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Department of Educational Psychology

University of Utah

Student Handbook

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Greeting from the Chair



Anne Cook, Chair

Welcome to the Educational Psychology Department. As you transition into your role as a graduate student in one of our programs, you'll come up with questions about department policies, university rules and regulations, and your rights and responsibilities as a student. This handbook is provided to help answer these questions for you as you go through your degree program.

While each individual program may have its own handbook, this document addresses general issues that apply to students in all programs in the department. If you have consulted this handbook but still have unanswered questions, please contact our Academic Coordinator, JoLynn Yates at 801-581-7148, or your program director.

Again, we are excited that you are here and hope your graduate career is an exciting and productive one.



B TSAEC is the home of the College of Education

Mission Statement

Department of Educational Psychology

The Department of Educational Psychology is one of five departments within the College of Education. It was established as a separate department in the College of Education in 1945, having grown out of earlier programs in the Department of Psychology and the Department of Social Education. Educational Psychology's degree granting programs are all at the graduate level; however, the Department also plays an instrumental role in teacher preparation through undergraduate courses that it offers for pre-service teachers.

The Department's Mission Statement (ratified, 1991) is as follows: *"The basic mission of the Department of Educational Psychology at the University of Utah is service grounded in research and disseminated through teaching. The inquiry function of the Department is the generation of knowledge through research. First, this knowledge serves to translate a range of research-validated practices into functional educational services for individuals from early childhood through late adulthood. Second, research forms the knowledge core for effective instruction and training of licensed and credentialed students. The creation of a research knowledge base and the training of students are designed to serve the educational needs of the university, community, and state. The students trained by the Department of Educational Psychology will be the leadership professional of tomorrow."*

From the Department's Mission Statement, it is clear that the Department: (1) is committed to training students to serve the educational and psychological needs of the state and the larger national community; and (2) is committed to the generation of new knowledge in education and psychology, broadly defined, through research and scholarship.

Description of Programs

Counseling and Counseling Psychology

Counseling Psychology (M.S., Ph.D.)

The Counseling Psychology Ph.D. Program is an organized sequence of study in scientific and professional psychology that has received continuous accreditation from the American Psychological Association - opens new window - external link since 1957. The program is offered through the Department of Educational Psychology in the Graduate School of Education.

Counseling psychology is a professional specialty area within the science and profession of psychology. Students who complete the counseling psychology program develop comprehensive knowledge and skills in core areas of scientific psychology, psychological inquiry, and the professional practice of psychology. In addition, the Counseling Psychology Program has a strong emphasis on multiculturalism and social justice. During what is typically a 5-year program, students will conduct research (including a pre-dissertation research project and a doctoral dissertation), engage in counseling/ psychotherapy training and practice, and take courses designed to prepare them to be counseling psychologists.

Upon completion of program requirements, including a full-year predoctoral internship, students become license-eligible as psychologists in all states (some states require one year of postdoctoral work before licensure). Upon graduation, students accept a wide variety of entry-level positions in higher education (academic departments or counseling centers), hospital and medical settings, community mental health centers and agencies, managed care organizations, departments of corrections, private agencies, and business and organizational settings with diverse clientele.

Professional Counseling (M.Ed.)

The Professional Counseling Program is designed to prepare students for entry level counseling positions in community mental health and human service agencies. This specialty is currently designed to meet the educational requirements for licensure as a Clinical Mental Health Counselor (LCMHC) in the state of Utah and is congruent with national standards for master's level licensure in most other jurisdictions across the country.

The Professional Counseling Program requires a minimum of 60 credit hours, typically over three years, with the final year culminating in a 1000-hour field-based internship. The faculty is committed to offering a manageable program of study, with course offerings that accommodate those balancing work and family. Consequently, most required courses meet once per week in the early evening. Moreover,

we are dedicated to providing close, individualized attention to our students, selecting only 6-12 students per year. Because we limit our numbers, students regularly provide feedback that they are well-known among the faculty, receive close supervision, and appreciate the small class sizes. Students also comment on both the non-competitive, collegial atmosphere among their class peers and the close connections they are able to develop because of the smaller cohort size.

Graduates of the Master's Program in Professional Counseling are licensable in Utah after taking the National Counselor Examination. Our graduates work in mental health settings, clinics, independent practice, and community agencies, working with individuals, couples, families, and groups.

School Counseling (M.Ed.)

The School Counseling Program prepares counselors for work and leadership roles in K-12 educational settings. It primarily serves post-baccalaureate students in the State of Utah who want to prepare themselves to provide career, academic, and counseling services in the public schools. The program is located both at the main University of Utah campus in Salt Lake City as well as our St. George site.

This program is currently designed to meet the educational requirements for licensure from the Utah State Office of Education (USOE) as a Professional School Counselor. The faculty that make up the School Counseling Program strive to provide theoretical and practical foundations in the following areas: foundational knowledge in counseling; counseling and career education for K-12 students; organization and administration of school counseling and guidance services; and the integration of professional and ethical practices in school counselor identity development. Students complete the coursework and fieldwork requirements within two years of beginning the program, depending on time commitment and their availability to participate in summer courses.

Graduates in our program meet the educational requirements of the State of Utah and are prepared to function effectively as school counselors within the Utah public school system that currently reflects a complex and diverse society.

School Psychology

School Psychology (Ph.D.)

The Ph.D. program in School Psychology is designed to prepare psychologists who will practice in the schools or other educationally related settings and to meet the professional employment demands for: (1) psychologists in psychoeducational research; (2) administrators of pupil services; (3) mental health research specialists in child psychology; (4) psychologists in child treatment agencies, hospitals, and private practice; and, (5) professionals in higher education for the preparation of educators and

clinicians in psychoeducational services. The program, accredited by the American Psychological Association and approved by the National Association of School Psychologists (NASP), adheres to the scientist practitioner model of graduate education in psychology. Integrated didactic courses and applied experiences aid the students' attainment of a knowledge base and expertise to enhance the professional practice of school psychology using evidence based scientific methods. Major strengths of the program include preparation of practitioners and researchers in the area of interventions and work with special populations.

Beyond formal course work, students are required to be involved with faculty and students' research endeavors and to complete a 2000 hour internship. Support and encouragement for student publications and presentations at national meetings is provided continuously throughout the student's program. Involvement and encouragement in research activities is complemented by course work and experiences designed to allow an early integration of theory and practice.

School Psychology (M.Ed., M.S.)

The Master's program is designed to prepare qualified and effective psychologists who will practice in schools or school related situations. The program complies with the Utah State Office of Education competency guidelines for School Psychology and is consistent with certification standards adopted by the National Association of School Psychologists. The University of Utah does not grant an Educational Specialist degree per se, however, the school psychology master's program should meet these standards in states where specialist degrees are granted. The minimum 71 semester hours for the degree, which includes 1,500 hours of supervised internship in the schools, also meets school psychology licensure/certification requirements in Utah and other states. In consultation with their advisor, students are able to select thesis (M.S.) or non-thesis (M.Ed.) options within the program to complete research requirements within the Master's level program.

Learning Sciences

Learning and Cognition (M.S., Ph.D.)

The Learning and Cognition area is broad, involving basic and applied research in several areas, including: the psychology of reading, the psychology of writing, cognitive skill acquisition, memory processes, multimedia design and learning, human intelligence, applications of psychological principles to learning contexts, psychophysiology, and credibility assessment.

The Learning and Cognition area grants Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees. Students in this area acquire theoretical knowledge of psychological and/or educational principles and the methodological skills necessary to conduct original research on a variety of topics such as those outlined above. A cognitive framework is used in approaching issues. That is, mental processes and structures are postulated to account for learning and the

effects of instruction. However, within this cognitive framework there is a great diversity in the kinds of research questions that can be pursued and in the particular methodologies used to explore them.

Instructional Design and Educational Technology (M.Ed., M.S.)

The program prepares students to analyze, design, develop, implement, and evaluate technology-based instruction for educational contexts. Students pursuing this degree will learn the theoretical issues associated with technology-supported instruction and the applications of technology to support best-teaching practices.

The instructional design "ID" component of the program provides students with the knowledge and skills necessary to identify learner needs and goals and to develop instructional systems to meet those needs and goals.

The educational technology "ET" component provides students with knowledge and skills necessary to create technology-based learning environments in which learner needs and goals are met with and supported by technology.

Students focus much of their course work on school-based projects or on projects that address practical problems and theoretical issues using technology. Courses are offered during the evening hours and during the University's summer session.

In addition, students attend classes at the University and have access to:

- Instructors
- Computing Lab
- Equipment
- Software

A cohort of students begins each year, and students should be able to complete the program in less than two years.

Statistics and Research Design (M.Stat.)

The purpose of this degree is to train individuals to design experiments, analyze and interpret data, and evaluate programs in the field of education and mental health. The Master of Statistics program prepares students to find employment in a variety of applied settings such as statistical consulting, state offices of education and school districts, and test development companies.

Reading and Literacy

Reading and Literacy (Ph.D.)

The Reading/Literacy Doctoral Program combines basic research in reading and writing processes and applied research in education along with opportunities to engage in rigorous laboratory and field-based research. The program is designed for students who have obtained a master's degree and wish to pursue advanced research and study in reading and/or writing. The program consists of coursework, independent study and research in specific areas of students' interests, mentorship by individual faculty members, participation in faculty members' ongoing research, and participation in and contributions to the reading/literacy field.

