedness of learning, one student might draw on more specific research literature on literacy learning and teaching whereas another student might draw on issues of learning through technology in schools, and another might deal with issues of connections between learning in school and in the workplace. The intent is for the student to deal with the broader issue by drawing on his or her more specialized knowledge.

Specialization Question. The question written for the individual student by his or her guidance committee focuses on the student's specialization, but with the expectation that the student will draw on various general themes or issues relevant to educational psychology in answering the question. Thus, whereas the common questions begins with the general theme and has the student draw on his or her specialization, the specialization question begins with the student's research focus and has the student draw on general issues or themes.

Format of Responses. All responses must be typed, double-spaced, with margins of at least 1 inch and at least 10-point font (or 12-pitch type). Typically, the response to each common question is limited to 10 pages, each specialization question to 12 pages. These limits may be adjusted for particular questions by the faculty writing the examination questions.

Setting for the Examination. The examination is administered as a three-day take-home examination. Students pick up questions from the examination administrator at 9:00 on the first day. Responses are returned to the examination administrator at 5:00 on the second day. Students may use whatever resources they wish (e.g., books, journal articles, notes from classes, libraries, personal journals and notes). Students are not, however, permitted to discuss questions or their responses with anyone during the two-day examination. Students may work in the setting of their choice. Some students may wish to arrange to work in a private room on campus (e.g., a faculty office) to minimize distractions. The student and his or her advisor are responsible for making such arrangements.

Scoring. Each student's examination will be read and scored in its entirety by an Educational Psychology and Educational Technology faculty member who is on the student's guidance committee but not the student's academic advisor. (Reading all of the student's responses will enable this reader to make judgments across the entire set of items, which might not be possible when reading responses to individual questions.) Each response will also be read and scored by two other faculty members (who may or may not be on the student's guidance committee).

Each reader will make substantive comments on the student's response and rate each responses according to the following scale:

5	Outstanding	(Pass)
4	Good	(Pass)
3	Marginal	(Pass with revision)
2	Weak	(No Pass)
1	Poor	(No Pass)

The Educational Psychology and Educational Technology Comprehensives Coordinator will compile the scores, averaging the scores for each item. In the case of scoring disagreements of 2 points or more (e.g., 4, 4, 2 or 2, 3, 4), scoring faculty will discuss their evaluations and may revise their scores. (Faculty are not required to revise their scores to reach consensus.)

Feedback. In addition to substantive feedback, faculty readers must provide specific directions to the student when assigning a PASS WITH REVISION score on any question. These directions would typically suggest that the student read or review specific readings and/or rewrite specific sections of his or her text to address issues raised in the substantive comments. When a NO PASS score is given, the reader must identify a list of central issues that the student has failed to master and, whenever possible, identify a more extensive body of literature addressing those issues.

Revision/Retakes. A student receiving a PASS WITH REVISION on a question will be required to revise the response to that question, typically within a two- or three-week period. (Some discretion will be given to the Program Coordinator in setting the deadline for revisions, based on his or her judgment of the work involved.) The revised response is read by the faculty who originally scored them. The revised response can be given any of the 5 scores in the scale. A student may be asked to revise the response a second time. If, after the second revision, the response still

receives a composite score of 3 or less, the response is considered a NO PASS.

Students receiving a NO PASS on either common question must retake that part of their Comprehensive Examination at the next administration (i.e., they must answer two new common questions in the same format). Students receiving a NO PASS on their specialization question must retake that part of their Comprehensive Examination also at the next administration (i.e., they must answer a new specialization question in the same format). In both cases, it is the responsibility of the advisor to develop with the student a plan of study that addresses the weaknesses identified by the readers.

C. Procedures for Option II

Revised April, 2011.

As has been recently the case for other COE doctoral programs, EPET program faculty have been frustrated by the limitations of our current Comprehensive Examinations process, primarily in terms of the products that our students generate in the Examination. These limitations are many, but chiefly include shallow thinking and argument reflecting the short time that students have to prepare their responses, thinking and writing that has weak to no future beyond the Exam itself, and the mismatch between the current Exam and the kind of scholarly work that we want our students to learn to do (e.g., extended over time, multiple authored, etc.). With these concerns in mind and after extensive deliberation and discussion, we have developed a proposed alternative to our current Examination. We intend to offer our students a choice between Option I (the current Examination) and Option II (the alternative proposed below), beginning with the January 2008 administration.

