Educational Psychology Doctoral Program

Student Handbook

Department of Educational Foundations, Leadership, and Technology

AUBURN

College of Education

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This document was reviewed and adopted by the Educational Psychology program faculty in Spring of 2020. It was updated in Summer of 2020 to reflect changes in program personnel and updated in Summer of 2021 to reflect additional changes in personnel. In Fall 2021, the handbook was further updated to reflect changes in how distance courses are listed and other minor updates. The Written Qualifying Portfolio and Student Learning Outcomes sections were revised in 2026.

Educational Psychology Doctoral Program Handbook

Introduction

The Educational Psychology Doctoral Program Handbook provides academic guidance, program policies, and resources for students enrolled in the Educational Psychology Doctoral Program at Auburn University. In addition to what is included in this document, students must adhere to and are bound by all Auburn University policies, the Auburn University Student Policy eHandbook, the Auburn University Graduate School General Policies, College of Education policies, and Department of Educational Foundations, Leadership, and Technology policies.

The Educational Psychology program also maintains a Canvas course, into which all current students are enrolled. That course contains much more information, and students should familiarize themselves with and make use of the contents of that Canvas course.

About the Program

The Educational Psychology program is a 79-credit-hour Doctor of Philosophy (Ph.D.) program in the Department of Educational Foundations, Leadership, and Technology (EFLT), College of Education, at Auburn University. Program faculty represent Educational Psychology, Foundations of Education, and Educational Research Methods and Analysis. The program prepares graduates for research, teaching, and related professional roles in educational settings.

Our field is devoted to the study of education, educational systems, teaching, and learning. Educational psychology is a diverse field that spans areas such as human motivation, human development, cognitive processes, learning theories, teaching practices and pedagogy, educational systems, equity and justice in education, and sociocultural processes in education. Educational psychologists study students, teachers, classrooms, administration, colleges, universities, graduate schools, policies, and theories.

Our program prepares individuals for teaching and research careers in many specialized areas. Students learn to combine research and practical application to understand significant issues in education and psychology. Students' research areas

include development, learning, individual learner differences, intelligence, learning and study strategies, motivation, measurement, evaluation, assessment, and statistics.

Our graduates work for colleges and universities, school systems, state and federal agencies, business and industry, private research and development organizations as well as other educational and developmental settings. Most of our graduates work as researchers, faculty, or in institutional research and evaluation.

Our program is not a clinical program and does not include training in school psychology, administration of diagnostic tests, diagnosis or treatment of mental health conditions, diagnosis or treatment of learning or development disorders, or any other clinical service. The program does not lead to licensure as a psychologist, counselor, school psychologist, psychometrist, or any other professional license.

Student Learning Outcomes (SLOs) Overview

The Educational Psychology Doctoral Program has three student learning outcomes (SLOs). Evidence for each SLO is submitted and assessed as part of the Written Qualifying Portfolio in the Comprehensive Examination.

Student Learning Outcome (SLO) 1

Engage as an active professional with a fully prepared, current curriculum vitae that represents past and current credentials and accomplishments toward gaining a position and advancing the profession. SLO1 evidence items include a curriculum vitae (CV) that includes a typical CV section, a teaching philosophy, a research statement, and a Diversity Statement. SLO1 is evaluated using the SLO1 Rubric.

Student Learning Outcome (SLO) 2

Apply appropriate research methods, theoretical frameworks, educational psychology theory, and research to questions, issues, and problems in educational psychology. SLO 2 evidence includes the Traditional Dissertation Model which includes first three chapters and/or the Three-articles Model which includes a first article plus methods section of article 2 and 3. SLO2 is evaluated using the SLO2 Rubric.

Student Learning Outcome (SLO) 3

Apply educational psychology theory and research to engage in effective teaching practice. SLO3 evidence includes a Verbal presentation and PowerPoint of the Dissertation Proposal. SLO3 is evaluated using the SLO3 Rubric.

Department and Program Contacts

- The Educational Foundations, Leadership, and Technology Department Head is Hank Murrah, Ph.D.
- The Educational Foundations, Leadership, and Technology Administrator of Academic Programs and Graduate Program Officer is Jung Won Hur, Ph.D.
- The Educational Psychology Doctoral Program Coordinator is Chih-hsuan Wang, Ph.D.

Program Faculty

Our program faculty consist of the following nationally recognized experts in their respective fields:

- Carey Andrzejewski, Ph.D., Professor
- Hannah Carson Baggett, Ph.D., Professor
- Sean Forbes, Ph.D., Professor
- Bailing Lyu, Ph.D., Assistant Professor
- David Marshall, Ph.D., Professor
- Ya Mo, Ph.D., Associate Professor
- Jill Salisbury-Glennon, Ph.D., Professor
- Paris Strom, Ph.D., Professor
- Chih-hsuan Wang, Ph.D., Professor
- Ivan Watts, Ph.D., Associate Professor

Advisor

Students are assigned an **initial advisor** based on their statement of intent and an interview with faculty. The goal is to match students with a faculty member who shares related research interests and can help them begin participating in advisor-led research. Over time, students are expected to develop an independent research agenda that their advisor can guide and supervise. In many cases, the initial advisor may also become the student's dissertation chair. An initial assignment may not always remain the best fit. Students' research interests can shift after admission, or they may find that another faculty member is better aligned with their developing scholarly goals.

A doctoral advisor or dissertation chair guides a doctoral student's academic and research progress. The advisor helps the student select coursework and develop a research focus; the dissertation chair directs the dissertation. The same faculty member may serve in both roles. At Auburn University, a faculty member must hold Graduate Faculty Status Level 2 to serve as a doctoral advisor or dissertation chair. Faculty members are not required to advise or chair an individual student; service in either role is voluntary and at the faculty member's discretion.

When **choosing an advisor**, you may wish to consider some of the following questions adapted from "The Definitive What Do I Ask/Look for in a PhD Advisor Guide."

- What do you want to research?
- What is the professor's training and experience?
- What research methods does the professor typically use?
- How well-matched are your research interests?
- How directly applicable is the professors work for the research and career goals you hold?
- What is the professor's advising style?
- What is the professor's feedback style and/or philosophy?
- What expectations does the professor have of the student in terms of productivity, time, and involvement?
- What progress does the professor generally expect from students each semester?
- How often does the professor meet with advisees?
- How often do the professor's students attend conferences?
- What have previous advisees done after graduation?
- What is the level of involvement in the professor's research from past/current students?
- Who do you want to work with?

Read some of the Educational Psychology faculty members' recent publications. Ask yourself if the content areas they research are of interest to you, whether you would want to co-author these papers, and if you would like to write something similar to their

work. Ideally, the research work you hope to pursue will be related to that of your advisor/chair, and reading their work can be a good way to gauge fit.

A student who wishes to change their initial advisor, doctoral advisor, or dissertation chair should first discuss the proposed change with the current advisor or chair before approaching another faculty member. Changing advisors or dissertation chairs is permitted and should be handled through open, professional communication. The student should also consult the program coordinator about any required approvals or forms.

Graduate Assistants

Graduate Research Assistants

Graduate Research Assistants (GRAs) work with a supervising faculty member on research activities. Duties are determined by the supervisor and may include literature searches, data entry or analysis, writing, reviewing materials, library research, and other appropriate research tasks. Work completed as part of a paid assistantship does not automatically qualify a student for authorship. Authorship may be offered when a GRA makes contributions beyond the assigned paid duties and meets the project's authorship expectations.

GRAs may be assigned as .25 FTE (Full-Time Equivalency), which is equivalent to 10 hours per week, .33FTE, which is equivalent to 13.5 hours per week, or .50FTE, which is equivalent to 20 hours per week. GRA appointments function on the employment rather than academic calendar, which means GRAs are expected to fulfill their assigned time during all periods the University is open.