Reading and Literacy (M.Ed.)

The Master's of Education in Reading and Literacy is a research-based professional degree that involves students working to become exemplary practitioners. The emphasis is on powerfully integrating research-based reading and literacy theory and practice. As accomplished professionals, graduates with this degree are prepared to be reading and literacy leaders in their educational settings. Through this degree, the Reading and Literacy program develops educators who are: 1) committed to excellence in learning for all students, 2) knowledgeable in the various disciplines that support research-informed teaching practice, 3) effective in assessing and engaging students' developing understandings, and 4) aware of and committed to addressing issues of diversity through their practices.

University Regulations Supersedes Information Provided in This Handbook

While we make every attempt to keep this handbook up to date, University of Utah regulations are constantly evolving. When there is a conflict between what is stated in this handbook and the University of Utah Regulations (<http://www.regulations.utah.edu/>), it is the University of Utah Regulations that take precedence. Please check with the University of Utah's Regulations Library if you are in doubt about a policy or regulation.

Getting Started

Getting a UCard

At the start of your graduate career at the University of Utah, you will need to get a UCard. The UCard is your University of Utah identification card. This card identifies you as a University of Utah student, and possibly as a University of Utah employee as well (if you are an employee). It entitles you to library privileges, student priced tickets for campus events, campus recreation privileges, meal plan access (if you have a meal plan through residential living), door access to your dorm room (if you are living in a dorm) as well as to certain locked rooms on campus, campus store discounts for students, and identification for the testing center. The UCard can also be loaded with UCash funds for use at campus dining facilities, various campus copy and vending machines, and the university campus store.

The best place to obtain your UCard is the Union UCard Office, located near the Union Information Desk, Level 2, of the University Union. The office is open Monday through Thursday, 8 am to 6 pm, and Friday, 8 am to 5 pm. A second UCard Office is located on the A Level just north of the south entrance to the School of Medicine, Room AC 143C. It is open Monday through Friday, 7 am to 7 pm.

More information can be found online at:

<http://www.ucard.utah.edu/index.html>

Activate Your Campus Information System Access

CIS (Campus Information System) is your official link to all University functions, including registration and payroll. When you are accepted into a program, you are issued an eight-digit University Id number (Unid), which will be printed on your University ID card (UCard). Your uNID is your login to CIS. Your first CIS action is to set a password. Your default password is your date of birth (mm/dd/yy). Instructions for changing your password and selecting required password elements are on your Student Tab under "Update Student Profile" then "Change your Password."

It is also in CIS that you will manage your University e-mail account. On your Student Tab under "My UMail" you can arrange for messages sent to your official University e-mail address to be forwarded to another e-mail account. In other words, you can set an "alias" e-mail account.

For help with your CIS account, call the Campus Help Desk: 801-581-4000.

Registering for Classes

You will register for classes via CIS (Campus Information System). On your Student Tab, you will find a section titled "Registration," where you can add or drop classes. Be sure to consult the **Academic Calendar** (<http://registrar.utah.edu/academic-calendars/index.php>) to find the deadlines for registration without late fees and deadlines for dropping classes without fees. After specific dates early in each semester, changing your registration incurs hefty fees and certain changes may only be possible through a Petition to the Registrar. The **Academic Calendar** also lists tuition deadlines.

Continuous Registration

All graduate students must maintain minimum registration of at least three credit hours of graduate level course work from the time of formal admission through completion of all requirements for the degree they are seeking unless granted an official leave of absence (see Leaves of Absence section, below). Students not on campus and not using University facilities are not expected to register for summer term. Students must, however, maintain minimum registration status of three credit hours during summer term if they are taking examinations or defending theses/dissertations. **If students do not comply with this continuous registration policy or do not obtain an official leave of absence, their supervisory committee is terminated and their records are discontinued.** To reactivate a file at a later time, the student is required to reapply for admission to the University through Graduate Admissions upon approval of the home department.

Be sure to read the **Graduate Catalog** (<https://gradschool.utah.edu/catalog/index.php>) and become familiar with all requirements for graduate students. It is the responsibility of each graduate student to know and comply with all Graduate School and University regulations.

Program Curriculum

Curriculum requirements vary by program and degree. These requirements are listed in the individual program handbooks. If in doubt about course requirements, you should ask the Program Director of the program you are enrolled in.

Tuition Payment

Deadline to Pay Tuition

Each semester there is a deadline by which you must pay your tuition bill. You can find the deadline, as well as other tuition and loan information at: <http://fbs.admin.utah.edu/income/>

Failure to pay tuition by the deadline will result in your being withdrawn from all your classes. The Income and Accounting & Student Loan Services web page (listed above) provides information of tuition payment options and deferral of tuition plans.

Deadline to Add Classes

Each semester there is a last day to add classes. You can find this information on the Office of the Registrar website: <http://registrar.utah.edu/>, or on the academic calendar for the semester in question (<http://registrar.utah.edu/academic-calendars/index.php>). Because the Department is not reimbursed for students who add classes after the add deadline has passed, the Department is very strict about enforcing this deadline.

Deadline to Drop Classes

Each semester there is a last day to drop classes. You can find this information on the Office of the Registrar website: <http://registrar.utah.edu/>. There is also a last day to withdraw from classes (these deadlines are found on the academic calendar for the semester in question (<http://registrar.utah.edu/academic-calendars/index.php>)). The difference between the two deadlines is that the deadline to drop allows you to not pay tuition for the course. The deadline to withdraw allows you to not receive a grade in the course on your transcript, but you do pay tuition for the class.

Utah Residency

The University of Utah charges different tuition rates for residents and non-residents. For a full explanation of residency status and deadlines for applying to change your residency status, go to <http://admissions.utah.edu/residency/>.

Your initial residency classification is made in the admissions process. Once you have been admitted, your official letter of acceptance will tell you what your residency classification is. If you are coded Non-resident but feel you should qualify for resident status, you will need to submit an application for reclassification and provide the appropriate supporting documentation when submitting your application.

If you are initially classified as a non-resident, **after you have completed 40 hours of graduate course work at a regionally accredited Utah institution of higher learning, you are eligible to apply for state residency. It is imperative that you apply for state residency.** Failure to do so will result in much higher tuition costs, and these costs cannot be adjusted after the fact. For details about applying for residency

go to <http://admissions.utah.edu/residency/>. If you have further questions, ask the Department's administrative assistant.

Department Keys

There is no official Department policy with regard to University keys. However, if you are issued a key by the department for an office or work space, you will be charged \$75 to replace the key if it is lost. At the point when you no longer need to use the space opened by the key, the key must be returned to the department. Failure to return keys results in a hold on your academic records.

Tuition Benefits

For the official Graduate School Tuition Benefits Program Guidelines, go to <https://gradschool.utah.edu/tbp/guidelines.php>.

Students who are funded (paid) by a unit of the University of Utah **may** be eligible to participate in the Graduate School Tuition Benefits Program (TBP). This program does not waive tuition. Students who qualify have all or some portion of their standard tuition and fees (up to a maximum of 12 credit hours) paid by the Graduate School. The TBP does not cover differential tuition fees that are charged by some programs.

The areas in which a student must qualify for the TBP are: (1) funding, (2) FTE (full-time equivalency) (3) registration, and (4) eligible semesters. If a student qualifies in all areas at the beginning of a semester but loses eligibility in any area during the semester, the student will be responsible for paying full tuition.

FUNDING: Regardless of the unit that provides funding, students can only be listed in the TBP by the department that has accepted them into a graduate program. In other words, if you are an Educational Psychology student but paid by Psychiatry, you must be listed for the TBP by Educational Psychology. Educational Psychology students who are paid by other units must **notify the Educational Psychology Administrative Assistant** if they wish to participate in the TBP.

Minimum funding amounts increase year to year. Check the minimum funding levels for each semester at <https://gradschool.utah.edu/tbp/enrollment.php> to see if you are earning enough to qualify for TBP. Note that the TBP can cover tuition at three levels: 100%, 75%, or 50%. At 100% TBP, 100% of standard tuition and fees is covered up to a maximum of 12 credit hours. At 75% TBP, 75% of standard tuition and fees is covered up to a maximum of 12 credit hours. At 50% TBP, 50% of standard tuition and fees is covered up to a maximum of 12 credit hours.

FTE (full-time equivalency) must be coordinated by the payroll reporters. If a student's combined FTEs exceed 0.74 at any time in the semester, the student will be dropped from the TBP and be required to pay full tuition. However, they may be eligible for faculty/staff tuition reduction benefits. Students should report all University employment to the Educational Psychology Administrative Assistant to insure that FTEs are coordinated.

REGISTRATION: Students participating in TBP at any level (100%, 75%, and 50%) must be registered for a minimum of 9 credit hours. If registration drops below 9 credit hours at any time in the semester, the student will be dropped from the TBP and be required to pay full tuition.

ELIGIBLE SEMESTERS: The TBP is available to each student for a limited number of semesters. Students in the TBP must keep track of the number of semesters for which they are eligible. Since this can vary from student to student, check you eligible semesters by emailing the Educational Psychology Administrative Assistant.

