



Handbook for Ph.D. Students

in

Literacy, Language, & Learning

Department of
Educational Psychology
University of Utah

(updated 4/22/2024)

Ph.D. in Educational Psychology: Literacy, Language, and Learning (L3)

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SECTION 1: INTRODUCTION TO THE LITERACY, LANGUAGE, AND LEARNING PROGRAM IN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

This handbook provides the basic outline of what Literacy, Language, and Learning (L3) doctoral students need to know in terms of the program structure, expectations, and requirements. In addition to this guide, students should also refer to the website for the L3 Program (<https://ed-psych.utah.edu/grad-programs/reading-literacy-phd/index.php>) and for Graduation Requirements described by the Office of the Registrar – Student Affairs (<https://registrar.utah.edu/graduation/requirements.php>).

AS A GRADUATE STUDENT, MOST OF THE RESPONSIBILITY FOR PLANNING A STUDY PROGRAM AND FOR CHECKING TO MEET OBJECTIVES WILL BE IN STUDENTS' OWN HANDS. PLEASE COMPLETELY FAMILIARIZE WITH THE CONTENTS OF THIS HANDBOOK

1.1 Preface

The Doctor of Philosophy of Education in Literacy, Language, and Learning (L3) is a research-based professional degree for students interested in research related to literacy. Accordingly, the emphasis of coursework is on building expertise in research methodology as well as in-depth disciplinary knowledge of reading and literacy. Through this degree, L3 Program develops leaders who are:

- Committed to excellence in learning for all students.
- Knowledgeable in disciplines that support research-informed teaching practice.
- Effective in assessing and engaging students' developing understandings.
- Aware of and committed to addressing issues of diversity and social justice through their practice.

We accept only doctoral students whose specific research interests match well with the interests of one of our L3 faculty members (see the faculty section below). During the application process and the interviews, we look for a match in research interest to best meet the needs of the potential student.

We encourage full-time students, although are open to part-time students on occasion. Full-time students usually take 9 to 12 credit hours a semester. We award most of our full-time students with graduate assistantships that then provide tuition waivers, benefits, and some hourly salary, although the funding is not guaranteed. The funding is often related to research and teaching in literacy topics, as well as working with preservice elementary and secondary teaching students, so great prep for future careers. However, L3 Faculty recognize that students who are in full-time teaching or administrative positions may wish to attend the program part-time. We do allow part-time students and help adjust their timelines and schedules as needed. Please note that part-time students will generally progress more slowly than full-time students and will likely miss out on particular coursework and research and teaching opportunities. Additionally, part-time students taking less than 9 credit hours a semester are not eligible for tuition waivers or assistantships. You can check the U of U Graduate School webpage (<https://gradschool.utah.edu>) for current tuition costs as well as more general information about the graduate school at the U of U.

Most full-time students take about 4-5 years to complete the program, depending on the background they bring in and on the type of dissertation they pursue. However, there is no guarantee on this timeframe. We encourage students to take the responsibility to keep track of

their progress and to meet whatever goals and time standards they set for themselves. When finished, most students pursue careers as university professors, researchers, clinical faculty and instructors, or sometimes in reading and language arts leadership roles in the state, district, and school level.

1.2 Application Process

As for the application process, prospective students need to apply online at Slate: <https://futureu.admissions.utah.edu/apply>. As part of application, prospective students will need to secure the following: 3 letters of recommendation (at least two from an individual at higher education institutes, speaking to your academic strengths), transcripts, a statement of purpose, GRE analytical writing score, a writing sample (a masters' thesis or a sample research paper), and a curriculum vitae. When the application packet is complete, an interview meeting will be scheduled with L3 faculty, including the faculty member who most closely matches the applicant's research interests. We do have rolling admissions but recommend that prospective students apply by January for a start in the fall semester, particularly if students are looking for funding through a research or graduate assistantship. We do require a Masters' degree for doctoral applicants but that does not have to be specifically in literacy and can be in a related field.

Checklist for Applying to the Ph.D. Program. The application process is:

- Secure 3 letters of recommendation (at least two speaking to your academic strengths)
- Transcripts
- Statement of purpose
- GRE analytical writing score
- Writing sample (a Masters' thesis or research paper)
- Resume/Curriculum Vitae
- Application fee
- Interview meeting with L3 faculty

1.3 List of Faculty and Research Interests

The L3 program faculty are listed below, along with their areas of interest. All of them are willing to meet with you informally to discuss your interests. We encourage students to come and visit to help you discover interesting courses and opportunities that you might not otherwise know about.