GRA positions can be combined with other GRA positions or GTA positions, but the total appointment cannot be more than .50FTE across all positions. In general, students holding a GRA position cannot hold other employment outside of GRA and GTA positions. For example, a GRA should not be employed off campus or otherwise be a university employee. However, exceptions to this norm may be appropriate in some cases.

A GRA must be enrolled in at least one academic course each semester, make satisfactory academic progress, and meet all program, Graduate School, and supervisor

requirements. A student whose performance is rated unsatisfactory may be ineligible for an assistantship until performance improves.

GRAs are compensated via a monthly stipend. The amount may vary by the specific appointment. Typically, most GRA positions will also include a tuition waiver, assuming the total assignment is .33 FTE or higher. Specific questions about tuition, waivers, and financial aid can be directed to Student Financial Services or the Graduate School.

Graduate Teaching Assistants

Graduate Teaching Assistants (GTAs) work with a supervising faculty member on teaching work. GTAs are assigned primarily to teaching work. This may include appointments as an instructor of record for undergraduate courses, serving as a teaching assistant in graduate coursework, or other teaching responsibilities. GTAs may provide instructional support, tutoring students, preparing instructional materials, providing direct instruction, grading assignments, papers, and exams, and serving as classroom instructional aid.

To serve as an instructor of record, students must have completed 18 graduate credit hours in the course's discipline and appropriate teaching apprenticeship course such as EPSY 8640 or FOUN 7930. For example, a student assigned to teach an undergraduate course must have completed 18 graduate credit hours in educational psychology and the educational psychology teaching apprenticeship. Educational Psychology program students may seek GTA appointments to teach undergraduate Educational Psychology courses or undergraduate Foundations of Education courses. They may also seek appointment as an Educational Research, Methods, and Evaluation (ERMA) GTA, which involves supporting instruction in graduate research methods courses. Additional GTA positions are sometimes available outside the program. GTAs must complete the mandated recency requirement to be eligible for and in good standing for a GTA position.

GTAs may be assigned as .25 FTE (Full-Time Equivalency), which is equivalent to 10 hours per week, .33FTE, which is equivalent to 13.5 hours per week, or .50FTE, which is equivalent to 20 hours per week. GTA positions can be combined with other GRA positions or GTA positions, but the total appointment cannot be more than .50FTE across all positions. In general, students holding a GTA position cannot hold other

employment outside of GRA and GTA positions. For example, ordinarily, a GTA should not be employed off campus or otherwise be a university employee. However, exceptions to this norm may be appropriate in some cases.

All GTAs must be a graduate student taking at least one academic course per semester; making satisfactory academic progress; and satisfying all other program, graduate school, and supervisor requirements. Students whose performance is evaluated as unsatisfactory may be ineligible for assistantship positions until their performance improves.

GTAs are compensated via a monthly stipend. The amount may vary by the specific appointment. Typically, most GTA positions will also include a tuition waiver, assuming the total assignment is .33 FTE or higher.

Doctoral Program Expectations

Academic Integrity, Research, and Professional Conduct

Educational Psychology Doctoral Program students are held to the highest standards for academic integrity, responsible conduct of research, and professional conduct and ethics. Students are also expected to abide by the American Educational Research Association's (AERA) Code of Ethics (2011).

Auburn University has processes for determining responsibility for academic integrity. In addition to whatever sanctions may be imposed by the university, incidents of academic dishonesty may result in additional sanctions from the Educational Psychology program. These may include loss of assistantship, being excused from teaching and research opportunities, receiving unsatisfactory evaluations, and dismissal from the program.

Career Goals Expectations

Related to research expectations, while you will negotiate specific expectations and timelines with your advisor and/or other faculty, you should also calibrate your plans to your career goals. In particular, if you plan to seek a research or faculty position, you will need to set appropriate research productivity expectations. In order to be competitive for such positions, you will need to develop a robust scholarly record during your doctoral program. Recent graduates seeking professional positions have multiple

peer-reviewed and other publications, many conference presentations, and a substantive and well-defined research agenda.

According to Reinero (2019, October 23), the typical first-year faculty member in psychology-related fields had between 4 and 16 publications. While those norms will vary widely between sub-disciplines within psychology and between institution types, it is important to realize that competitive applicants for research and faculty jobs have a record of publications and presentations.

Annual Evaluation of Progress

At least once each year, the advisor will evaluate the student's progress and explain the evidence and criteria used in the evaluation. The evaluation will result in an overall rating of satisfactory or unsatisfactory. If the rating is unsatisfactory, the advisor and student will develop a written improvement plan that identifies the concerns, required actions, and timeline for improvement. Two consecutive unsatisfactory evaluations may result in dismissal from the program.

Coursework Overview

A doctoral program differs substantively from undergraduate and master's degree programs. One of the primary differences is that in a doctoral program, the coursework is only one part of what students are expected to do. Coursework gives a foundation in the basics of all areas. In our program, the coursework will introduce you to the fundamentals of quantitative and qualitative research, motivation theory, learning theories, educational psychology as a field, the social foundations of education, and other areas. These courses give a broad exposure to aspects of educational psychology and its related disciplines, but they will not, by themselves, give you deep expertise in any area. Instead, the courses provide a foundation on which you can build your specific research interests and expertise.

Doctoral students are expected to engage in courses fervently and to work to gain as much as they can from each course experience. Many courses are geared for a wide array of students from many different programs with many different career goals. Often, because of this, students must think critically about their engagement with courses to ensure they use those opportunities to advance their learning, understanding, and development. Course workloads might vary widely, as well. But, in general, students

should plan on spending about three to four hours out of class each week for every one hour of in-class meeting time completing readings and assigned work. That means for a typical three credit-hour class, a typical student would need to plan to devote 9-12 hours out-of-class per week. Some courses will have a very heavy reading load. It is not atypical for a doctoral seminar to assign multiple articles/chapters per week, plus several books across a semester. Other courses will be less reading intensive, but might require more writing or other kinds of work. Students should plan their time accordingly.

The typical course load for a full-time doctoral student is three courses in the Fall, three in the Spring, and two in Summer. Notice that based on the above commitment levels that amounts to 36-45 hours per week devoted to coursework. Your advisor might advise differential levels of coursework for various reasons. Some students take four courses at a time; others take only two. The exact scheduling and course load will be a conversation to have with your advisor. Part-time students usually take fewer courses per term to better account for work schedules and other obligations.

Out-of-Class Activities and Experiences

As a doctoral student you will need to engage in a range of out-of-class activities and experiences to successfully build your independent expertise. These might include workshops, working groups, and program events. For example, the Plains Research Consortium offers students and faculty opportunities to be involved with research that has an impact on education and health. While scheduling may not always make this possible, students are strongly encouraged to avail themselves of as many of these out-of-class experiences as possible. The availability of these rich, multifaceted, and diverse experiences is a unique and integral component of being part of a scholarly community. Our faculty devote much time, energy, and resources to creating these opportunities. They want to help students grow and develop, and they expect to see their students making use of those opportunities.

Reading Professional Literature

Educational Psychology doctoral students should read published work in areas relevant to their scholarly interests. This means reading well beyond what is required for courses and requires a significant investment of students' time and energy. Students

should read peer-reviewed research in educational psychology journals and related to their research interests. They should also read books on relevant topics.

Students should seek to consume and understand as much research as possible as it relates to our field and their individual scholarly interests. This is true for several reasons. First, reading broadly and frequently helps students develop deep expertise in an area and a better sense of what the scholarly conversations in a given area look like, what the contours of ongoing debates are, and how their own work might contribute.