RESIDENT TUITION RATES: Non-resident domestic students in the TBP pay tuition for registration beyond the maximum 12 credit hours at the resident tuition rates. After a non-resident domestic student has complete 40 semester hours of graduate level course work at a regionally accredited Utah institution of higher education, that student is required by the Graduate School to **apply for state residency**. If a student exceeds the 40 semester hour limit, the Graduate School may cover only resident tuition levels. The student would be required to cover the additional non-resident tuition costs. For details about applying for residency go to <http://admissions.utah.edu/residency/>.

Minimum Registration to Remain in the Graduate School

All graduate students must maintain minimum registration of at least three credit hours of graduate level course work from the time of formal admission through completion of all requirements for the degree they are seeking unless granted an official leave of absence (see Leaves of Absence section, below). Students not on campus and not using University facilities are not expected to register for summer term. Students must, however, maintain minimum registration status of three credit hours during summer term if they are taking examinations or defending theses/dissertations. If students do not comply with this continuous registration policy or do not obtain an official leave of absence, their supervisory committee is terminated and their records are discontinued. To reactivate a file at a later time, the student is required to reapply for admission to the University through Graduate Admissions upon approval of the home department.

While the last paragraph states the Graduate School minimum registration requirements, your program may have additional (more stringent) minimum registration requirements. Please consult your program handbook for any additional minimum registration requirements that pertain to your particular graduate program.

Leaves of Absence

Students who wish to discontinue their studies for one or more semesters (other than summer term) must complete a Request for Leave of Absence Form (available at <http://registrar.utah.edu/pdf/graduate-leave-absence.pdf>). The form must be approved and signed by the supervisory committee chair and department chair and then forwarded to the dean of The Graduate School for approval.

Requests for leaves of absence may be granted for up to one year for circumstances related to:

- a serious health condition of the student or family member,
- parental leave to care for a newborn or newly adopted child,
- a call to serve in military service, or
- other compelling reasons that the student's department believes is in the best interests of both the student and the University.

The form requesting a leave of absence for a current semester must be completed and received in The Graduate School by the last day of classes of that semester. Leaves of absence are not granted retroactively. Students must officially withdraw from classes in any semester for which a leave is granted; failure to formally withdraw results in the reporting of E or EU grades for all classes.

The period during which a leave of absence is granted does not count toward the period allowed to complete the degree. Leaves are granted for a maximum of one year at a time, and may be renewed by submitting a new form to The Graduate School. The leave of absence is void if a student registers for classes in a semester for which a leave was granted.

Student Rights and Responsibilities

As student at the University of Utah, you are part of a learning community. This community grants you certain rights, but also requires certain responsibilities of you. Below is an explanation of some of the rights and responsibilities of University of Utah students. This is not an exhaustive list, but it is meant to cover the most important points.

Sexual Harassment

Sexual harassment is defined by the University of Utah as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature (see University of Utah Policy 5-107, <http://www.regulations.utah.edu/humanResources/5-107.html>). It is the policy of the University of Utah to maintain an academic and work environment free of sexual harassment for students, employees, and participants. Any student, employee, or participant in university services or activities who believes that there is or has been sexual harassment should contact any of the following:

- a. The cognizant academic chair of the department or the dean of the college within which the conduct occurred
- b. The immediate supervisor or director of the operational unit within which the conduct occurred
- c. The Human Resources Division
- d. Directors or deans of Student Affairs and Service; or
- e. The Office of Equal Opportunity and Affirmative Action

The confidentiality of all parties involved in a sexual harassment complaint or concern shall be respected insofar as it does not interfere with the university's legal obligation to investigate allegations of misconduct and to take corrective action or as otherwise provided by law.

Further information is available in University of Utah Policy 5-107: Sexual Harassment and Consensual Relationships (<http://www.regulations.utah.edu/humanResources/5-107.html>). Steps involved in filing a complaint, as well procedures followed by the University of Utah Office of Equal Opportunity and Affirmative Action, are specified University of Utah Policy 5-210: Discrimination and Sexual Harassment Complaint Policy (<http://www.regulations.utah.edu/humanResources/5-210.html>).

ADA Policy and Reasonable Accommodation and Access

The University of Utah complies with the Americans with Disabilities Act (ADA), and provides qualified individuals with disabilities access to University programs, services and activities. Reasonable prior notice is needed to evaluate requests for accommodation and to implement them when appropriate.

Student requests for accommodation must be referred to, and will be evaluated by, the Center for Disability Services (CDS). All student accommodation requests, including those made by student applicants seeking accommodation in any academic program application process, will be evaluated in accordance with the criteria established and defined by the ADA. Accommodations provided to students in accordance with the ADA will apply to all University programs, services and activities.

Denial of access and/or discrimination or harassment, based upon an individual's disability status, or denial of academic accommodation, may be grieved through the University's discrimination and harassment complaint process (University of Utah Policy 5-210: Discrimination and Sexual Harassment Complaint Policy: <http://www.regulations.utah.edu/humanResources/5-210.html>). Denial of an employment accommodation request may be grieved in writing to the Vice President for Human Resources, within five (5) business days of notice of denial.

The University of Utah's ADA Policy, Reasonable Accommodation and Access (Policy 5-117) may be found at <http://www.regulations.utah.edu/humanResources/5-117.html>.

Violence in the Workplace and Academic Environment

The University of Utah strives to maintain a work and learning environment that is free of violent behavior, including, but not limited to, verbal and/or physical aggression, attacks, threats, harassment, intimidation, or other disruptive behavior in any form, which causes or could cause a reasonable person to fear physical harm or damage to property. Violence in the workplace or academic environment is defined as (University of Utah Policy 1-004: <http://www.regulations.utah.edu/general/1-004.html>):

Any behavior, action or statement made by an individual or group directed toward another individual, or group, that is threatening or intimidating and causes any reasonable individual who is the recipient of the behavior, action or statement to fear for his or her safety and/or property. Such violence may be in the form of, but not limited to:

1. causing or attempting to cause bodily injury or intimidation to another person; or
2. intentionally destroying or damaging any property, public or private; or
3. approaching or threatening another with a weapon; or
4. making any oral, written, or physical gesture as a threat to harm any person or property.

Violence in the University environment will not be tolerated in any form in any of the activities or offices of the University of Utah. Subject to the applicable disciplinary process, any person who engages in violent acts or threatens violent acts on University property, or while conducting University business off campus may be removed from the premises as quickly as safety permits, and may be required to remain off University property pending the outcome of an investigation. The University will initiate an appropriate response, which may include, but is not limited to, suspension and/or termination of any business relationship, reassignment of job duties, suspension or termination of employment, and/or

dismissal of the person or persons involved. Complaints of violence, assaults, threats and intimidation will be treated seriously and will be promptly investigated with reasonable steps taken to protect the safety and privacy of all persons involved.

The University of Utah's policy on violence in the workplace and academic environment is detailed in University of Utah Policy 1-004: <http://www.regulations.utah.edu/general/1-004.html>.

Code of Student Rights and Responsibilities

Students at the University of Utah are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility. Integrity, autonomy, justice, respect and responsibility represent the basis for the rights and responsibilities that follow. Participation in the University of Utah community obligates each member to follow a code of civilized behavior.

The purposes of the Code of Student Rights and Responsibilities (University of Utah Policy 6-400: <http://www.regulations.utah.edu/academics/6-400.html>) are to set forth the specific authority and responsibility of the University to maintain social discipline, to establish guidelines that facilitate a just and civil campus community, and to outline the educational process for determining student and student organization responsibility for alleged violations of University regulations. University policies have been designed to protect individuals and the campus community and create an environment conducive to achieving the academic mission of the institution. The University encourages informal resolution of problems, and students are urged to discuss their concerns with the involved faculty member, department chair, dean of the college or dean of students. Informal resolution of problems by mutual consent of all parties is highly desired and is appropriate at any time.

In cases where a more formal resolution of problems is needed, distinct administrative procedures and time lines have been established for proceedings under the Standards of Behavior (Section III), the Standards of Academic Performance (Section IV), the Standards of Academic Conduct (Section V) and the Standards of Professional Conduct (Section VI). Certain conduct by students may fall within more than one section of the Student Code. When this is the case, an appropriate University administrator shall determine which section of the code is the appropriate section under which to proceed. In special circumstances, the appropriate University administrator may extend time lines in the interest of fairness to parties or to avoid injury to one of the parties or to a member of the University community.

The University, the Committees and all participants shall take reasonable steps to protect the rights and, to the extent appropriate, the confidentiality of all parties involved in any proceedings under the Student Code.

At the sole discretion of the University, proceedings under the Student Code may be postponed when acts or conduct involving possible violations of the Standards of Behavior, the Standards of Academic Conduct or the Standards of Professional Conduct are also the subject of ongoing criminal or civil

enforcement proceedings brought by federal, state, or local authorities and when postponing the proceedings will serve the best interests of the University or will better facilitate the administration of justice by such authorities. The vice president for student affairs, or designee, shall make the decision regarding proceedings under the Standards of Behavior. The senior vice president for academic affairs or the senior vice president for health sciences, or their designees, shall make the decision regarding proceedings under the Standards of Academic Conduct and the Standards of Professional Conduct.

The dean of students, or the senior vice president for academic affairs, or the senior vice president for health sciences, or their designees, may place a hold on the student's records and/or registration pending the resolution of proceedings under the Student Code.