Christy Austin, Ph.D.

Reading Interventions for Students with Reading Difficulties and Disabilities, Word Reading/Decoding, Multisyllabic Word Reading, Vocabulary, Dyslexia

Lauren Aimonette Liang, Ph.D.

Children's and Young Adult Literature, Comprehension Instruction, Text Complexity, Reading and Social-Emotional Learning

Katherine O'Donnell, Ph.D.

Early Word Reading, Reading Fluency, Set for Variability, Science of Reading Policies and Legislation, Intervention for Students with Word Reading Difficulties and Disabilities

Seung-Hee Claire Son, Ph.D.

Early Literacy and Academic Language Development, Education Program and Policy Evaluation, Reading Engagement, Multimedia Technology, Early Childhood Education, Home and Community Literacy.

Colli Lucas, Ph.D.
Comprehension, Motivation, Early Literacy, Writing

Other Faculty Affiliated with L3

Anne E. Cook, Ph.D. (Educational Psychology, Learning Sciences Program)
Reading and Text Comprehension Process, Eye-tracking Methodology to Explore Questions in Reading

Kerry A. Herman, Ph.D. (Urban Institute of Teacher Education)
Early Literacy, Evidence-Based Literacy Instruction, Professional Development

Sharlene Kiuahara, Ph.D. (Special Education)
Struggling Writers and Writing Development, Self-Regulation in Writing, Instructional Supports

Breda O'Keefe (Special Education)
Assessment and Intervention for Reading, Assessment for Students with Mild/Moderate Disabilities

Kelly Patrick, Ph.D. (University of Utah Reading Clinic)
Intervention for At-Risk and Struggling Readers, Spelling and Morphology

Sheree Springer, Ph.D. (Urban Institute of Teacher Education)
Adolescent Literacy, Teacher Preparation, Disciplinary Literacy, Writing Instruction, Reading Engagement, Motivation, and Interest

SECTION 2: PROGRAM OF STUDY FOR THE DOCTORAL DEGREE

2.1 Gateways through the Doctoral Program

Once accepted, each doctoral student will design his or her own program of study with their advisor and must satisfy the following requirements/gateways: coursework, preliminary exam, apprenticeship, dissertation proposal, and final dissertation defense. The timing for each requirement may vary by students, depending on each student's standing in the program. The following is a generally suggested timeline.

1. Year 1

Coursework and Directed Readings/Writings

Students will receive a reading list at the beginning of their doctoral program and will expand the list throughout year 1 to read and develop related research ideas, while taking various coursework related to literacy and research. Specifically, students will take core doctoral seminar courses in literacy research (ED PS 7201 & 7201) as well as two quantitative method courses (ED PS 7010 & 7020) and one qualitative method course (ED PS 7420), along with Learning Science seminars. If possible, students are expected to participate in their faculty advisor's research projects to learn research processes.

2. Year 2

Coursework and Directed Readings/Writings

Students will continue through the reading and research participation as well as coursework. Students are expected take an additional quantitative method course and a qualitative method course. The experiences are to be developed into a writing project or a research conference proposal.

3. Spring Year 3

Preliminary Exam

As students complete their coursework, they will work on the preliminary exam this semester. The exam will involve three student-generated questions and bibliography and essays around the three questions that are to be completed independently. The questions students ask and answer will directly relate to their research interests for their doctoral dissertation.

Three faculty members read and rate the preliminary exam as pass or no pass. Students must pass the preliminary exam in order to continue in the program. If students failed in the first attempt, the students can retake the preliminary exam with the written approval of the entire preliminary committee. Without the written approval, no retaking of the preliminary exam will be allowed. In the case of failing a second attempt, no more retaking is allowed.

4. Prior to the Dissertation Proposal

In addition to the requirements above, students must complete the following:

- a. Teach an elementary or secondary undergraduate course:
Students will be required to intern with a faculty member teaching an undergraduate literacy course, including reading and writing methods.
- b. Presentation of a paper:
Students will be required to present a paper at a national conference with the support of their L3 advisor or a L3 faculty member.
- c. Publication:
Students will be required to prepare and submit a paper in a peer-reviewed journal, or participate in the preparation and submission of a paper in a peer-reviewed journal, under the supervision of their L3 advisor or a L3 faculty member.