Further, reading helps students develop as writers. Reading various ways of presenting ideas, arguments, and data helps students develop their own writing style and scholarly voice. Reading is also an essential part of creating manuscripts, conference papers, and ultimately a dissertation.

We encourage students to keep track of their reading in an annotated bibliography, sets of notes about readings, or other format that will help them recall what they have read and how those readings fit together. Your advisor can be helpful in guiding you to important readings, and you can also explore recent issues of relevant journals and recent books from key scholars.

Research

The Educational Psychology Doctoral Program is an intensive research program. Moreover, a Ph.D. is, by definition, a research degree. Students are expected to develop substantive and independent productive scholarly agendas during their time in the program. The dissertation will be the ultimate expression of your scholarly agenda and demonstration of your research skills at the end of the program. However, the dissertation should not be your first research product. It should be the continuation and hopefully culmination of the work you have done throughout the doctoral program.

Individual faculty advisors may set their own specific expectations for research productivity and involvement. However, typically students work with their advisors on their research during the earlier part of the program. This might involve assisting in data collection, literature searches, constructing manuscript, creating conference presentations, and assisting in presentations and publications. As students gain confidence, expertise, and research skills, they typically move toward taking more

leadership of research work, and ultimately planning and executing their own research projects.

Institutional Review Board (IRB)

Per Auburn University policy and pursuant to federal regulations, any research involving human subjects must be reviewed and approved by the Institutional Review Board (IRB). You must seek guidance from your faculty advisor in seeking and obtaining IRB approval for human subjects research, and in defining what research qualifies as human subjects research. In addition to complying with all ethical regulations, students must also follow all guidelines for ethical conduct of research. The unethical conduct of research, whether human subjects research or other research, can result in a range of sanctions. These include sanctions from the university and regulatory bodies, but the program can also impose additional sanctions up to and including suspension or dismissal from the program.

Conference Presentations

Typically, students will present in a combination of regional and national and/or international conferences. Regional conferences might include:

- Auburn University Graduate Research Symposium
- Eastern Educational Research Association
- Mid-South Educational Research Association
- Southeastern Educational Research Association

National and international conferences might include:

- American Educational Research Association
- American Psychological Association
- American Educational Studies Association
- American Evaluation Association
- National Association for Multicultural Education

Additional conferences and more information on deadlines, submission requirements, and membership can be found on the program Canvas page, along with current links to each association's website.

Publications

As students progress, they typically also participate in writing for publication. This might include book chapters, technical reports, and manuscripts for submission to peer-reviewed journals. There are a wide range of journals that you might publish in, and your advisor can help guide those decisions. As with other research products, it is likely that you will initially assist your advisor and/or other faculty with writing for publication. Over time, you would then take more leadership, and then begin leading your own research projects.

Doctoral Program Course Requirements

The Auburn University Bulletin, a document that governs academic course requirements, publishes the most current version of the Educational Psychology -- Ph.D. course requirements. Many students are able to waive the requirement of ERMA 7200, Basic Methods in Educational Research, particularly those with a prior master's degree or prior research methods coursework, in which case those credit hours would normally be re-allocated as electives.

Typical Four-Year Degree

The Educational Psychology program is a 79-credit-hour Doctor of Philosophy program. The Typical Four-Year Degree Timeline below displays a typical schedule for a full-time student across four academic years and the fall, spring, and summer semesters. Individual timelines may differ depending on course load, dissertation timing, and other circumstances.

Typical Four-Year Degree Timeline

- **Year 1 Fall Semester**
  - Enroll in 9 credit hours
- **Year 1 Spring Semester**
  - Enroll in 9 credit hours
- **Year 1 Summer Semester**
  - Enroll in 6 credit hours
- **Year 2 Fall Semester**
  - Enroll in 9 credit hours

- **Year 2 Spring Semeter**
  - Enroll in 9 credit hours
- **Year 2 Summer Semester**
  - Enroll in 6 credit hours
- **Year 3 Fall Semester**
  - Enroll in 9 credit hours
- **Year 3 Spring Semester**
  - Enroll in 9 credit hours
  - Complete the Written Qualifying Portfolio, due by the 15th day of the semester.
- **Year 3 Summer Semester**
  - Enroll in 3 credit hours
  - Begin dissertation hours
  - Complete General Oral Examination and Proposal, including chapters 1-3 of the dissertation
- **Year 4 Fall Semester**
  - IRB approval for dissertation
  - Collect data for dissertation
  - Write dissertation chapters 4 and 5
- **Year 4 Spring Semester**
  - Complete draft of dissertation to advisor by the first day of the term
  - Revise dissertation in consultation with advisor
  - Share dissertation with committee and external reviewer
  - Dissertation defense
- **Year 4 Summer Semester**
  - Complete the dissertation defense if not completed during the Spring semester

Curriculum Map

The Curriculum Map Table presents the recommended sequence for completing 79 total credit hours across four academic years. Rows identify Years 1 through 4, and columns identify the fall, spring, and summer semesters. Each semester cell lists

required courses, electives, dissertation hours, or major milestones. The curriculum includes the following requirements:

- One additional required ERMA course of 3 credit hours
- One required FOUN course of 3 credit hours
- EPSY, ERMA, or FOUN elective courses of 12 credit hours
- Cognate course requirements of 5 credit hours,
- EPSY 8990, ERMA 8990, or FOUN 8990 of 10 credit hours mapped in Year 4.

Table 1. Curriculum Map

Year	Fall Semester	Spring Semester	Summer Semester
Year 1	• ERMA 7200 Basic Methods of Educational Research • ERMA 7300 or 7210 • FOUN Required Elective	• EPSY 8440 Ed Psy Seminar • ERMA 7310 or 7220 • Cognate/Elective	• EPSY 7400 Ed Psych & Educational Implications • EPSY 7410 The Individual in the Teaching-Learning Process
Year 2	• EPSY 8640 Teaching Apprenticeship • ERMA 7300 or 7210 • Cognate/Elective/ ERMA	• ERMA 7310 or 7220 • ERMA 7100 or 8350 • Cognate/Elective/ ERMA	• EPSY 7420 Learning Theory • EPSY 7430 Motivation
Year 3	• Cognate/Elective/ ERMA • Cognate/Elective/ ERMA • Cognate/Elective/ ERMA	• Cognate/Elective/ ERMA • Cognate/Elective/ ERMA • Cognate/Elective/ ERMA	• EPSY 8540 Research Apprenticeship Seminar
Year 4	• EPSY/ERMA/FOUN 8990 • Submit Portfolio	EPSY/ ERMA/ FOUN 8990	Dissertation Defense

Year	Fall Semester	Spring Semester	Summer Semester
	• General Oral		

Elective Courses

Educational Psychology doctoral students may enroll in elective courses from three academic disciplines: Educational Psychology (EPSY), Educational Research Methods and Analysis (ERMA), and Foundations of Education (FOUN). The following lists identify elective courses in each discipline courses and academic term in which each course is typically offered.