Student Bill of Rights

The Student Bill of Rights is specified in University of Utah Policy 6-400, Section II (<http://www.regulations.utah.edu/academics/6-400.html>). It states:

Students have certain rights as members of the University community in addition to those constitutional and statutory rights and privileges inherent from the State of Utah and the United States of America. Nothing in this document shall be construed so as to limit or abridge students' constitutional rights. Students have the responsibility not to deny these rights to other members of the University community. Students have the additional legal rights and privileges described below and they will not be subject to discipline for the exercise of such rights and privileges.

Learning Environment. Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning. University teaching should reflect consideration for the dignity of students and their rights as persons. Students are entitled to academic freedom and autonomy in their intellectual pursuits and development. Students have a right to be treated with courtesy and respect.

Rights in the Classroom. Students have a right to reasonable notice of the general content of the course, what will be required of them, and the criteria upon which their performance will be evaluated. Students have a right to have their performance evaluated promptly, conscientiously, without prejudice or favoritism, and consistently with the criteria stated at the beginning of the course.

Role in Governance of the University. Students have a right to participate in the formulation and application of University policy affecting academic and student affairs through clearly defined means, including membership on appropriate committees and administrative bodies. Students have a right to perform student evaluations of faculty members, to examine and publish the numerical results of those evaluations, and to have those evaluations considered in the retention, promotion, tenure and post-tenure reviews of faculty members.

Due Process. Students have a right to due process in any proceeding involving the possibility of substantial sanctions. This includes a right to be heard, a right to decision and review by impartial persons or bodies, and a right to adequate notice.

Freedom from Discrimination and Sexual Harassment. Students have a right to be free from illegal discrimination and sexual harassment. University policy prohibits discrimination, harassment or prejudicial treatment of a student because of his/her race, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, or status as an individual with a disability, or as a protected veteran.

Freedom of Expression. Students have a right to examine and communicate ideas by any lawful means. Students will not be subject to academic or behavioral sanctions because of their constitutionally protected exercise of freedom of association, assembly, expression and the press.

Privacy and Confidentiality. Students have a right to privacy and confidentiality subject to reasonable University rules and regulations. Matters shared in confidence (including, but not limited to, information about a student's views, beliefs and political associations) must not be revealed by faculty members or University administrators except to persons entitled to such information by law or University policies. Students have a right to be free from unreasonable search and seizures.

Student Records. Students have a right to protection against unauthorized disclosures of confidential information contained in their educational records. Students have a right to examine and challenge information contained in their educational records. For detailed information regarding confidentiality of educational records, and student access to records, students should refer to Part VII, Student Records.

Student Government and Student Organizations. Students have a right to participate in elections for the Associated Students of the University of Utah. Students have a right to form student organizations for any lawful purpose.

Violations of Student Behavior Code

In order to promote personal development, to protect the University community, and to maintain order and stability on campus, students who engage in any of the following acts of behavioral misconduct may be subject to behavioral sanctions:

- 1 Acts of dishonesty, including but not limited to the following:
 - a. Furnishing false or misleading information to any University official.
 - b. Forgery, alteration or misuse of any University document, record, fund or identification.
- 2 Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings or other University activities.

- 3 Physical or verbal assault, sexual harassment, hazing, threats, intimidation, coercion or any other behavior which threatens or endangers the health or safety of any member of the University community or any other person while on University premises, at University activities, or on premises over which the University has supervisory responsibility pursuant to state statute or local ordinance.
- 4 Attempted or actual theft, damage or misuse of University property or resources.
- 5 Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. ("Work product" means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)
- 6 Unauthorized or improper use of any University property, equipment, facilities, or resources, including unauthorized entry into any University room, building or premises.
- 7 Possession or use on University premises or at University activities of any firearm or other dangerous weapon, incendiary device, explosive or chemical, unless such possession or use has been authorized by the University.
- 8 Use, possession or distribution of any narcotic or other controlled substance on University premises, at University activities, or on premises over which the University has supervisory responsibility pursuant to state statute or local ordinance, except as permitted by law and University regulations.
- 9 Use, possession or distribution of alcoholic beverages of any type on University premises except as permitted by law and University regulations.
- 10 Violation of published University policies, rules or regulations.
- 11 Violation of federal, state or local civil or criminal laws on University premises, while participating in University activities, or on premises over which the University has supervisory responsibility pursuant to state statute or local ordinance.

The policies concerning violations of the Student Behavior Standards, as well as the procedures followed and due process (including appeals) are specified in University of Utah Policy 6-400, Section III (<http://www.regulations.utah.edu/academics/6-400.html>).

Student Academic Performance Appeals

In order to ensure that the highest standards of academic performance are promoted and supported at the University, students must:

- 1 Meet the academic requirements of a course; and
- 2 Meet the academic requirements of the relevant discipline or program.

Faculty members are qualified as professionals to observe and judge all aspects of a student's academic performance, including demonstrated knowledge, technical and interpersonal skills, attitudes and

professional character, and ability to master the required curriculum. An academic action, as defined in University of Utah Policy 6-400, Section I.B. (<http://www.regulations.utah.edu/academics/6-400.html>), may be overturned on appeal only if the academic action was arbitrary or capricious. "Academic action" means the recording of a final grade (including credit/no credit and pass/fail) in a course, on a comprehensive or qualifying examination, on a culminating project, or on a dissertation or thesis. It also includes a decision by the appropriate department or college committee to place a student on academic probation, or to suspend or dismiss a student from an academic program because the student failed to meet the relevant academic standards of the discipline or program. The term "academic action" does not include the decision by a department or program to refuse admission of a student into an academic program. Academic action also does not include academic sanctions imposed for academic misconduct or for professional misconduct.

The policies concerning violations of the Student Academic Performance Standards, as well as the procedures followed and due process (including appeals) are specified in University of Utah Policy 6-400, Section IV (<http://www.regulations.utah.edu/academics/6-400.html>).

Violations of Student Academic Conduct Code (Cheating and Plagiarizing)

In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty. "Academic misconduct" includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct. (see University of Utah Policy 6-400, Section 1. B. (<http://www.regulations.utah.edu/academics/6-400.html>)).

- 1 "Cheating" involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.
- 2 Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.
- 3 "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing

- as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
- 4 "Fabrication" or "falsification" includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

A student who engages in academic misconduct as defined in University of Utah Policy 6-400, Section I.B. (<http://www.regulations.utah.edu/academics/6-400.html>) may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

The policies concerning violations of the Student Academic Misconduct Standards, as well as the procedures followed and due process (including appeals) are specified in University of Utah Policy 6-400, Section V (<http://www.regulations.utah.edu/academics/6-400.html>).

Violations of Student Professional and Ethical Conduct Code

In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at the University, students must adhere to the prescribed professional and ethical standards of the profession or discipline for which the student is preparing, as adopted or recognized as authoritative by the relevant academic program.

"Professional misconduct" means the violation of professional or ethical standards for the profession or discipline for which a student is preparing as adopted or recognized as authoritative by the relevant academic program. The term also includes specific misconduct that demonstrates the student's unfitness for such profession or discipline. (see University of Utah Policy 6-400, Section 1. B. (<http://www.regulations.utah.edu/academics/6-400.html>)).

A student who engages in professional misconduct (see Section I.B.) may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, revocation of a student's degree or certificate, or comparable professional credentialing sanctions. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

The policies concerning violations of the Student Professional and Ethical Conduct, as well as the procedures followed and due process (including appeals) are specified in University of Utah Policy 6-400, Section VI (<http://www.regulations.utah.edu/academics/6-400.html>).

Ethics Codes by Program

Counseling Psychology (M.S., Ph.D.)

Students in the Counseling Psychology program (M.S., Ph.D.) are bound by the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (<http://www.apa.org/ethics/code/index.aspx>).

Professional Counseling (M.Ed.)

Students in the Professional Counseling program (M.Ed.) are bound by the Code of Ethics of the American Counseling Association (<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>).

School Counseling (M.Ed.)

Students in the School Counseling program are bound by the Ethical Standards for School Counselors of the American School Counselor Association (<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>).

School Psychology (Ph.D.)

Students in the School Psychology program (Ph.D.) are bound by the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (<http://www.apa.org/ethics/code/index.aspx>). These students are also bound by the Principles for Professional Ethics of the National Association of School Psychologists (http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf).

School Psychology (M.Ed., M.S.)

Students in the School Psychology program (Ph.D.) are bound by the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (<http://www.apa.org/ethics/code/index.aspx>). These students are also bound by the Principles

for Professional Ethics of the National Association of School Psychologists
http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf.

Learning and Cognition (M.S., Ph.D.)

Students in the Learning and Cognition program (M.S., Ph.D.) are bound by the Ethical Guidelines for Research with Human Participants (Sales, B.D., & Folkman, S. (2000). *Ethics in Research with Human Participants*. Washington, DC: American Psychological Association).

Instructional Design and Educational Technology (M.Ed.)

Students in the Learning and Cognition program (M.S., Ph.D.) are bound by the Ethical Guidelines for Research with Human Participants (Sales, B.D., & Folkman, S. (2000). *Ethics in Research with Human Participants*. Washington, DC: American Psychological Association).

Statistics and Research Methods (M.Stat.)