5. Dissertation Proposal

When students have completed their first and second chapter of their dissertation, and before they have begun to collect any data, students have a formal meeting with the five faculty members of their dissertation committee. Four of the five members need to be from the Department of Educational Psychology and one is from outside of the department. Students must pass this proposal defense (i.e., qualifying exam) in order to continue to work on the dissertation and begin to collect data.

6. Final Dissertation Defense

Upon completion of the dissertation, a final defense is scheduled to defend the dissertation. The defense is scheduled with the five committee members. A dissertation defense form needs to be sent to the academic advisor (currently, Sarah Homer) (see Appendix C).

2.2 Course Requirements

The Literacy, Language, and Learning Doctoral Program requires 56 credit hours with an additional 15 dissertation research hours. Full-time students usually take 9 to 12 credit hours a semester. We do allow part-time students and help adjust their timelines and schedules as needed. Below is the list of suggested courses to meet the coursework requirements.

(Required Hours: 56 with 15 dissertation research)

1. Literacy Foundations ¹ (min 24 hours required)

ED PS 6124 Children's and Young Adults' Literature in the Schools (3 hours)
ED PS 6126 Advanced Content Area Literacy Instruction (3 hours)
ED PS 6130 Writing Theory and Instruction (3 hours)
ED PS 6331 International Children's and Adolescents' Literature (3 hours)
ED PS 6631 Assessment and Intervention (3 hours)
ED PS 6711 Foundations of Literacy (3 hours)
ED PS 6712 Understanding Educational Research in Literacy (3 hours)
ED PS 6713 Literacy Acquisition Theory and Instruction (3 hours)
ED PS 6714 Comprehension Theory and Instruction (3 hours)
ED PS 6718 Language and Literacy Development of Young Children (3 hours)
ED PS 6840 Vocabulary Theory and Instruction (3 hours)
ED PS 6920 Teaching Internship in Literacy (3 - 6 hours)
ED PS 6950 Special Topics Seminar in Literacy (3-12 hours)
ED PS 7201 Theories and Models in Literacy Research (3 hours)
ED PS 7202 Research Methods in Literacy (3 hours)
ED PS 7520 Psychology of Reading (3 hours)
ED PS 7521 Psychology of Writing (3 hours)
ED PS 7959 Directed Readings and Research for Doctoral Students (3-9 hours)

2. Research Methodology ² (min 15 hours required)

ED PS 7010 Quantitative Methods I: Foundations of Inferential Statistics (3 hours - required)
ED PS 7020 Quantitative Methods II: ANOVA and Multiple Regression (6 hours - required)
ED PS 7420 Qualitative Research (4 hours - required)
ED PS 7400 Advanced Research Design (3 hours)
ED PS 6769 Introduction to Hierarchical Linear Modeling (3 hours)
ED PS 7300 Psychometric Theory (3 hours)

¹ Foundation courses can be replaced by other literacy or elective courses if students have previously taken these courses at the University of Utah.

² Equivalent research methodology courses may be substituted with advisor approval if there are scheduling issues. Also, prerequisite courses may be required in some cases.

ED PS 7320 Scale Development (3 hours)
ED PS 7410 Single Subject Research Design (3 hours)

3. Other Recommended Elective (min 9 hours required)

ED PS 7130 Cognitive Assessment (3 hours)
ED PS 7451 Foundations of Learning (3 hours)
ED PS 6720 Child Development and Learning (3 hours)
ED PS 6721 Adolescent Development and Learning (3 hours)
ED PS 7050 Lifespan Development: Childhood & Adolescent (3 hours)
ED PS 6430 Foundation of Instructional Design (3 hours)
ED PS 6560 Multimedia Learning (3 hours)
ED PS 7845 Seminar in Metacognition (3 hours)
PSY 6220 Cognitive Development (3 hours)
ED PS 7959 Directed Readings and Research for Doctoral Students (3-6 hours)

4. Doctoral Seminars (5 hours)

ED PS 7440 Learning Sciences Seminar (1 hour - required for 2 semesters)
SP ED 6054 Professional Writing in Education (2 hours)
ELP 7600 Dissertation Proposal Writing (3 hours)
PRT 6960 Writing for Publication (3 hours)
STAT 6003 Survey of Statistical Package (3 hours -recommended)

5. Preliminary Exam (3 hours)

ED PS 7961 Preliminary Exam (3 hours - required)

6. Dissertation Research (15 hours)

ED PS 7970 Dissertation Research (15 hours - required)

GRAND TOTAL OF CORE COURSES	56 hours
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PLUS minimum 15 hours dissertation research (ED PS 7970)

2.3 Course Availability

Please note that not all courses will be available every semester. Courses may not be offered at the same time as years past. Work with your advisor to schedule your courses each semester. Future course schedules can sometimes be predicted by looking at past University of Utah course schedules online. Also, future course schedules that include several of the literacy foundations and core courses can often be found on the Literacy Education M.Ed. program website.