- **Educational Psychology (EPSY) Elective Courses**
  - EPSY 7100 Learning and Wellness (Fall semester)
  - EPSY 8410 Learning in Social Context (Spring semester
  - EPSY 7900 Direct Study (Semester offered varies)
  - EPSY 7970 Special Topic (Semester offered varies)
- **Educational Research Methods and Analysis (ERMA) Elective Courses**
  - ERMA 7400 Mixed Methods (Fall semester)
  - ERMA 7240 Thinking in Qual (Fall semester)
  - ERMA 7410 Methods in Social Justice (Fall semester)
  - ERMA 7970 Case Study (Fall semester)
  - ERMA 8100 Program Evaluation (Fall semester)
  - ERMA 8320 Design III (Fall semester)
  - ERMA 7230 Writing in Qual (Spring semester
  - ERMA 7970 Applied AI in Research (Spring semester
  - ERMA 8200 Survey Methods (Spring semester
  - ERMA 8340 Seminar (Spring semester
  - ERMA 7970 Multilevel Modeling (Summer semester)
  - ERMA 8200 Survey Methods (Summer semester)
  - ERMA 8210 Pre-Research for Publication (Summer semester)
  - ERMA 8330 Non-Parametric (Summer Semester)
  - ERMA 7320 Applied Qualitative (Semester offered varies)
  - ERMA 8210 Teacher Evaluation (Semester offered varies)

- **Foundations of Education (FOUN) Elective Courses**
    - FOUN 7010 History of American Education (Fall semester)
    - FOUN 7020 Social and Cultural Diversity (Fall semester)
    - FOUN 7030 Philosophy of Education (Spring semester)
    - FOUN 7040 Philosophy of Education Research (Spring semester)
    - FOUN 7000 Cultural Foundations (Summer semester)
    - FOUN 7050 Global Perspective of Education (Semester offered varies)
    - FOUN 8010 Modern Education and Comparative Perspectives (Semeter offered varies)

Course Rotation Schedule

An up-to-date Course Rotation schedule can be found in the Educational Psychology Doctoral Program Canvas course. However, the course rotation schedule will not include special topics courses (7970) or courses outside of EPSY, ERMA, and FOUN.

Courses with section numbers beginning with the letter D are online courses. Face-to-face or hybrid courses typically have section numbers starting with the number 0. Note that some online courses still have scheduled class meetings that occur by video conference or other technology.

Some courses must be individually negotiated with faculty. For example, 7900/7906 courses are independent studies courses that must be determined with the instructor. Likewise, the 8990/8996 courses are dissertation hours, which must be arranged in advance with the dissertation chair. Students needing those courses should discuss with faculty as far in advance as possible.

Comprehensive Examination

The Comprehensive Examination determines whether a student has mastered the content required for the Educational Psychology doctoral degree and is prepared to begin the dissertation. The process to the dissertation proceeds in this order: complete and pass the Comprehensive Examination and the Written Qualifying Portfolio; complete the General Oral Examination; prepare and defend the Dissertation Proposal; obtain Institutional Review Board approval when required; conduct the Dissertation

Study; complete the First Deposit and Outside-Reader Review; Defend the Dissertation; and Submit Final Revisions.

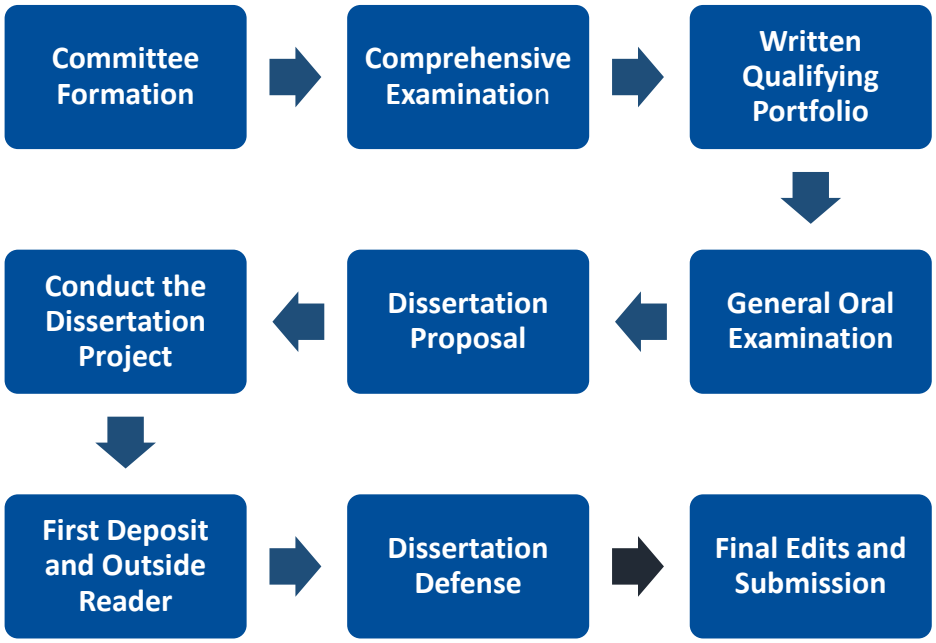

Figure 1. Comprehensive Examination and Dissertation Process. The process proceeds in this order: complete and pass the Written Qualifying Portfolio; complete the General Oral Examination; prepare and defend the dissertation proposal; obtain Institutional Review Board approval when required; conduct the dissertation project; complete the first deposit and outside-reader review; defend the dissertation; and submit final revisions and the approved electronic dissertation.

In consultation with the doctoral advisor and with the doctoral committee's consent, the General Oral Examination and Dissertation Proposal defense may occur in a single meeting. The following sections explain the Comprehensive Examination process in chronological order beginning with the Written Qualifying Portfolio.

Written Qualifying Portfolio Overview

The Educational Psychology Doctoral Program uses a Written Qualifying Portfolio as an authentic assessment of the Educational Psychology Doctoral Program Student Learning Outcomes (SLOs). The Written Qualifying Portfolio is a required part of the Comprehensive Examination, and it must be discussed or defended during the General Oral Examination.

An orientation to the Written Qualifying Portfolio will be held during the first Fall semester of student's coursework, and the portfolio will also be mentioned during meetings with advisors and through the Educational Psychology Doctoral Program core courses. Specific instructions for submitting the qualifying portfolio are provided to students prior to each due date**.**

While the doctoral committee may ask for additional written comprehensive exams beyond the Written Qualifying Portfolio, the Written Qualifying Portfolio will always be part of the Comprehensive Examination process. The committee may provide written feedback on the Written Qualifying Portfolio before the General Oral Examination or discuss the Written Qualifying Portfolio during the General Oral Examination.

Requirements

Students may submit the Written Qualifying Portfolio after completing the Educational Psychology Doctoral Program course requirements. Students should consult their doctoral advisor early to confirm when they will complete those requirements and to identify the semester in which they plan to submit the portfolio.

The Written Qualifying Portfolio documents a student's progress toward meeting the Educational Psychology Doctoral Program requirements through self-assessment and evidence related to the program's Student Learning Outcomes (SLOs). Specific evidence requirements are located in the Student Learning Outcomes (SLOs) Rubrics section of this handbook.

Submission Deadline

Students may submit their Written Qualifying Portfolio during the Fall or Spring semester in which they are prepared to complete the Written Comprehensive Examination process. Students will have access to the Written Qualifying Portfolio submission instructions on the Educational Psychology Canvas Catalog page before the submission window opens.

The Written Qualifying Portfolio submission window begins on the first class day and ends on the 15th class day of the Fall or Spring semester, consistent with the official Auburn University academic calendar. A portfolio received after the deadline will be reviewed during the next Fall or Spring review period; portfolios are not ordinarily reviewed during the summer. A doctoral committee may require the student to submit

materials to the committee before the program deadline. A summer submission requires advance approval from the committee chair.

Submission Format

As part of the written comprehensive examination and before the General Oral Examination, students must submit their Written Qualifying Portfolio to the examining committee, which is typically the dissertation committee. Each committee member must receive the student's complete portfolio, including all required SLO1, SLO2, and SLO3 evidence.

The portfolio will be submitted in an electronic format mutually agreed upon by the student, committee chair, and committee members. The Educational Psychology Program's Canvas course is used to submit, manage, and store students' portfolios and to provide faculty scores and feedback. Detailed submission windows, deadlines, and instructions appear under Submitting the Portfolio. Committees can elect to enact additional deadlines further in advance of the Comprehensive Examination.