Students in the Learning and Cognition program (M.S., Ph.D.) are bound by the Ethical Guidelines for Research with Human Participants (Sales, B.D., & Folkman, S. (2000). *Ethics in Research with Human Participants*. Washington, DC: American Psychological Association).

Reading and Literacy (Ph.D.)

There are no specific ethical guidelines for this program.

Reading and Literacy (M.Ed.)

There are no specific ethical guidelines for this program.

Privacy of Student Records

The privacy and confidentiality of all student records shall be preserved as outlined in relevant federal and local laws (i.e. The Family Educational Rights and Privacy Act (20 U.S.C.A. § 1232g)) and the Government Records Access Management Act (Utah Code Title 63G - Chapter 2). University interpretation of the Family Educational Rights and Privacy Act as it pertains to University of Utah students is available from the office of the vice president for student affairs.

Official student records shall be maintained only by members of the University staff employed for that purpose. Separate record files may be maintained under the following categories: (i) academic, academic counseling, financial aid, and placement; (ii) disciplinary; (iii) medical, psychiatric, and health counseling. When justified by legitimate law enforcement needs, the campus security agency may maintain confidential records relating primarily to its investigative function.

The University must conform to the requirements of the statutes referred to in Subsection A “General” and Subsection B “Access to and Challenge of Accuracy of Records” forbidding the release of personally identifiable student education records or files, or personal information contained therein, without the written consent of the student. Subject to applicable legal requirements, it is the policy of the University that:

- 1 Members of the administration and the instructional staff will have access to student records for legitimate purposes such as student advising, administrative planning and statistical reporting.
- 2 Directory information, such as the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities or sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, current semester class schedule, and other similar information may be disclosed to an inquirer unless the student specifically withholds permission to do so.
- 3 Authorized representatives of federal and state governments may have access to student records to the extent necessary for audit and evaluation of federally supported education programs or of compliance with federal legal requirements relating to such programs, and subject to the limitation that personally identifiable data shall not be disclosed except to the extent specifically authorized by federal law.
- 4 The right of access to a student's records without the consent of the student is not extended to the parents of the student unless the student has been established as a “dependent” as defined in Section 152 of the Internal Revenue Code of 1954.
- 5 Records created or maintained by a physician, psychologist, or other recognized professional or para-professional acting in that capacity, which are created, maintained, and used only in connection with treatment of a student are not available for review except by an appropriate professional of the student's choice, or in compliance with an order from a court of competent jurisdiction.

Further information concerning student records, and the privacy of those records, can be found in University of Utah Policy 6-400, Section VII (<http://www.regulations.utah.edu/academics/6-400.html>).

Forms and Deadlines

General Requirements as Stated by The Graduate School

Students are reminded that they are responsible for understanding and complying with the requirements for academic and professional degrees. Students wishing to pursue more than one graduate degree must have a separate program of study for each. Courses may not be counted for credit for more than one degree. The information in this section is provided by the Graduate School of the University of Utah, and may be found at <https://gradschool.utah.edu/catalog/degree.php>.

Supervisory Committees

The supervisory committee is responsible for approving the student's academic program, preparing and judging the qualifying examinations subject to departmental policy, approving the thesis or dissertation subject, reading and approving the thesis or dissertation, and administering and judging the final oral examination (thesis or dissertation defense). The chair of the supervisory committee directs the student's research and writing of the thesis or dissertation. The final oral examination may be chaired by any member of the supervisory committee consistent with departmental policy. If a graduate student's preliminary work is deficient, the supervisory committee may require supplementary undergraduate courses for which no graduate credit is granted. Decisions concerning program requirements, examinations, and the thesis or dissertation are made by majority vote of the supervisory committee.

All University of Utah faculty members including regular (tenured or tenure track) research, clinical, emeritus, visiting, auxiliary, and adjunct are eligible to serve as supervisory committee members. The faculty member must hold an academic or professional doctorate, the terminal degree in the relevant field, and/or must have demonstrated competence to do research and scholarly or artistic work in the student's general field. Persons not from the University of Utah may also serve as committee members upon approval of the dean of The Graduate School (a vita for the proposed committee members should accompany the request). Committee chairs must be selected from regular faculty (tenured or tenure track). Immediate family members are not eligible to serve on a student's supervisory committee.

The supervisory committee is usually formed in the first year of graduate work. It is the responsibility of the student to approach prospective committee members with a view to their willingness and availability to serve in such a capacity. Faculty have the right, however, for justifiable academic reasons, to refuse to serve on a student's supervisory committee.

The department chair or director of graduate studies, depending on departmental policy, appoints the chair and committee members. The process of forming a supervisory committee is completed by filing a Request for Supervisory Committee form with the major department.

Master's supervisory committees consist of three faculty members, the majority of whom must be regular (tenured or tenure track) faculty in the student's major department.

Doctoral supervisory committees consist of five faculty members, the majority of whom must be regular (tenured or tenure track) faculty in the student's major department. One member of the supervisory committee must be from another department.

Exceptions to these guidelines must be recommended and justified by the director of graduate studies of the department or the department chair, depending on departmental policies, and approved by the dean of The Graduate School.

Master's Degrees

The Master's Supervisory Committee

Unless otherwise approved by the dean of The Graduate School, a supervisory committee consisting of three faculty members, the majority of whom must be regular (tenured or tenure track) faculty in the student's major department, is appointed no later than the second semester of graduate work. If a graduate student's preliminary work is deficient, the supervisory committee may require supplementary undergraduate courses for which no graduate credit is granted.

Program of Study

The Graduate School requires candidates for master's degrees to devote a minimum of 30 credit hours to their graduate courses (i.e., courses numbered 5000 and above) and thesis. Some departments require more than 30 hours. A minimum of 20 hours must be in course work, with the balance in thesis hours or alternative to the thesis (when allowed by the department). A minimum of six credits of thesis research is required by The Graduate School. Nine to 12 credit hours are elected. All course work counted toward the degree must be approved by the student's supervisory committee. See department for departmental requirements. Faculty Consultation, course number 6980, does not count toward thesis hours or fulfillment of degree requirements on the program of study.

The candidate is required to maintain a 3.0 or higher GPA in course work listed on the Program of Study for the master's degree. A grade below C- is not accepted toward a graduate degree. Some departments further restrict C grades.

Each master's program requires a distinct, complete set of course work. Course work used to meet the requirements of one master's program may not be used to meet the requirements of

another. Courses taken through alternative delivery methods, e.g., via EDNET or the Internet, are approved on a programmatic basis through the Graduate Council.

Residency Enrollment Requirement

At least 24 credit hours must be in resident study at the University of Utah. The Graduate Council may approve departmental or programmatic exceptions to the minimum residency requirements and proposals for new programs or academic offerings using distance learning technologies and/or off-campus sites, as provided by Graduate School policy.

Approval of Program of Study

One semester prior to graduation, a complete program of study should be entered into the Graduate Records Tracking System by the department graduate coordinator and then approved by the student's supervisory committee and the director of graduate studies. Once the student is admitted to candidacy for the master's degree, this program of study is reviewed by The Graduate School.

Examination: Thesis Option

Final Thesis Defense: The required final examination for the M.S. or M.A. thesis option is an oral defense of the thesis. The defense date is set by the supervisory committee and is open to the public. At least three weeks before this final oral examination, the student should submit an acceptable thesis draft to the committee chair; committee members should receive copies at least two weeks before the examination date. After the oral presentation, a question and answer period must be allowed. At the conclusion of the public participation, the committee may excuse the public and conduct further questioning on the thesis and related topics. The outcome of the thesis defense is reported on the Report of the Final Oral Exam and Thesis for the Master's Degree form.

Comprehensive Examination: In addition to the required thesis defense, departments may or may not require a comprehensive examination of M.S. and M.A. candidates in the thesis option. Each department establishes its own policy on the structure of the examination (i.e., written, oral, or both; conducted by supervisory committee or uniform departmental exam). The exam may be taken early in the program as a comprehensive qualifying exam, or late in the program as a final comprehensive exam separate from the thesis defense.

Examination: Non-Thesis Option

Alternatives to the thesis are permitted by some departments. These alternatives may consist of course work only or involve an independent project. In either case, a final exam that covers breadth and integration of material in the field is required. The examination may be written, oral, or both, and is conducted by the supervisory committee or the department. For project-oriented master's degrees, a public oral defense of the project may serve as the final examination. At its discretion, the supervisory committee may elect to excuse the public from the defense in order to pursue additional questions related to the student's project and field of study. The supervisory committee of the student completing a nonthesis master's degree must sign and submit the Report of the Final Project for the Master's Degree or the Report of the Final Examination or Certification of Completion for the nonthesis Master's Degree form to the Graduate Records Office. This form is due by the last day of the semester in which the student expects to graduate.

Exceptions to these rules must be approved by The Graduate School. All departmental examination policies for the M.A. and M.S. degrees must be on file with The Graduate School.

Registration

Thesis candidates must register for a minimum of six credit hours of Thesis Research (course number 6970) and at least three credit hours per semester from the time of formal admission to a graduate program until all requirements for the degree, including the final oral examination (thesis defense), are completed.

Nonthesis candidates must be registered for at least three credit hours per semester from the time of formal admission to a graduate degree program until all requirements for the degree, including the defense of the final project, paper, or final examination, are completed. Thesis and nonthesis candidates must meet this registration requirement unless they have an official leave of absence. See Minimum Continuous Registration and Leaves of Absence elsewhere in this section of the catalog.