In our extended discussions of the goals and design of Option II, we have recognized that any serious alternative to the current EPET Comprehensive Examination involves numerous conjectures about how our students will receive and work in the alternative and how our designed procedures will work. While we have worked long and hard to develop and mentally test this alternative, we think it is prudent to evaluate Option II after the first two administrations, when we have some process and outcome “data” to examine and discuss. Based on our evaluation, we may adjust aspects of the proposed plan to solve observed problems and/or better achieve our stated goals.

Option II of the EPET Comprehensive Examination is designed to be more consistent with the scholarly work students will be asked to do as part of their future careers. In this option, students produce a scholarly paper of “submission quality,” competitive for publication in a scholarly journal.

Option II will consists of four components:

Timing	Component
2 months prior to the first Monday of the Spring or Fall semester	A proposal submitted to the SPRC representative, in advance of the paper, describing the work the student intends to submit (see below)

No later than the first Monday of the Spring or Fall semester	The student's written introduction to the paper (see below)
No later than the first Monday of the Spring or Fall semester	The scholarly paper (see below)
Shortly after the start of the Spring or Fall semester	An oral examination of the student that centers on and grows out of the content of the paper (see below)

The Proposal. The purpose of this requirement is to support communication between the student and his/her Committee and among the student, Committee, and Program about the paper that the student intends to submit for Option II, before the paper has been completed. The proposal will include the following elements: (1) a preliminary title, (2) the type of paper, (3) the journal or journals for which the paper would be directed, if it were submitted, (4) a preliminary abstract, (5) a description of the genesis of the paper, (6) a list of those who contributed to the paper (intellectual contributions and writing contributions) and a description of the nature of their contribution, and (7) a timeline to complete and submit the paper. The student will sign and submit the proposal to their Advisor; the Advisor will seek the counsel of the other members of the Guidance Committee on the plan; and the Advisor will sign off, if and when he/she is satisfied that the proposed paper is an appropriate Comprehensive Exam Paper and the timeline to complete the work is feasible. *The proposal document should be submitted the SPRC representative no later than 2 months prior to the first Monday of the Fall or Spring semester.*

Student's Introduction to the Paper. The purpose of the student's introduction is to describe the nature and genesis of the paper, in its submitted form, to the faculty who will evaluate it. The introduction will include the same 7 elements as the proposal, but revised to make each current and to describe accurately the progress of the paper since it was proposed. As above, the student will sign their introduction to indicate its completeness and accuracy. In addition, the student's Advisor will sign to indicate that, to the best of his/her knowledge, the student's characterization is complete and accurate. *The student's introduction to the paper should be submitted along with the paper to the SPRC representative no later than the first Monday of the Fall or Spring semester.*

The Scholarly paper. The students' papers will be of "submission quality," competitive for publication in a scholarly journal. The range of acceptable genres include (1) empirical research reports, (2) reviews of research literature, (3) conceptual/theoretical analyses, and (4) secondary analyses of previously published data. Papers that fall outside these four types may be accepted, but only if the student can make the case for that paper type as a potential submission to a scholarly journal (see below). Book reviews, responses to published articles, and Research Practicum papers (even if significantly revised) will not be accepted. The submitting student must either be the sole author or the first author of their paper, though others (students or faculty) may contribute as secondary authors.

The Oral Examination. The oral examination will assess two aspects of the student's competence: (1) his/her ability to respond knowledgeably and effectively to faculty questions on issues raised in the paper, and (2) his/her ability to respond to faculty questions about how the content of the papers relate to other issues and perspectives in the field. Focus (1) will assess the student's ability to think "on his/her feet," as a complement to the ability to express himself/herself in writing. Focus (2) directly addresses the breadth of knowledge aspect expected of Comprehensive Examinations. The oral examination is scheduled shortly after the beginning of the Fall or Spring semester.

Faculty Evaluation. Three EPET program faculty members will evaluate each student's paper and his/her performance on the oral examination.