Evaluation Process

After the student submits the Written Qualifying Portfolio, the doctoral committee will review all required evidence. Educational Psychology program faculty or other graduate faculty may contribute to the review when approved by the dissertation committee chair. Reviewers will evaluate the SLO evidence associated with their areas of expertise and determine whether the portfolio is ready for consideration at the General Oral Examination.

Each student's dissertation committee will review all portfolio items. Educational Psychology program faculty and other graduate faculty may serve on the committee, as appropriate and as approved by the dissertation committee chair. Committee members will review the SLO evidence, discuss each portfolio element, and reach a consensus score for each rubric item. Students will receive evaluations and feedback within three weeks of submitting the portfolio.

The committee will evaluate the portfolio using the Student Learning Outcome (SLO) Rubrics provided in this document. Scores will be calculated for each of the three SLOs and for the portfolio as a whole. All portfolio scores will be submitted electronically for

inclusion in the program's assessment reports. A student's doctoral advisor will share the portfolio scores and committee's feedback with the student.

Results

To pass the Written Qualifying Portfolio a student must earn an average score of 2.0 or higher for each SLO. This passing score indicates the student has demonstrated competence and may proceed to the General Oral Examination.

A student who does not pass the portfolio may not proceed to the General Oral Examination, but they may revise and resubmit their Written Qualifying Portfolio during the next scheduled review period.

Revision and Resubmission

If a student does not pass their Written Qualifying Portfolio, their doctoral committee will provide a revision and resubmission plan for the inadequate areas. Once the student has revised their portfolio, they can resubmit it during the next scheduled review period. A student is allowed two attempts to pass the Written Qualifying Portfolio. If the student does not pass on the second attempt, they will be dismissed from the program.

Student Learning Outcome (SLO) Rubrics

The Educational Psychology Doctoral Program has three Student Learning Outcomes (SLOs), and the SLOs are assessed in the Written Qualifying Portfolio. This section explains the purpose of each SLO rubric and how rubric scores are calculated and reported. Each rubric assesses one student learning outcome (SLO), and scores for each SLO are calculated as well as the total score. Using the SLO rubrics, committee members will collaboratively evaluate a student's Written Qualifying Portfolio.

Students must pass all three SLOs with an average score of 2.0 or higher for each SLO to pass the Written Qualifying Portfolio. Failure to pass the Written Qualifying Portfolio results in the failure of the Written Comprehensive Examination and does not allow for advancement to the General Oral Examination until and unless all portfolio items are re-submitted and passed. Dissertation committee chairs will share feedback and scores with the student and will electronically submit scores for inclusion in the program's assessment reports.

Students are allowed two Written Comprehensive Exam attempts, so a second failed attempt will result in dismissal from the program.

Student Learning Outcome (SLO) 1 Rubric

Student Learning Outcome 1: Engage as an active professional with fully prepared, current curriculum vitae to represent your past and current credentials and accomplishments towards gaining a position and advancing the profession. Evidence for SLO1 is a Curriculum Vitae which must include typical elements and a Teaching Philosophy, a Research Statement, and a Diversity Statement. SLO1 is worth a total possible of 3 points per each of four reviewers.

Table 2. SLO1 Engage as Active Professional Rubric

Criterion	0 - Inadequate/ Fail	1 - Developing/ Fail	2 - Competent/ Pass	3 - Accomplished / Pass
Curriculum Vitae Evidence	No Curriculum Vitae is provided	Curriculum Vitae is provided but is incomplete in one or more ways.	Complete Curriculum Vitae is provided, showing decent connection of one's accomplish-ments to potential future position in academe or other setting that utilizes educational psychology.	Complete Curriculum Vitae is provided, showing exemplary connection of one's accomplish-ments to a potential future position in academe or other setting that utilizes educational psychology.

Total Score: Enter score.

Comments:Enter comments.

Student Learning Outcome (SLO) 2 Rubric

Student Learning Outcome 2: Apply appropriate research methods, theoretical frameworks, educational psychology theory, and research to questions, issues, and problems in educational psychology. Six evidence rows include details for the Traditional Dissertation Model or the Three Articles Dissertation Model. Each criterion is worth .5 points for total possible of 3 points per each of 4 reviewers.

Table 3. SLO2 Apply Appropriate Methods Rubric

Criterion	0 - Inadequate/ Fail	1 - Developing/ Fail	2 - Competent/ Pass	3 - Accomplished/ Pass
A. Proposal Focus and Significance (.5 point)	Problem and/or purpose unclear or misaligned; significance not established; scope not feasible.	Problem and/or purpose is somewhat vague or too broad; limited significance argument; feasibility concerns.	Problem and/or purpose is clear; scope mostly feasible; significance explained with minor gaps or overclaims.	Problem and/or purpose is precise and compelling; scope feasible; significance clearly articulated for Educational Psychology (theory, practice, and/or policy).
B. Literature Review and Conceptual Framework (.5 point)	Minimal, inaccurate, or irrelevant literature; no coherent framework.	Mostly summary with limited synthesis; sources may be dated or uneven; framework is weak or implicit.	Uses relevant literature with some synthesis; framework is present but connections among constructs could be stronger.	Synthesizes relevant, high-quality research; identifies gaps; conceptual and/or theoretical framework is explicit and coherently links key constructs.

Criterion	0 - Inadequate/ Fail	1 - Developing/ Fail	2 - Competent/ Pass	3 - Accomplished/ Pass
C. Research Questions / Hypothesis (.5 point)	Missing, unclear, or not aligned; not answerable and/or testable.	Several questions are unclear, not testable, or only loosely aligned; scope may be problematic (too many and/or too few).	Mostly specific and aligned; minor issues with wording, scope, or clarity of variables and/or constructs.	Questions and/or hypotheses are specific, answerable, and aligned to the framework; key variables and/or constructs are clear and appropriately scoped.
D. Research Methods and Rationale (.5 point)	Methods are missing, inappropriate, or insufficient to address questions.	Important components are unclear (e.g., measures, analysis); rationale is weak; notable misalignment or feasibility issues.	Key methods are described; some details or rationale are underdeveloped; minor misalignment with questions.	Design, sample, measures, procedures, and analysis plan are clearly specified; rationale matches questions; validity, ethics, and/or feasibility addressed.
E. Citations and References (.5 point)	Citations largely absent and/or incorrect; references missing or unusable.	Frequent citation/reference errors; missing key citations; reference list incomplete or inconsistent.	Citations and/or references mostly correct; a few missing/extra items or minor formatting and/or accuracy errors.	In-text citations are accurate and complete; sources are relevant and credible; reference list is complete, consistent, and matches citations.

Criterion	0 - Inadequate/ Fail	1 - Developing/ Fail	2 - Competent/ Pass	3 - Accomplished/ Pass
F. APA Style and ADA Accessible (.5 point)	Not in APA style; pervasive formatting errors; Not accessible.	Many APA style issues across elements; reduces readability/professionalism; Not accessible.	Generally, APA-compliant; a few noticeable formatting and accessibility issues but acceptable overall. Accessible mostly.	Document consistently follows APA style and applicable accessibility requirements. Formatting, headings, numbers, tables, and figures are clear and consistent. Errors are rare and minor.

Total Score: Enter score.

Comments:Enter comments.

Student Learning Outcome (SLO) 3 Rubric

Student Learning Outcome (SLO) 3: Apply educational psychology theory and research to engage in effective teaching practice. Evidence includes the Dissertation Proposal Presentation. Each criterion is worth 1 point for total possible of 3 points per each of four reviewers.