Language Requirements

Candidates for the M.A. degree must be certified by the Department of Languages and Literature as having demonstrated "standard proficiency" in at least one foreign language. However, departments may establish additional language requirements for the M.A. degree. There is no University-wide foreign-language requirement for the M.S. degree, but departments may establish their own language requirement. The major department determines the foreign

language in which each candidate is required to demonstrate competence. The Language Verification Form for certification is available in the Department of Languages and Literature.

Thesis Regulations

The thesis must represent from 6 to 10 credit hours of the work completed for the degree. The master's thesis is expected to be available to other scholars and to the general public. It is the responsibility of all master's candidates to arrange for the publication of their theses. The University accepts two alternatives for complying with the publication requirements:

- 1 The entire thesis is submitted to UMI Dissertation Publishing, ProQuest Information and Learning.
- 2 The abstract only is published if the entire thesis has been previously published and distributed, exclusive of vanity publishing. The thesis candidate may elect to submit the entire previously published work for publication with UMI Dissertation Publishing, ProQuest Information and Learning.

Regardless of the option used for meeting the publication requirement, an abstract of each thesis is published in UMI Dissertation Publishing, ProQuest Information and Learning, Dissertation Abstracts International.

The format for the thesis or dissertation is in *A Handbook for Thesis and Dissertations* available on The Graduate School website at <http://www.gradschool.utah.edu/thesis/handbook.pdf>.

Thesis Alternative

Alternatives to the thesis are permitted in some departments. The supervisory committee of the student completing a nonthesis master's degree must sign and submit the Report of the Final Project for the Master's Degree or the Report of the Final Examination or Certification of Completion for the nonthesis Master's Degree form to the Graduate Records Office. This form is due by the last day of the semester in which the student expects to graduate.

Time Limits

All work for the master's degree must be completed within four consecutive calendar years. On recommendation of the student's supervisory committee, the dean of The Graduate School can modify or waive this requirement. If the student exceeds the time limit and is not granted a modification or waiver, the department has the option to discontinue the student.

M.Phil. Degree

The Master of Philosophy degree requires the same qualifications for admission and scholarly achievement as the Ph.D. degree but does not require a doctoral dissertation. There is no separate program for this degree. All regulations covering the Ph.D. degree with respect to supervisory committees, language requirements, major and allied fields, and qualifying examinations also apply to the M.Phil. degree. Like the Ph.D., the M.Phil. is a terminal degree. A student is not considered a candidate for both degrees in the same department.

Exceptions

Individual student exceptions to the general requirements for the master's degree stated above must be approved by the dean of The Graduate School upon recommendation of the student's supervisory committee and the director of graduate studies or department chair.

Appeals

Please refer to Section II of the University of Utah Code of Student Rights and Responsibilities (<http://www.regulations.utah.edu/academics/6-400.html>).

Doctoral Degrees

Ph.D. Degree

The Doctor of Philosophy degree is awarded for high achievement in an advanced specialized field of study. It requires competence in independent research and an understanding of related subjects. The degree is not awarded simply for the fulfillment of residence requirements and the accumulation of credits.

Ph.D. Supervisory Committee

Each supervisory committee consists of five faculty members. The committee chair and the majority of the committee must be regular (tenured or tenure track) faculty in the student's department. One member of the committee must be appointed from outside the student's major department. The outside member is normally from another University of Utah

department. However, the dean of The Graduate School may approve requests to appoint a committee member from another university where appropriate justification and supporting documentation is provided. The supervisory committee is responsible for approving the student's academic program, preparing and judging the qualifying examinations, approving the dissertation subject and final dissertation, and administering and judging the final oral examination (dissertation defense).

Program of Study

Candidates for the Ph.D. degree ordinarily must complete no fewer than three full years (six semesters) of approved graduate work (i.e., courses numbered 5000 and above) and a dissertation. More time may be required. In truly exceptional cases, a shorter period of time in graduate work may be approved by the dean of The Graduate School. If a supervisory committee finds a graduate student's preliminary work deficient, the student may be required to register for and complete supplementary courses that do not carry graduate credit. Ph.D. candidates must file the Program of Study form with their departments. This form, which lists course work and research hours, is due one semester before graduation in order for the graduate coordinator to enter that information online in a timely manner. Courses taken through alternative delivery methods (e.g., via EDNET or the Internet) are approved on a programmatic basis through the Graduate Council.

Residency Enrollment Requirement

At least one year (i.e., two consecutive semesters) of the doctoral program must be spent in full-time academic work at the University of Utah. When a student proceeds directly from a master's degree to a Ph.D. degree with no break in the program of study (except for authorized leaves of absence), the residency requirement may be fulfilled at any time during the course of study. A full load is nine credit hours. Three hours of Thesis Research: Ph.D. (course number 7970) also is considered a full load after the residency requirement is fulfilled. The Graduate Council may approve departmental or programmatic exceptions to the minimum residency requirements and proposals for new programs or academic offerings using distance-learning technologies and/or off-campus sites, as provided by Graduate School policy.

Qualifying Examination

Written and oral qualifying (preliminary) examinations are required of each student. The nature and format of these examinations are established by individual departments subject to approval by the Graduate Council. An examination or parts of an examination may be repeated only once and only at the discretion of the student's supervisory committee.

Qualifying examinations generally are prepared, administered, and evaluated by a student's supervisory committee. However, a department has the option of appointing a departmental examination committee that administers the qualifying examinations and ensures that examinations are properly prepared and evaluated.

Registration

The candidate must complete at least 14 hours of thesis research (course number 7970, Thesis Research: Ph.D.). The candidate also must be regularly enrolled at the University for three or more credit hours during the semester in which the final oral examination (dissertation defense) is taken. For details, see Minimum Continuous Registration elsewhere in this section as well as departmental and program requirements.

Language Requirements

The degree of proficiency in foreign language(s) required of candidates is determined by the policy of the academic departments. Proficiency is verified by the Department of Languages and Literature on the basis of examinations or academic courses completed in the language(s). In some instances, language proficiency may be verified by individual departments if appropriate procedures have been approved in advance by the dean of The Graduate School. In most cases, however, fulfillment of the language requirements must be verified by the Department of Languages and Literature. See requirements of the academic departments and Language Proficiency Requirements elsewhere in this section.

Dissertation

The candidate must submit a dissertation embodying the results of scientific or scholarly research or artistic creativity. The dissertation must provide evidence of originality and the ability to do independent investigation and it must contribute to knowledge or the creative arts. The dissertation must show a mastery of the relevant literature and be presented in an acceptable style. The style and format are determined by departmental policy and registered with the thesis and dissertation editor, who approves individual dissertations in accordance with departmental and Graduate School policy. At least three weeks before the final oral examination (dissertation defense), the student should submit an acceptable draft of the dissertation to the chair of the supervisory committee; committee members should receive copies at least two weeks before the examination date.

The doctoral dissertation is expected to be available to other scholars and to the general public. It is the responsibility of all doctoral candidates to arrange for the publication of their

dissertations. The University accepts two alternatives for complying with the publication requirements:

- 1 The entire dissertation is submitted to UMI Dissertation Publishing, ProQuest Information and Learning, and copies are made available for public sale.
- 2 The abstract only is published if the entire dissertation has been previously published and distributed, exclusive of vanity publishing. The doctoral candidate may elect to microfilm the entire previously published work.

Regardless of the option used for meeting the publication requirement, an abstract of each dissertation is published in UMI Dissertation Publishing, ProQuest Information and Learning, Dissertation Abstracts International.

Detailed policies and procedures concerning publication requirements, use of restricted data, and other matters pertaining to the preparation and acceptance of the dissertation are contained in *A Handbook for Theses and Dissertations*, published by The Graduate School and available on The Graduate School website at <http://www.gradschool.utah.edu/thesis/handbook.pdf>.

Final Examination

The student must pass a final oral examination before graduation. The examination must follow the receipt of the dissertation by the supervisory committee. The committee schedules and announces a public oral examination at which the candidate must defend the dissertation. This final oral examination may be chaired by any member of the supervisory committee consistent with departmental policy.

Time Limit

The time limit for completing the Ph.D. is seven consecutive calendar years from the date of matriculation into the program regardless of whether candidates enter with a bachelor's or master's degree. However, individual departments with the approval of the Graduate Council may modify the seven-year time limit. Any request to exceed the established time limit for an individual candidate must be approved by the departmental director of graduate studies and the dean of The Graduate School. Students whose studies have been interrupted for long periods and who have been granted an extension to complete their degrees may be required to complete additional courses, pass examinations, or otherwise demonstrate that they are current in their field. If the student exceeds the time limit and is not granted a modification or waiver, the department has the option to discontinue the student.

Exceptions

Individual student exceptions to these general requirements for the Ph.D. must be approved by the dean of The Graduate School upon the recommendation of the student's supervisory committee and director of graduate studies or department chair. Each program requires a distinct, complete set of courses. Course work used to meet the requirements of one program may not be used to meet the requirements of another.