2.4 Criteria for Graduate Course Work

6000 AND 7000 LEVEL COURSES: The graduate level courses in this department are numbered in the 6000's and 7000's. There is a difference between the two kinds of classes. Although both are open to Master as well as Doctoral students, 7000 level courses are advanced graduate courses which emphasize current conceptual, methodological, and research issues in education. They are designed for students who are interested in studying

specific issues in depth and often assume previous course work and experience. They are research-oriented and reading and writing intensive. 6000 level courses are graduate courses designed specifically with Master's students in mind that are immediately pertinent to applications in the classrooms or interventions.

Students must have the prior approval of the Director of the Literacy, Language, and Learning Program to count course work toward the program of study that is not taught by regular faculty or is not part of the regular curriculum, including certain workshop courses, in-service courses, online courses, or any course that does not involve substantial research and writing.

Up to 6 semester hours of 6000 level or higher classes in departments outside the College of Education may be included in the program of study, if they are appropriate (courses must be approved by the advisor and the Director of the L3 Program). Classes in the College of Education at the 5000 level are not acceptable in the program of study. With the prior approval of the faculty advisor, it may be possible to arrange independent study at the graduate level for credit.

We urge students to plan course work early around our core L3 courses, but keep in mind that the rest of the College of Education and University offer an array of interesting and challenging courses. Students should try to make room in the program of study for a few elective courses from other programs or departments that could complement research interest; sometimes areas of tangential interest become more important than expected and support to build interdisciplinary academic interest. In addition, this can be an opportunity to get to know faculty outside of the program who may serve on the dissertation committee.

SECTION 3: GETTING THROUGH THE PROGRAM

3.1 Advising

Each student will be assigned a faculty advisor/mentor when they are admitted to the program. Students' interests will be aligned with the expertise of the faculty advisor/mentor. If students should wish to have someone else, they may make a request of the Director of the Literacy, Language, and Learning Program for a different faculty member. Be sure to make an appointment with the advisor early to establish goals and needs.

Please note that faculty members are on 9-month contracts and are not obligated to be on-campus or available during summer term. Therefore, it is wise to meet with or contact the advisor prior to the end of spring semester. If issues arise during the summer term, please be patient in working with faculty around their availability for consultation.

3.2 Statement of Student Responsibility

Students should check that their course of study corresponds to departmental and graduate school requirements and deadlines. Information about the Graduate School can be found at (<https://gradschool.utah.edu>). Specific questions can be answered by your advisor, with the help of the Director of the L3 Program, the department Academic Advisor, or personnel at the Graduate School.

The responsibility for satisfying degree requirements is in the hands of students. The advisor and departmental staff are here to help; however, it is students' responsibility to familiarize themselves with the necessary requirements and deadlines. In many cases, failure to meet these requirements will needlessly complicate and delay the completion of your program.

3.3 Program Performance Requirements

Evaluation of the quality of each candidate's graduate performance is a continuing process. You should be especially aware of the following requirements:

1. **Satisfactory performance in courses:** Each instructor will expect satisfactory performance in your graduate courses. The overall quality of your work, as well as your progress toward completing the program, will be monitored. No course grade below a "B-" can be counted toward your graduate degree. If your *overall grade point average falls below a 3.0*, you will be asked to come in for a discussion with the Director of the L3 Program and will be on a academic probation. (See more for dismissal information below)
2. **Annual evaluation:** Students' progress through the program will be evaluated on a yearly basis. Each year every Ph.D. student will be required to respond to the Ph. D. Annual Progress Report Form (see Appendix A) and discuss his or her progress with the advisor. L3 faculty will review submitted Annual Progress Report Form and evaluate students using L3 Annual PhD Student Progress Evaluation Form (see Appendix B). Ratings of unsatisfactory will lead to probation and likely impact program continuation and funding decisions (See more for dismissal information below)

3.4. Time Limits

Program and department policy allows students a maximum of **seven years** from the date of initial matriculation to complete all requirements for the Ph.D. degree. Failure to make adequate progress toward degree completion and/or failure to complete all program requirements within the allotted time, however, can result in dismissal from the L3 program and the Educational Psychology department. If a student has made adequate progress, however, and has a documented need to extend the program, a formal request can be made to the director of the program. The formal request needs to clearly address the student's documented need and specific plan for completing the degree (<https://gradschool.utah.edu/navigating-grad-school/petition-for-an-extension.php> for details about the letter and the completion plan). The program director and the supervisory committee chair will meet to discuss the request. Once the program director approves the extension in the program, the director will write a petition letter to the graduate school.