Table 4. SLO3 Apply Educational Psychology Theory and Research Rubric

Criterion	0 - Inadequate/ Fail	1 - Developing/ Fail	2 - Competent/ Pass	3 - Accomplished/ Pass
A. Oral Delivery and Engagement	Disorganized; difficult to hear/understand; constant reading; frequent long pauses; delivery suggests lack of preparation.	Hard to follow at times; voice uneven or frequent fillers; limited eye contact; often reads notes/PPT; long pauses.	Logical flow with minor rough transitions; voice mostly clear; intermittent eye contact; occasional reading or fillers.	Well-organized explanation with signposting; clear voice & pacing; frequent eye contact; uses notes and/or slides without reading.
B. Time, Presentation, and Technology (25 minutes)	Does not adhere to 25-minute limit; unprepared; significant tech issues (not tested) disrupt the presentation.	Pacing problems lead to rushing, rambling, or omitted content; tech not fully tested causing delays; close to/over time.	Finishes within 25:00 but pacing uneven (some rushed/lingering); minor tech/prep issues with quick recovery.	Finishes within 25:00 with even pacing and all key sections covered; technology tested; handles minor issues smoothly.
C. Slide Craft	Unclear and/or	Text-heavy and/or	Generally clear; minor	Readable, professional

Criterion	0 - Inadequate/ Fail	1 - Developing/ Fail	2 - Competent/ Pass	3 - Accomplished/ Pass
and Scholarly Communication, ADA Accessible	unreadable; disorganized; citations absent; delivery unprofessional; Not accessible.	cluttered; inconsistent; visuals/citations limited; delivery uneven; Not accessible.	design and/or citation issues; delivery mostly clear; Accessible mostly.	slides; effective visuals; concise text; citations on slides and references; clear delivery; Accessible entirely.

Total Score: Enter score.

Comments:Enter comments.

Portfolio Scoring Feedback Summary Example

Table 5 provides an example of feedback reported to a student after four reviewers score the three Student Learning Outcomes (SLOs). Rows identify Reviewers 1 through 4, followed by the average and total score. Columns identify SLO 1, SLO 2, and SLO 3. Each reviewer may award up to 3 points for each SLO, for a maximum committee total of 12 points per SLO. Read across a reviewer row to compare that reviewer's three SLO scores, or down an SLO column to compare all four reviewers' scores.

Table 5. Portfolio Scoring Feedback Summary

Reviewer	SLO 1: Engage as Active Professional	SLO 2: Apply Appropriate Research Methods	SLO 3: Apply Educational Psychology Theory and Research
#1	2	3	1
#2	3	3	2
#3	3	3	3
#4	2	3	3
Average	2.5	3	2.25
Score	10	12	9

SLO 1 Comments: Enter comments about the student's SLO 1 evidence and score.

SLO 2 Comments: Enter comments about the student's SLO 2 evidence and score.

SLO 3 Comments: Enter comments about the student's SLO 3 evidence and score.

Student Name: Enter the student's full name.

Academic Year and Term: Enter Academic Year and Term

General Oral Examination

The General Oral Examination is an oral defense of the Written Qualifying Portfolio and in response to further comprehensive exam questions. In a meeting of the doctoral student and the doctoral committee, the student will be asked to present their Written Qualifying Portfolio, and the doctoral committee may ask questions regarding it. The General Oral Examination may be combined with the Dissertation Proposal defense, but it is not required.

When students receive passing scores on their Written Qualifying Portfolio, they can schedule their General Oral Examination with their doctoral committee. Students should work closely with their Doctoral Committee and observe all Auburn University Graduate School requirements and timelines.

When preparing for the General Oral Examination, students should supply all members of their Doctoral Committee with copies of their Qualifying Portfolio documents, especially any doctoral committee members who are not affiliated with the Educational Psychology program. Students will give a brief presentation on their Written Qualifying Portfolio and will need to be prepared to answer questions about it.

The General Oral Examination is a closed meeting, meaning only the student and their doctoral committee may attend. The committee will set the specific format of the General Oral Examination which typically takes two hours. The time may vary based on the doctoral committee's specific requirements.

The General Oral Examination has a pass and/or fail outcome, based on the vote of the doctoral committee. Students who fail a General Oral Examination are allowed one attempt to retake the examination. A second unsuccessful examination will result in dismissal from the program. However, students who consult with their advisor throughout the process can work to be well-prepared for the General Oral Examination, and advisors are invested in supporting students toward a successful outcome whenever possible.

Successful completion of the General Oral Examination allows the student to proceed to the dissertation. The dissertation process includes preparation of a written proposal, completion of the dissertation project, initial deposit and outside-reader review, the dissertation defense, and final revisions and submission. Throughout these

stages, students work independently under the supervision of their doctoral advisor and committee.

Dissertation Process

The dissertation process is comprised of a written proposal, a dissertation project, first deposit and outside reader, dissertation defense, and final edits and submission. Students will be expected to invest time, energy, effort, and work independently under supervision throughout.

Committee

As you progress through the program, you will need to form a dissertation committee. Typically, most students will form their committee in the semester before they finish coursework, but at the latest, you must have your full committee formed before you submit the qualifying portfolio.

Committees must consist of four members. At the dissertation stage, a fifth person will be added in the role of University Reader (often referred to as the outside reader). One committee member will be the chair, which is typically but not always the same person as your advisor. Your chair must be a faculty member who has Level II Graduate Faculty Status. The graduate school website maintains a listing of graduate faculty status levels, or you can simply ask the faculty member. Of the remaining three faculty on your committee, at least two must also have Level II Graduate Faculty Status, meaning you can only have one committee member with Level I status. However, committee members can be from any program area.

While it is permissible to have committees with more than four members, it is usually advisable to keep the committee small. Your committee can be comprised of faculty from with the program, within the department, or outside the department. In almost all cases, you will need to have a methodologist on your committee who specializes in the research methods you plan to use in the dissertation. However, specific committee composition can be discussed with your dissertation chair.

You should discuss committee composition with your chair before inviting other faculty to join the committee. They will help you think through who might be best positioned for the study you plan to conduct and can verify graduate faculty status levels. It is strongly recommended that you talk with faculty *in person* when you request

that they join your dissertation committee. When you meet, bring a brief explanation of your planned dissertation study, including the research questions you plan to pursue, the methodologies you intend to employ, and relevant theoretical models. You should also be prepared to discuss what contributions they hope to gain from the faculty member's involvement in the committee. Your study may change substantially over time, but you should bring your best attempt at explaining your plans to potential committee members. Also be prepared to discuss your intended timeline for qualifying portfolio, comprehensive exams, proposal, and defense.

Faculty service on dissertation committees is entirely voluntary. In other words, faculty are free to decline to serve on a dissertation committee. Faculty workloads for service on committees are limited, and the fit between faculty members and dissertation projects is not always right. Committees are usually comprised of faculty with whom the student took coursework, so it is important to cultivate professional rapport with faculty in coursework and submit high quality work throughout. In addition, some faculty have specific requirements that must be met before they consider serving. One example is that several faculty require students to have taken a minimum number of credit hours (often six) with them prior to considering dissertation committee service.

After selecting your committee, if all committee members agree, you will complete the Graduate School's Committee, Transfers, Exceptions & Candidacy (CTEC) form. This form also routes your completed coursework to your advisor for approval.

Before your dissertation defense, you will add one additional person to the committee: the University Reader. This person is often called the outside reader, and must be from outside of the department. For the Educational Psychology doctoral program, the person must be outside the Department of Educational Foundations, Leadership, and Technology. If you have a specific person in mind, discuss that with your chair. However, students often have very little experience with faculty outside the department. You chair can help identify a qualified outside reader. This person will read a draft of your dissertation to determine if it meets the basic standards of the Graduate School, and will also attend the defense to represent the Graduate School.