Educational Psychology Specific Requirements and Forms

Forms and Deadlines for the M.Ed. Degree

There are certain steps and forms that need to be complete and submitted before you are able to graduate. Below is listed the necessary documents and links that will provide the steps you need to proceed through. If you have any questions, please contact the Academic Support Specialist – JoLynn Yates at 801-481-7248.

FORMS AND DEADLINE FOR GRADUATION

- Submit a "Course Work Proposal" to the Academic Program Specialist. This should be done early in your program.
- Graduate Student Committee – 3 members
 - Formed by beginning of 2nd year of study and turned into Academic Support Specialist
<http://ed-psych.utah.edu/documents/sac/info/comguide.pdf>
 - Chairperson will be regular faculty from the Department of Ed Ps
 - At least one member of the committee must be a regular departmental faculty member that represents the student's program.
 - One member of the committee may hold an auxiliary faculty rank or be on the faculty in another department.
 - Committee will be approved by the Electronic Graduate Record File by Graduate School after committee is established and submitted.
- Program of Study
Turn into your department Academic Support Specialist – due at the beginning of intended semester of graduation. This form must be typed
<http://ed-psych.utah.edu/sac/program-of-study-masters.pdf>
- Comprehensive Exam

Take the comprehensive final examination. You must be registered for three credit hours in this semester. In addition, you must be registered for three hours of credit the semester you graduate. Plan your program accordingly.

Forms and Deadlines for the M.Stat. Degree

There are certain steps and forms that need to be complete and submitted before you are able to graduate. Below is a list of the necessary documents and links that will provide the steps you need to proceed through. If you have any questions, please contact the Academic Support Specialist – JoLynn Yates at 801-581-7148.

FORMS AND DEADLINES FOR GRADUATION

- Graduate Student Committee – 3 members
 - ◆ Formed by beginning of 2nd year of study and turned into Academic Support Specialist
<http://ed-psych.utah.edu/documents/sac/info/comguide.pdf>
 - ◆ Chairperson will be regular faculty from the Department of Ed Ps
 - ◆ At least one member of the committee must be a regular departmental faculty member that represents the student's program.
 - ◆ One member of the committee may hold an auxiliary faculty rank or be on the faculty in another department.
 - ◆ Committee will be approved by the Electronic Graduate Record File by Graduate School after committee is established and submitted.
- Proposal Meeting – presenting proposal to committee members of thesis
- Application for Graduate Degree – turn into Registrar's Office semester graduating
Deadlines – Fall: June 1, Spring: Nov. 1, Summer: February 1
<http://registrar.utah.edu/handbook/graduate/graduategraduation.php>
- Program of Study
Turn into your department Academic Support Specialist – due at the beginning of intended semester of graduation.
<http://ed-psych.utah.edu/sac/program-of-study-masters.pdf>
- Supervisory Committee Approval – Final presentation of thesis to committee members
http://gradschool.utah.edu/thesis/forms/signature_ms.pdf

Forms and Deadlines for the M.S. and M.A. Degrees

M.S. Degree

There are certain steps and forms that need to be complete and submitted before you are able to graduate. Below is a list of the necessary documents and links that will provide the information you need to proceed through. If you have any questions, please contact the Academic Support Specialist – JoLynn Yates at 801-581-7148.

FORMS AND DEADLINES FOR GRADUATION

- Graduate Student Committee – 3 members
 - ◆ Formed by beginning of 2nd year of study and turned into Academic Support Specialist
<http://ed-psych.utah.edu/documents/sac/info/comguide.pdf>
 - ◆ Chairperson will be regular faculty from the Department of Ed Ps
 - ◆ At least one member of the committee must be a regular departmental faculty member that represents the student's program.
 - ◆ One member of the committee may hold an auxiliary faculty rank or be on the faculty in another department.
 - ◆ Committee will be approved by the Electronic Graduate Record File by Graduate School after committee is established and submitted.
- Complete curriculum and projects required by IDET Program.
- Application for Graduate Degree – turn into Registrar's Office semester graduating
Deadlines – Fall: June 1, Spring: Nov. 1, Summer: February 1
<http://registrar.utah.edu/handbook/graduate/graduategraduation.php>
- Program of Study
Turn into your department Academic Support Specialist – due at the beginning of intended semester of graduation.
<http://ed-psych.utah.edu/sac/program-of-study-masters.pdf>
- Proposal Meeting – presenting proposal to committee members of thesis
- Supervisory Committee Approval – Final presentation of thesis to committee members
http://gradschool.utah.edu/thesis/forms/signature_ms.pdf

M.A. Degree

The requirements for the M.A. degree are the same as those for the M.S. degree, except that students must also pass a language competency examination. Candidates for the M.A. degree must be certified by the Department of Languages and Literature as having demonstrated

“standard proficiency” in at least one foreign language. The Language Verification Form for certification is available in the Department of Languages and Literature.

Forms and Deadlines for the M.Phil. Degree

The Master of Philosophy degree requires the same qualifications for admission and scholarly achievement as the Ph.D. degree but does not require a doctoral dissertation. There is no separate program for this degree. All regulations covering the Ph.D. degree with respect to supervisory committees, language requirements, major and allied fields, and qualifying examinations also apply to the M.Phil. degree. Like the Ph.D., the M.Phil. is a terminal degree. A student is not considered a candidate for both degrees in the same department.

Forms and Deadlines for the Ph.D. Degree

There are certain steps and forms that need to be complete and submitted before you are able to graduate. Below is listed the necessary documents and links that will provide the information you need to proceed through. If you have any questions, please contact the Academic Support Specialist – JoLynn Yates at 801-581-7148

- Submit a Course Work Proposal to the Academic Program Specialist. This should be done early in your program.
- Establish student Committee – 5 members
 - Formed by the beginning of 2nd year of study and turned into Academic Support Specialist
 - (http://ed-psych.utah.edu/_documents/sac/info/comguide.pdf)
 - Chairperson will be a regular faculty from the Department of Ed Ps
 - At least one member of the committee must be a regular departmental faculty member the represents the student’s program
 - One member of the committee may hold an auxiliary faculty rank or be on the faculty in another department.
 - Committee will be approved by Electronic Graduate Record File by Graduate School after committee is established and submitted.
- Proposal Meeting – presenting dissertation proposal to committee members . This should be done when students have completed their first and second chapter of their dissertation and before they begin to collect data.
- Final Dissertation Defense – Upon completion of the disserationa, a final defense is scheduled to defend with the five committee members present.
- Application for Graduate Degree – turn into Registrar’s Office semester graduating Deadlines – Fall: June 1, Spring: Nov. 1, Summer: February 1

<http://www.sa.utah.edu/regist/graduation/Grad.htm>

- Program of Study
Turn into your department Academic Support Specialist – due at the beginning of intended semester of graduation.
<http://ed.psych.utah.edu/sac/program-of-study-doctorate.pdf>
- Proposal Meeting – presenting proposal to committee of your dissertation.
- Supervisory Committee Approval – Final presentation of thesis to committee members.
http://gradschool.utah.edu/thesis/forms/signature_ms.pdf

Student Evaluations and Termination Policy

Almost all of the individual Department of Educational Psychology programs conduct annual graduate student evaluations to determine if the student is “in good standing” and “making satisfactory progress toward a degree”. The individual program policies can be found in each program’s student handbook. Please consult your program’s handbook for the particular policies that relate to you. Student are found not to be in good standing or not making satisfactory progress toward their degree may be terminated from the program.

Special Considerations for Programs Leading to Licensure: Practica, Internships, Criminal Background Checks, and Licensure

Some of the Department of Educational Psychology’s programs have special considerations surrounding issues of practica, internships, criminal background checks, and licensure. Students should consult the individual program’s handbook for more details. What follows is some general information by program.

Professional Counseling

Professional Organization: American Counseling Association

Ethics Code: Code of Ethics (ACA, 2005):

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Practicum: The practicum in professional counseling is intended as an introductory clinical experience for the second year of study in the M.Ed. program. Students see their first clients through a clinic experience and are supervised individually or in small groups on a weekly basis. The practicum experience occurs over two semesters, with approximately 5 hours per week of supervised experience beginning in the fall semester.

Internship: The internship in professional counseling is intended as a capstone experience for the final year of the M.Ed. degree program of study. Numerous internship placements are available throughout the metro area, and your internship coordinator will assist you in identifying a suitable match to your interests. Arrangements for the professional counseling internship are made through the internship coordinator in the semester (spring) prior to the beginning of the internship year. The internship experience occurs over two semesters, with approximately 30 hours per week of supervised experience beginning in the fall semester, which translates into 900 hours of supervised work.

Licensure Information: In consultation with your advisor and with careful selection of courses, graduates of the Professional Counseling program can meet the educational requirements for licensure as a Professional Counselor (Licensed Clinical Mental Health Counselor) in the State of Utah. Licensure is regulated by the Professional Counselor Licensing Board under the rules and regulations of the Division of Occupational and Professional Licensing (DOPL) in the State of Utah. Information pertaining to licensure and application materials can be obtained from:

Information pertaining to licensure and application materials can be obtained from:

Department of Commerce

Division of Occupational and Professional Licensing

Heber M. Wells Building

160 East 300 South

Salt Lake City, Utah 84145-0805

(801) 530-6628

http://www.dopl.utah.gov/licensing/professional_counseling.html

Criminal Background Checks: Criminal background checks are not required for Licensed Mental Health Counselors as a matter of course. Occasionally, internship settings or employers may require them, particularly if connected to the criminal justice system.