If an extension is granted, students must enroll for **9 course credits** each semester (Fall and Spring) until all degree requirements are completed. **No extension, however, will be granted beyond Year 8** unless there is substantial documentation of extraordinary circumstances that have prevented degree completion in Year 8. Further extensions will be considered for single semester extensions only, and any such request must provide a written update and a revised completion plan with updated milestones and dates. In addition to the written evidence, the student will meet in person with the core L3 Faculty to discuss this matter. If the program formally approves the request, the program director will write a request letter for further extension to the graduate school.

3.5. Dismissal

To continue their program, students must earn an overall average GPA of 3.0 or higher and a minimum grade of B- or Credit (CR - only for credit only coursework) in core courses. Students also must earn "satisfactory" rating for overall progress in the program.

If an average GPA is below 3.0 with any core grade below B- or any No-Credit (NC) or students received a rating of “unsatisfactory” on overall progress in the program from annual evaluation, the students will be placed on probation for a period of **one semester**. After one semester, program faculty will reevaluate the student progress and the semester’s GPA and determine dismissal decision.

If, at the end of the one-semester period, the students have corrected the area for which they were put on probation (i.e., raised GPA or received a satisfactory rating for overall progress in the program on the following year Annual Student Progress Evaluation Form), they will be returned to good standing. If they have failed to correct the problem, they may, at the discretion of the L3 Program Committee, be terminated from the Program to meet the academic standards of the program.

For the core courses students have their grade below B-, or any active Incomplete designation on the student’s transcript, or any No-credit (NC) report on the transcript must be rectified or retaken as soon as possible (within 12 calendar months) and, be ameliorated with a grade of a B- or better or CR (for credit only coursework). The updated grade will be checked during the progress evaluation the following spring. If grades are not rectified, they will be terminated from the Program to meet the academic standards of the program.

Any student who receives failing grade in a course due to academic misconduct or related sanctions will be subsequently barred from registering for any additional courses and will immediately be terminated from the Program, the Educational Psychology Department, and the University of Utah.

SECTION 4: THE DISSERTATION PROCESS IN THE PROGRAM

4.1 Dissertation Proposal

The Literacy, Language, & Learning Ph.D. program offers two options for conducting a dissertation project: Option One – Standard Dissertation and Option Two – Two Article Dissertation.

Students pursuing a Ph.D. must form a supervisory committee of five members. Three members must be tenure-track faculty in the Department of Educational Psychology, one of whom must be a member of the L3 Program. One member must be from outside the Department of Educational Psychology. Committee membership must conform to the University of Utah’s Graduate School regulations as described in the University General Catalogue.

The supervisory committee form for the Ph.D. is, ideally, to be submitted during the third year of the program as students complete the preliminary exam. The form is submitted to the department Academic Advisor (currently, Sarah Homer). Committee members must be selected together with their L3 advisor, and then contacted prior to the form being submitted, and they must agree to serve on the supervisory committee.

Students formally present their proposed plan for their dissertation study during the formal proposal meeting. This includes an introduction to the study, literature review, and proposed methods, including data collection and analysis. (See dissertation proposal format guidelines in 4.2. The proposal should follow this structure.) The proposal should be distributed to the committee a minimum of 2 weeks prior to the meeting.

The supervisory committee will provide feedback for areas of improvement related to the student’s research plan. Following the proposal meeting, the supervisory committee chair will

circulate a memorandum to the committee and the student to ensure a mutual understanding of the proposal outcome and document research expectations. All committee members must approve the dissertation proposal. A final approval to move forward will be given to the student dependent on completion of any revisions or changes.

After the formal proposal is approved, the student will submit the necessary IRB proposal and conduct the research. The final report of the doctoral research project is written as a dissertation. The dissertation may be formatted in the standard dissertation format, or the two-article dissertation format as described below.

4.2 Standard Dissertation Proposal Format: Option One

The following information should be set forth clearly and succinctly in separate sections of the dissertation proposal document (approximate lengths for each section are suggested in parentheses).