Proposal

The dissertation proposal is typically comprised of Chapters 1, 2, and 3 of a traditional 5-chapter dissertation. In some cases, dissertation committees may request modified versions of those documents for the initial proposal with further development after the proposal defense. In a traditional dissertation format, this would include:

- Chapter 1: Introduction, Overview of the Problem, and Definitions
- Chapter 2: The Literature Review and Relevant Theoretical Model(s)
- Chapter 3: Methodological Approach, Data Collection, and Data Analysis Plan

The proposal should be developed in collaboration with the dissertation committee. It should clearly lay out the research problem, how it is has been explored in the existing research and theoretical literature, the relevant theoretical and conceptual models, methodological approach, data collection plans, and data analysis plans. It will also include clear writing about and plans for research ethics and compliance. Additional elements may be appropriate as determined in consultation with the committee.

The dissertation proposal document should be supplied to the dissertation committee at least two weeks in advance of a proposal defense meeting. However, it may also be appropriate to share drafts with committee members as the proposal is developed. The dissertation chair should be consulted throughout the process in ways agreed upon by the student and chair.

Proposal Defense

The purpose of the dissertation proposal defense meeting is to evaluate the planned dissertation study and to strengthen that plan. The meeting is often combined with the General Oral Examination, but not necessarily. At the meeting, the student will present their planned dissertation study, followed by questions, suggestions, and requests for revision from the committee. Only the student and committee may attend.

Through consultation and discussion with the committee, who are recognized scholars in the field, students have an opportunity to substantially improve their plan, to anticipate potential problems, plan for alternative procedures, and deepen their understanding of the theory, research, and practice relevant to their research questions.

The dissertation proposal document will usually need substantial revision following the meeting. Depending on the committee and what revisions are needed after the

proposal defense, students may need to work only with their chair, or with their chair and other committee members, to ensure the revisions are completed and satisfactory.

Dissertation Study

Following the satisfactory completion of all revisions to the proposal and upon approval by the committee, the student may begin the dissertation study. Students must obtain IRB approval for the dissertation study, and the dissertation chair should approve of the IRB proposal prior to submission. In the event a student's study does not involve human subjects data, they may instead be asked to submit a request for a non-human subjects determination.

Students are responsible for conducting the dissertation study independently. While the dissertation chair and committee members may be consulted throughout the process, and they should immediately inform their chair of any problems or unanticipated events, the core expectation is that the conduct of the study be independent.

Students should remain in regular contact with the dissertation chair throughout the process of conducting the study. They must also carefully follow the approved IRB protocol. Deviating from the approved protocol without a prior approved modification is research misconduct and may result in sanctions up to and including dismissal from the program. It is also important for students to know that no recruiting activities can take place prior to an approved protocol, and they must closely follow the approved recruiting processes.

First Deposit and Outside Reader

Students should plan to have a completed draft of their dissertation completed by the first day of the semester in which they hope to defend. Following approval of the draft by the dissertation chair, it will be shared with the committee, who will approve of sending it as a 'first deposit' to the outside reader. The outside reader needs time to evaluate the document to determine if it meets the standard of graduate work. Their approval of the first deposit is the final step before the dissertation defense can be scheduled.

Dissertation Defense

On approval from the dissertation chair and outside reader, the student may schedule a dissertation defense. The committee must have a minimum of three weeks between receipt of the final dissertation for defense (which should incorporate any comments received up to that point) and the defense date. The dissertation defense should be scheduled for two to three hours and should be scheduled for a time that all committee members and the outside reader can attend. Refer to the Dissertation Defense Event Guidance for more information about the event.

When scheduling, students should use the Outlook Scheduling Poll to allow attendees to vote on which meeting time will work for their schedule.

Defense Process

All members of your committee, including the university and/or outside reader, will attend your dissertation defense. Dissertation defenses are open meetings, and doctoral students are encouraged to attend dissertation defense meetings of others.

At the beginning of the defense, the committee and observers may gather in the scheduled room. The dissertation chair will call the defense to order and typically will ask guests and the student to leave the room for a confidential committee deliberation. This initial deliberation typically involves the committee agreeing on how to proceed and agreeing that the dissertation is ready for defense. After this deliberation, guests and the student are invited back.

Presentation

The student will then give a brief presentation about their study. The presentation should briefly describe the research problem and literature context, a summary of the methods, and more focus on the results and/or findings and conclusions and/or recommendations. The presentation allows the student to explain their work, and also benefits any guests or observers at the defense. Students can use PowerPoint or other multimedia as appropriate for the presentation. Students are free to bring any supplies they need to complete the defense.

Questioning

Following the presentation, questioning begins. The student should seek to respond to all questions as best as possible. One purpose of the defense is for students to

‘defend’ their work. Guests and observers may ask questions, as well. Committee members may pose difficult questions to push the student to think further in their work. This event is a rare opportunity where five scholars and experts intensively question and suggest revisions for a piece of research. The result of these questions can be helpful for revisions and a much stronger dissertation. If questions are particularly critical or committee members request it, guests and observers may be excused for focused questions from the committee.

Committee Deliberation

Following the period of questioning, suggesting revisions, and comments on the study, the chair will ask the student to step out of the defense room. The committee then deliberates. This deliberation can take some time, and students should not be overly concerned by the amount of time the committee takes to deliberate. The committee will discuss the dissertation, agree on final revisions that are needed, and discuss and potentially sign the appropriate forms. After deliberation, the student is invited back into the room where the chair will announce the result of the defense.

Results

When the dissertation defense is successful, the student will typically be referred to by the social title “Dr.” immediately. The Ph.D. is not conferred until after completing all graduation requirements from the Graduate School and confirmation that the degree has been conferred. However, the social title is used immediately. The committee will discuss the revisions needed, process, and dates with the student.

If the dissertation defense is unsuccessful, the student may petition the doctoral committee and the Dean of the Graduate School for permission to complete a second defense. A second defense may be scheduled only if all committee members agree and the Dean approves the request. Permission for a second defense is rarely granted and generally requires exceptional circumstances. Failure of a second defense results in dismissal from the program.

Dissertation Submission

While the dissertation defense is the culmination of the doctoral program, it is not the final step in the dissertation process. The dissertation process is not complete, and

the degree will not be conferred until after successful completion of all revisions and satisfactory submission of the final electronic dissertation product.

After the defense, almost all students will have some revisions to make to the dissertation. Depending on what the committee requests, the student might work only with their chair on revisions or may work with the chair plus one or more committee members.

Once the final document is ready, the chair and committee members will sign the final electronic thesis and dissertation approval form. Students, using that form, may elect several options regarding the posting of the dissertation in online repositories. They may also purchase bound copies of the dissertation.

Students should always refer to the Graduate School Calendar and note the date for Last Day for Submission of Doctoral Accessibility Check, ETD Approval Form, Submission of Electronic Dissertation to AUETD System for Approval, and the Survey of Earned Doctorates (SED)

Policies

The following section contains information about Auburn University policies for Educational Psychology doctoral students.

Academic Engagement

The Graduate School's Academic Engagement policy requires graduate students to make adequate progress in their coursework, teaching, and research work each term.

Academic Integrity

Academic Integrity Policy includes the established standards of academic integrity, personal conduct, and professional conduct.

Auburn University Student Policy eHandbook

Auburn University Student Policy eHandbook directs the student to official Auburn University policy documents.

Graduate School General Policies

Graduate School General Policies lists official policies that apply to graduate students.