School Counseling

Professional Organization: American School Counselor Association

Ethics Code: Ethical Standards for School Counselors (ASCA, 2010):

<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

Practicum: The practicum in school counseling occurs during the first year of a student's program of study. Arrangements for the 100-hour practicum experience will be coordinated by

the instructor for this course. Successful completion of EDPS 6200 Counseling Theories and EDPS 6210 Counseling Skills are prerequisites for enrolling in EDPS 6709 Practicum in School Counseling.

Internship: The internship in school counseling occurs during the final year of a student's program of study. Arrangements for the internship experience need to be approved by the internship coordinator a full semester prior to the internship. Prerequisites for enrolling in EDPS 6900 Internship in School Counseling include successful completion of: EDPS 6200, EDPS 6210, EDPS 6360, and EDPS 6709. The following courses are also required but can be taken concurrently with internship: EDPS 6350, EDPS 6360, EDPS 6821, and EDPS 6120.

The internship experience occurs over two semesters and is approximately 20 hours per week of supervised experience beginning fall semester, which translates into 600 hours of supervised work or 400 hours for licensed educators with three years of full-time teaching experience.

Licensure Information: In consultation with your advisor and with careful selection of courses, graduates of the School Counseling track can meet the educational requirements for licensure as a Professional School Counselor in the State of Utah. Licensure is regulated by the Utah State Office of Education. Information pertaining to licensure and application materials can be obtained from:

Utah State Office of Education

Comprehensive Counseling & Guidance Program

250 East 500 South

P.O. Box 144200

Salt Lake City, Utah 84114

http://www.schools.utah.gov/cte/guidance_licensing.html

Criminal Background Checks: Because Utah is a member of the Compact for Interstate Qualification of Educational Personnel, prior to beginning internship in school counseling (and as a pre-requisite to working in the public school setting), students must complete a background check.

Counseling Psychology

Professional Organization: American Psychological Association

Ethics Code: Ethical Principles of Psychologists and Code of Conduct (APA, 2010):

<http://www.apa.org/ethics/code/index.aspx>

Practicum: During the spring of their first year of the program, students participate in a counseling practicum experience in which they provide counseling to volunteer “clients.” The Counseling Psychology Practicum (EDPS 7710) occurs in the second year, when the student spends 16-20 hours per week in an intensive practicum experience at the University Counseling Center, resulting in at least 85 hours of direct service to clients. In consultation with the program’s field practicum coordinator, students arrange various field practicum experiences during their third and fourth years (or sometimes earlier if they matriculated into the doctoral program having completed a Master’s degree that included supervised practicum training). Field practica take place in a variety of professional settings at the university and in the surrounding community, involve various client populations, and afford students opportunities to enhance and diversify their assessment and intervention skills. All students in practica settings are required to be registered in and attend the appropriate class (EDPS 7710, EDPS 7770) at all times that they are seeing clients. For additional information please consult the Counseling Psychology Program Handbook.

Internship: A predoctoral internship in counseling psychology is required, consisting of one calendar year of full-time or two years of half-time (2,000 clock hours) supervised professional work. Internship placements occur in a variety of agency and institutional settings as approved by the Counseling Psychology Committee. The specific standards the committee has adopted for defining acceptable predoctoral internships are defined by the Association of Psychology Postdoctoral and Internship Centers (APPIC) and listed in Appendix A of the Counseling Psychology Program Handbook. All Counseling Psychology students are required to complete internships in training agencies accredited by the Commission on Accreditation of the American Psychological Association. Any exceptions to this policy must be approved in advance of applying by the Counseling Psychology Committee.

Licensure Information: : In consultation with your advisor and with careful selection of courses, graduates of the Counseling Psychology Program can meet the educational requirements for licensure as a Psychologist in the State of Utah. Licensure is regulated by the Psychology Licensing Board under the rules and regulations of the Division of Occupational and Professional Licensing (DOPL) in the State of Utah. Information pertaining to licensure and application materials can be obtained from:

Department of Commerce

Division of Occupational and Professional Licensing

Heber M. Wells Building

160 East 300 South

Salt Lake City, Utah 84145-0805

(801) 530-6628

<http://www.dopl.utah.gov/licensing/psychology.html>

Criminal Background Checks: Criminal background checks are not required for psychologists as a matter of course. Occasionally, internship settings or employers may require them, particularly if connected to the criminal justice system.

School Psychology

Professional Organizations: American Psychological Association; National Association of School Psychologists

Ethics Codes:

Ethical Principles of Psychologists and Code of Conduct (APA, 2010):

<http://www.apa.org/ethics/code/index.aspx>

Principles for Professional Ethics (NASP, 2010)

<http://www.nasponline.org/standards/ethics/index.aspx>

Practicum: In consultation with the program's field practicum coordinator, students are placed in various field practicum experiences during their 1st, 2nd and 3rd years. Clinic based practicum takes place in University of Utah Educational Assessment and Student Support Clinic while field practicum take place in a variety of professional settings in the surrounding school districts, involve various student populations, and afford students opportunities to enhance and diversify their assessment and intervention skills. Enrollment in EDPS 7730/7731 also includes mandatory attendance in the Clinic and Field Practicum Seminar scheduled during fall and spring Semesters. General prerequisites include successful completion of two semesters of EDPS 7710/7711 or equivalent experiences in a prior Master's program.

For additional information please consult the School Psychology Program Handbook (2012-2013).

Internships in School Psychology

Master's Internship: The master's internship in school psychology occurs during the final year of a student's program of study. To be eligible for internship, the student must have completed (1) the core academic school psychology courses; (2) the clinic and field practicum sequence; and (3) receive permission from the program's internship supervisor. The internship is a culminating experience for the student which integrates theory and practice. The internship program is the joint responsibility of the School Psychology Program and the participating school districts and internship field placements. The daily supervision of interns is conducted by approved field supervisors in concert with School Psychology Program Faculty coordination.

Each internship experience needs to be approved by the internship coordinator prior to the internship. Students who are in the Master's program are required to complete a 1,500 clock-hour internship in the schools. This must be supervised by a licensed school psychologist.

Licensure for School Based Practice: Students who have completed all requirements for a Master's degree, including a 1500 hour internship and successful completion of the PRAXIS II exam in school psychology, are eligible to apply for State licensure as a School Psychologist. This process must be initiated by the student. Applications are available online (<http://education.utah.edu/documents/usoel-icense-application.pdf>) and must be completed and submitted to the department's administrative secretary. Licensure is granted through the Utah State Office of Education but approval by the Educational Psychology Department is a required part of the application process. The majority of students who complete degrees in School Psychology apply for this license and it is required for students wishing to continue work in Utah schools.

Doctoral Internships: A pre-doctoral internship in school psychology is required, consisting of one calendar year of full-time or two years of half-time (2,000 clock hours) supervised professional work. Internship placements occur in a variety of agency and institutional settings as approved by the Internship Coordinator. The specific standards the committee has adopted for defining acceptable predoctoral internships are listed in Appendix A of the School Psychology Program Handbook (2012-2013).

All School Psychology students are strongly encouraged to complete internships in training agencies accredited by the Commission on Accreditation of the American Psychological Association.

Licensure Information: In consultation with your advisor and with appropriate selection of courses, graduates of the School Psychology Program can meet the educational requirements for licensure as a Psychologist in the State of Utah. Licensure is regulated by the Psychology Licensing Board under the rules and regulations of the Division of Occupational and Professional Licensing (DOPL) in the State of Utah. Information pertaining to licensure and application materials can be obtained from:

Department of Commerce

Division of Occupational and Professional Licensing

Heber M. Wells Building

160 East 300 South

Salt Lake City, Utah 84145-0805

(801) 530-6628

<http://www.dopl.utah.gov/licensing/psychology.html>

Criminal Background Checks

All students must be fingerprinted during the first semester of enrollment in the program. This is REQUIRED for all students during the first year of the program (during Clinic Practicum fall semester) as some will be working or observing in the schools that year. Students placed in field practica may also obtain fingerprinting at no cost through school district personnel offices when they are placed in a school practica setting. The Clinic Director provides information concerning appropriate forms and procedures.

Reading and Literacy**Licensure**

Those students who already have a bachelor's degree and wish to receive an M.Ed. with licensure in the Department of Educational Psychology will need to apply to the College of Education. In addition, these students should go to the following site for information about and entry into the Urban Institute for Teacher Education (UITE):

<http://uite.utah.edu/documents/www-ed-utah-edu/admissions/elem-m-ed-application.pdf>.

This site will provide students with an application for admission into the licensure program as well as other information pertinent to their application.

Criminal Background Checks

A background check will also be required: <http://uite.utah.edu/background-check.php>.

Helpful Links

Department of Educational Psychology, University of Utah

<http://ed-psych.utah.edu/>

University of Utah Graduate School

<https://gradschool.utah.edu/index.php>

Graduate Catalog: The Graduate School

<https://gradschool.utah.edu/catalog/index.php>

University of Utah Financial Aids and Scholarships

<http://financialaid.utah.edu/>

University of Utah Regulations and Policies

<http://www.regulations.utah.edu/>

Thesis and Dissertation Regulations

<https://gradschool.utah.edu/catalog/thesis.php>