1. Chapter One: Introduction

- Problem Statement and Research Questions: What is the problem to be investigated? In other words, what is the purpose of the study? What are the specific research questions the study will seek to answer? (2-4 pages)
- Conceptual Framework, Theoretical Perspectives, & Related Literature: What theories, concepts, and research provide the best framework to explain or study the problem? Offer conceptual definitions of study variables where appropriate. (12-20 pages?)
- Significance: Why is the problem important? How will the proposed study fill an important need for knowledge or chart a new area for investigation? (1-5 pages?)

2. Chapter Two: Methods

- Methodological considerations (6-12 pages), such as
 - (a) sample or data sources
 - (b) data collection procedures
 - (c) instrumentation or measurement tools and issues, including operational definitions of variables where appropriate
 - (d) study design (including checks on possible bias or threats to study validity)
 - (e) data analysis
- Assumptions and Limitations: What are the assumptions and expected limitations of the study? (1-2 pages)

3. References

4. Extra (to be included in the oral presentation and/or as appendix)

- Implications: What might be the implications of this study for future scholarship and for educational practice?
- How have your doctoral course work, assistantship, and/or internship, and previous experiences prepared you to do this scholarly work?
- Timeline: What is the expected timeline for completing your study?

4.3 Two-Article Dissertation (TAD) Proposal Format: Option Two

For the TAD option, the student must describe the two articles to his or her dissertation committee. This option is recommended for students who have already submitted or have

been preparing/are ready to submit journal articles for publication. Both manuscripts should represent original research work conducted during the doctoral study at the L3 program at the University of Utah and be suitable for publication at a peer-reviewed journal. One article must be an empirical manuscript with original research questions, conceptualization, and analysis. The other article can be an empirical, theoretical, or systematic review manuscript. These two articles should build, inform, or expand on each other; together providing a coherent research topic.

The nature of the study and guidelines from the journal to which the student has submitted or will submit will dictate the formats and nature of each article. Thus, each article format may vary and should be discussed with your supervisory committee. Overall, the TAD dissertation should involve the joining of two full-length manuscripts with an introduction section presenting the general theme of the dissertation research preceding the two manuscripts and a conclusion section summarizing the major findings and implications of the two manuscripts.

(*Note.* The student should be the first author on the published or publishable works. The chair and/or committee members will likely be included as co-authors when the manuscripts are submitted to a journal to represent their contributions to the submission. If an article(s) is multi-authored, the student should clearly justify or clarify the contributions of the other authors in relationship to the research project. Authorship guidelines can be found in the APA manual. Students should be involved with every aspect of their dissertation.)

1. Chapter One: Introduction
 - Problem Statement and Research Theme: What is the general research theme or problem to be investigated of the overall dissertation research across two articles? Why is this problem important? (2-3 pages)
 - Purpose and nature of each of the two articles: What specific research questions each study will seek to answer and how do they together address the problem/theme? (2-3 pages)
2. Chapter Two: Study One Completed Manuscript
3. Chapter Three: Study Completed Manuscript or Study Two Proposal
 - Research Questions and Related Literature: What is the purpose of the study? What are the specific research questions the study will seek to answer? What theories and concepts provide the best framework to explain or study the questions? What previous literature grounds this study? (5-20 pages)
 - Study plans: Methodological considerations (5-12 pages)
 - Potential limitations (1 page)
4. Summary and conclusion:
 - Significance: How will the proposed study fill an important need for knowledge or chart a new area for investigation? (1-2 page)
5. References
6. Extra (in oral presentation and/or as appendix)
 - Implications: What might be the implications of these studies for future scholarship and for educational practice?
 - How have your doctoral course work, assistantship and/or internship previous experience prepared you to do this scholarly work?

- Timeline: What is the expected timeline for completing your study?
- Publication plan: Which journal have you submitted, or do you plan to submit the articles and why?

4.4 Standard Dissertation Format: Option One

0. Abstract

1. Chapter One: An introduction chapter with theoretical foundations and literature review, statement of the problem, and proposed research questions and the significance.

2. Chapter Two: A methods section fully describing: (a) research designs that will be used to examine each of the research questions, (b) research methods, including participants, measures, and procedures, (c) the kinds of analyses that will be used to answer each question, and (d) a tentative timeline for completion of the dissertation.