Continuous Enrollment

The Continuous Enrollment Policy is defined as registration for a minimum of one credit hour in at least two semesters in a given academic year (fall, spring, summer) until the degree is awarded or status as a degree-seeking student is terminated through an official university withdrawal. Graduate students must register for the term in which they take their examinations, defend their dissertations, and complete degree requirements (including summer term).

Dissertation Defense Event Guidance

Students are responsible only for bringing any materials or supplies needed to complete their defense presentation. To maintain a professional and equitable environment, the following guidance addresses guests, food and beverages, gifts for committee members, and recording at the dissertation defense event.

Students may invite one or two outside guests to attend the defense. Be sure to prepare outside guests for the nature and tone of a dissertation defense, an examination of the completed dissertation. The committee will pose questions critical of

the dissertation, and the role of the student is to defend their work. This can sometimes be uncomfortable for outside guests, so it is important to prepare them for the nature of a defense.

Students should not provide food, beverages, or other refreshments for committee members or guests at a dissertation defense.

Committee members participate in dissertation defenses as part of their professional responsibilities, and providing gifts, favors, or tokens of appreciation before, during, or after the defense may create the perception of undue influence and should be avoided. Students who wish to express appreciation to committee members are encouraged to do so through professional means, such as a written note of thanks.

The dissertation defense may not be recorded. In order to keep track of comments, questions, and suggestions, someone is usually appointed to take notes for the candidate. Most often, the dissertation chair will keep such notes. This allows the student to focus on the presentation, answers, and their responses, rather than focusing on note-taking.

Policy on Research Misconduct

The Policy on Research Misconduct provides information about the standards of research conduct and academic honesty. Students held responsible for research misconduct or academic dishonesty may be subject to additional sanctions from the program, beyond what is imposed by the University. Those may include loss of assistantship, suspension from the program, or dismissal from the program.

Policy Against Discrimination and Harassment

The Policy Against Discrimination and Harassment specifically prohibits bias, harassment, and discrimination on the basis of race, ethnicity, national origin, religion, ability, immigration status, gender, sex, gender identity, sexual identity, age, and other characteristics. Students must take all reasonable steps to ensure that others on campus, including faculty, staff, and students, have equitable experiences. One way we can support self-identification is by honoring the name and pronouns that each of us go by. Many people (e.g., international students, trans people, and others) might go by a name in daily life that is different from their legal name. In this program, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity and are a public way in which people are referred to in place of their name (e.g., "he" or "she" or "they" or "ze" or something else). In this program, you are invited to share your pronouns. We will refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

Campus Resources

The following section includes information about campus resources that provide academic, accessibility, technology, financial, health and wellness, transportation, and student-support services for Educational Psychology doctoral students.

Auburn Cares and Student Conduct

The Auburn Cares and Student Conduct website provides programs, guidance, and referrals to support students when academic, personal, or conduct-related concerns arise.

AU Access

AU Access connects students to many university online resources. A link to AU Access appears in the upper-right area of the Auburn University homepage. The AU Access dashboard displays university announcements, notifications, events, the academic calendar, courses, financial aid information, academic-planning tools, and social media resources. Students may customize the dashboard to suit their preferences. Its responsive design supports computers, tablets, and smartphones. The AU Access Experience Overview article provides additional information for students.

Auburn University Bookstore

The Auburn University Bookstore is the official bookstore of Auburn University. They provide affordable course materials and merchandise for the student experience. Current Auburn University students can purchase Apple products at the bookstore.

Auburn University Libraries

Auburn University Libraries provides library collections, research support, and related academic services.

Biggio Center for the Enhancement of Teaching and Learning

The Biggio Center for the Enhancement of Teaching and Learning provides the Canvas support for academic programs. Graduate students can contact Biggio Tech for Qualtrics, an online survey system, support.

Black Graduate and Professional Student Association

The Black Graduate and Professional Association at Auburn University is an academic and professional organization that exists to address the unique needs and

concerns of minority graduate and professional students, and to promote diversity within the Auburn community.

Canvas

Canvas is Auburn University's central platform for managing courses, delivering instructional content, communicating with students, and assessing student learning. Students use Canvas to access course materials, assignments, grades, announcements, and other course information.

To access Canvas, navigate to the Canvas website and log in with your Auburn University username and password. On your Canvas homepage, all of your courses will be displayed. You can also see all of your available courses in a list format when you select "Courses" located on the toolbar on the left side of the page. When you select one of the courses, you will be given different links to view assignments, grades, files, and people who are taking the course. To return to the homepage, all you need to do is click on "Dashboard" which is located in the same side toolbar. Every Canvas course is different, so students are highly encouraged to explore each course page.

Along with your associated courses, Canvas also has other functions. Canvas has a calendar to help manage your time better and even a messaging system so that you can message others in your courses as well as the instructors.

Course Registration

Before registering for courses, students must meet with their advisor. Students should check the official registration schedule in AU Access to confirm their assigned registration date and time. The registration date is always during the 10th week of class. To see the day and time when you may register for courses, log in to AU Access. Locate the Registration and Advising card and select the Registration link. The following options provide access to registration information:

- **Tiger Scheduler** – an online visual planning tools to map out course registration. The Registrar offers Tiger Scheduler Help Videos.
- **Prepare for Registration** – link to check your registration status
- **Add or Drop Classes –** link to the Banner Student Registration webpage. Refer to the Auburn University Tuition Adjustment Policy for Resignations or Dropped Courses.

- **Look up Classes –** link to the Banner Student webpage where you can Browse Classes or Browse Course Catalog
- **View Detailed Schedule –** after AU Access login, you can use link to view your schedule details
- **View Holds** – after AU Access login, you can use link to find any holds on registration
- **Office of the Registrar** – link to the Registrar Office website

Financial Aid and Scholarships

The Office of Financial Aid and Scholarships provides information about how to apply for financial aid for graduate students

Funding Opportunities for Graduate Study

The Auburn University Financial Aid and Scholarships Office provides information about Cost of Attendance, types of and how to apply for financial aid. Three main opportunities to fund graduate education include graduate assistantships, graduate tuition fellowships, and financial aid. Graduate students may be eligible for federal student loans and fellowship opportunities.

Graduate School Resource Links

- Graduate School Homepage
- Graduate School Calendar
- Graduation Checklist
- Graduate Student Health Insurance Program
- Graduate Student Council
- Graduate School Scholarships and Fellowships
- Graduate School Awards and Grants
- Graduate School Dissertation Resources
- Graduate School Forms
- Graduate School FAQs

Health and Wellness

- Auburn University Medical Clinic
- Campus Recreation and Wellness

- Student Counseling and Psychological Services
- Health and Wellness Promotion Services
- Graduate Student Health Insurance Program

Learning Resources Center

The Learning Resources Center in the College of Education provides curriculum resources to enhance graduate student experiences. Graduate students should contact the Learning Resources Center for access to Atlas.ti (qualitative software) and SPSS software licenses.

Miller Writing Center

The Miller Writing Center provides writing support and consultation services.

Office of Accessibility

The Office of Accessibility supports students with disabilities by providing accommodations to enhance their campus experience.

Parking Services

Visit Parking Services for information about registering a vehicle to park on campus and for other parking services such as electric charging station locations.

Research Compliance Resources

The Office of Research Integrity and Compliance provides research compliance checklists.

Student IT Survival Guide

The Auburn University Student IT Survival Guide provides information about IT resources for students such as Adobe Creative Cloud access, AU Access, AU Network, Cybersecurity, Duo Mobile, Microsoft Office 365, Student Printing, and Web Hosting.

Tiger ID

The Tiger ID is the official form of identification for every Auburn University student. For more information, refer to the Tiger ID website.

Tiger Transit

Tiger Transit provides campus transportation information and services for Auburn University students.