The student's advisor will be present at the oral defense in addition to the faculty rating committee. The advisor does not participate during the oral defense. They may participate in the discussion of the faculty rating committee after the oral defense. The advisor does not vote on the outcome of either the paper or the oral defense

The three evaluating faculty will deliberate immediately following the oral examination until they are able to reach a consensus score for the Comprehensive Examination as a whole (paper + performance on the oral examination). Only two scores are possible: Pass and No Pass. A Pass score will indicate that the paper is of "submission" quality and the student's performance on the oral examination indicates their readiness to complete their program (i.e., to undertake a dissertation). A No Pass will indicate that either the paper is judged not to be of "submission" quality, or that student has not shown sufficient competence on the oral examination (to indicate their readiness to complete their program), or both. All three versions of No Pass will count as a Comprehensive Examination failure. As in the current version, the Option II will have three attempts to pass the Examination. No Pass students who pass one component (paper or oral examination) but fail the other will be assigned the same three evaluating faculty on the subsequent attempt. No Pass students who fail both components (paper and oral examination) will be assigned a new set of three faculty members on their subsequent attempt. The details of these outcome possibilities are summarized in the table below.

Paper Outcome	Oral Exam Outcome	Overall Outcome	Next Faculty Evaluators
Pass	Pass	Pass	N/A
No Pass	Pass	No Pass	Same
Pass	No Pas	No Pass	Same
No Pass	No Pass	No Pass	Different

In either case (overall Pass or No Pass), the overall outcome will be communicated

in writing to the student and to the Advisor. It will consist of the overall result (Pass/No Pass) and a written summary, prepared by one of the evaluating faculty, that lays out the main points of consensus of the faculty's evaluation of the paper and the examination performance. The reasons for failure on either component will be provided, in sufficient detail to provide direction for improvement. Suggestions for further improvement of the paper will be included, even when the student has passed the Examination. If a consensus evaluation cannot be reached after a protracted deliberation, the evaluation will include both majority (n = 2) and minority (n = 1) views.

CEPSE Academic Honesty and Ethical Principles and Practices

The faculty recognizes its role in supporting the learning and professional development of each student and in doing everything legitimately possible to help the student pass the Preliminary Examination. In recognition of this responsibility, the faculty will make every effort to ensure that examination questions, examination procedures, evaluation of responses, and reporting of results and recommendations for improvement will be done in a fair and timely manner.

In a community of scholarship and practice, students share the responsibility for ensuring the quality of examinations. Students are therefore expected to prepare thoroughly for the examination and to follow established procedures for registering for examinations, taking examinations, and seeking results of examinations. At all times throughout this process, students, as well as faculty, are expected to conduct themselves with the highest character and integrity.

The preliminary exam and comprehensive exams are based on an honor system. A completed exam represents the work, understandings, and knowledge of the student, without assistance from other individuals to complete the exam. Completion of an exam means that the student agrees to comply with these policies and represents the work solely as their own.

To ensure the security and integrity of the examination process, it is expected that:

- No faculty or staff member shall give any student information about an exam that would give the student an unfair advantage over other students.
- Any faculty or staff member having knowledge of any student or students receiving information about the content of any exam that gives that student an unfair advantage over others, must report that knowledge to the Department Chairperson and/or SPRC Chairperson.
- No student shall accept exam information if it is suspected that the information is about the content of the exam.
- Students shall report to the Department Chairperson any knowledge they have of other students or faculty giving or receiving information about the content of any examination.

Source: Comprehensive Examinations for Doctoral Students in Counseling, Educational Psychology and Special Education (9/15/97)

Academic Honesty, Michigan State University

Academic honesty is central to the educational process and acts of academic dishonesty are serious offenses within the University community. Suspension from the University could be the consequence for acts of academic dishonesty. (Spartan Information and Services, p. 78)

General Student Regulations

1.00 Protection of Scholarship and Grades,

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:

- 1.01 claim or submit the academic work of another as one's own.
- 1.02 procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
- 1.03 complete or attempt to complete any assignment or examination for another individual without proper authorization.
- 1.04 allow any examination or assignment to be completed for oneself in part or in total, by another without proper authorization.
- 1.05 alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.

Source: MSU, General Student Regulations, 1989, p. 79

Integrity of Scholarships and Grades

1. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.
2. If any instance academic dishonesty is discovered by an instructor, it is his or her responsibility to take appropriate action. Depending on his or her judgment of the particular case, he or she may give a failing grade to the student on the assignment or for the course.

(All-University Policy, November 18, 1969, revised July, 1990, 1993)

Violation of these ethical principles and policies may result in automatically failing an exam.

I have read, understand and agree to abide by the ethical principles and honor code described above. I understand that the work on an exam must represent my own work without the assistance of others.

Student's Name (print)

Student's Signature Date _____

Source: Comprehensive Examinations for Doctoral Students in Counseling, Educational Psychology and Special Education (9/15/97)