3. Chapter Three: A results section that objectively presents your key results *without* interpretation, in an orderly and logical sequence using both text and, if helpful, illustrative graphics (Tables and Figures). The results section is necessary for both qualitative and quantitative analyses. The results section should be sequenced to present your key findings in a logical order and should be crafted to highlight the evidence needed to answer the research questions/hypotheses you investigated.

4. Chapter Four: A discussion section in which you interpret your results considering what was already known about the subject of the investigation and explain a new understanding of the problem after taking your results into consideration. The discussion will always connect to the introduction by way of the question(s) or hypotheses you posed and the literature you cited, but it does not simply repeat or rearrange the introduction. Instead, it tells how your study has moved us forward from the place you left us at the end of the introduction.

5. References

6. Appendix

4.5 Two-Article Dissertation (TAD) Format: Option Two

0. Abstract

1. Chapter One: An introduction section that presents the general theme and significance of the dissertation research preceding the two manuscripts and describes purpose and nature of each of the two articles.

2. Chapter Two: Study One Manuscript

A complete article for Study One with an introduction, method, results, and conclusion if empirical manuscript_

3. Chapter Three: Study Two Manuscript

A complete article for Study Two with an introduction, method, results, and conclusion if empirical manuscript_

4. Chapter Four: A summary and conclusion section that includes a general discussion, conclusion, applications, and implications that comes from the two articles._

5. Reference
6. Appendix

SECTION 5: GENERAL REGULATIONS CONCERNING ALL GRADUATE STUDENTS

In planning your course work, be aware of the following:

1. Time limit: There is a seven-year limit on completion: All work toward the doctoral degree **must** be completed within seven consecutive calendar years.
2. Minimum continuous registration: All graduate students must maintain a minimum continuous registration of at least three credit hours per semester, unless granted an official leave of absence, from the time of admission to the time of completion of the program. (Summers are not included in this regulation.)
3. Leave of Absence: If a student cannot maintain continuous registration, the student must request a Leave of Absence with the Department Chairperson. The form is available online at (https://registrar.utah.edu/_resources/documents/pdf/graduate-leave-absence.pdf). Subject to the approval of the Dean of the Graduate School, such a request may be granted up to one year, and students must register for the semester they indicate as their returning semester. Retroactive leaves of absence are **never** granted. It should be noted that time spent on an approved leave of absence is not counted against students in terms of the time limits for the program. While on a leave, however, students are not allowed to register for classes or take examinations, including Doctoral Preliminary Examination. If a student does not register for 3 hours and fails to submit a leave of absence form, the student will be automatically discontinued from the graduate program. Students who are discontinued for failing to register must reapply for admission to the Literacy, Language, and Learning Program. Also note that students may not use Continuing Registration ED PS 7990 to satisfy enrollment requirements for the program and department unless they have completed all degree requirements, including dissertation research, or have explicit written permission from the Department Chair to register in this manner.
4. Transfer hours: A limit of 6 semester credit hours is allowed, subject to the approval of the Director of the L3 Program. Courses must be graduate level, must have direct relevance to the student's program of study, and must have a grade of "B" or better. Grades of "P" or "CR" (pass/credit) are not acceptable. For any course students wish to have considered, students must provide a copy of the course description from the official catalog of the institution from which the course was taken to the Director of the L3 Program. Once the course is completed, official transcripts must be sent to the Admissions Office and you must also submit the "Graduate Transfer Authorization" form.
5. Non-matriculated course work: No more than 9 credit hours of non-matriculated course work, taken no more than three years prior to approval, can be counted toward a graduate degree. These courses must be appropriate to the program of study and will need to be approved by the Director of the L3 Program.
6. Total credit hour registration limitations: Graduate degree candidates are not permitted to register for more than 16 credit hours in any semester. Teaching assistants, research assistants, and others employed approximately half-time by the department are limited to a minimum registration of 9 credit hours. Tuition benefits for teaching and research assistants

will cover up to 12 hours. If more than 12 credit hours are taken by teaching and research assistants, the additional hours are paid by the student.

7. Undergraduate petition for graduate credit: University of Utah students may be allowed to select certain graduate level courses taken while enrolled as an undergraduate student for graduate credit. Such graduate credit is limited to 6 semester hours or two courses. **Credit used to earn the undergraduate degree may not be counted toward a graduate degree.**

Students are encouraged to seek advance approval of the dean of the Graduate School on an "Undergraduate Petition for Graduate Credit" form available in the Registrar's Office. However, if a student seeks retroactive graduate credit for courses taken as an undergraduate, permission may be granted only if a grade of B or better was earned in the specified courses and if the courses were taken no more than three years prior to the petition.

8. Credit/no credit: All core coursework needs to be for a letter grade. In rare cases, and subject to approval by the Director of the L3 Program, graduate students are granted the option to enroll in elective courses with a credit/no credit option rather than a letter grade.

9. Independent reading and research courses: Individual reading and research courses are offered for the purpose of allowing students to pursue interests and specializations that may be more appropriately served by independent reading than in conventional courses taught on a group basis. Independent studies are designed to explore topics outside the parameters of customary and usual department courses. Professors will not approve an independent study for a course that is offered in a traditional manner. Independent study hours may not be used for: assisting faculty with teaching duties, grading assignments, or otherwise performing duties of graduate teaching assistants.

10. Exceptions: If students have exceeded the time limit, or if the courses students have taken do not match those listed on the Program of Study, the Director of the L3 Program must submit a letter of justification to the Dean of the Graduate School explaining the discrepancies. The Dean of the Graduate School will then rule on the request. Exceptions are approved only under extenuating (e.g., illness) circumstances.

SECTION 6: MISCELLANEOUS TOPICS

6.1 Student Advisory Committee (SAC)

The Student Advisory Committees (SAC) have existed since 1969, when they were created by the University Senate to give voice to the student body in matters of faculty retention, promotion, and tenure (RPT) decisions, and any other college or departmental policies that affect students (see Faculty Regulations, ch. V, sec. 2). This mandate is somewhat open-ended:

SACs are allowed the opportunity to play a significant role in various college or departmental matters beyond RPT, if the students are willing to do so. SACs therefore have served as student advocates, liaisons between faculty and students, members of search committees, organizers of academic and social events, etc. You are encouraged to contact the SAC Chairperson for information about current SAC activities.

6.2 Student Appeals

All graduate students have the right to have disputes regarding academic matters resolved in a fair, uniform, and expeditious manner. It is the policy of the University to solve such

problems internally and at the level most closely related to the origin of the dispute. A graduate student may experience extenuating circumstances that ultimately lead to a poor evaluation, or they may disagree with the outcome of annual progress evaluation or student grades. In these cases, the following procedures may be used by students in the process of appealing such decision:

1. In the case of students who are experiencing difficulty in the program or who have received an unsatisfactory evaluation, the student will meet with chair or advisor to follow up and make plans for remediation.
2. If the student disagrees with the evaluation of the faculty or faculty committee, she or he can, in consultation with their advisor and/or program director, discuss the disagreement in order to provide clarification or request a review of the faculty's decision.
3. If the student feels that their disagreement with the faculty has not been resolved, the student may pursue the disagreement using more formal means. The student can, within 20 business days of receiving the faculty's decision, submit a written appeal to the L3 Program Director. The Director then has 10 business days to respond in writing to the student's appeal.
4. If the Program Director fails to respond, or if the Director is unable to resolve the student's concern, the student may appeal to the Chair of the Department or the Dean of the College (or her/his designee) in writing within 40 business days of an unsatisfactory decision by the Director. The Chair or Dean then has 15 business days to respond in writing.
5. If the Chair or a Dean fails to respond, or if the student disagrees with the decision, or if the Program disagrees with the decision, a formal appeal may be submitted to the Academic Appeals Committee of the College of Education within 15 days after the Chair's/Dean's response deadline. Detailed information about the Academic Appeals Committee, along with specific steps to follow in an appeal, is contained in the University of Utah Student Academic Policies (see <https://regulations.utah.edu/academics/6-100.php>).

The above guideline is based on the Policy 6-100, revision 26, effective from August 15, 2023. Since it is revised frequently, students need to make sure to check any revisions in the Policy.

6.3 Ethical Standards

Matriculated students in the Department of Educational Psychology are expected to abide by Rights and Responsibilities of Students of the University of Utah Student Code, which can be found online at <https://regulations.utah.edu/academics/guides/students/studentRights.php>

Student behavior is governed by provisions of the Student Code which defines rights and responsibilities and encourages students to conduct themselves with integrity and to respect the rights of others. The Student Code prohibits such behaviors as (1) academic dishonesty (in all its forms including, but without being limited to, cheating on tests, plagiarism, and collusion); (2) theft; (3) malicious destruction; and (4) disruptive practices. The Student Code is administered by a student- faculty committee which has jurisdiction to impose sanctions.

6.4 Safety and Wellness

Students' safety is our top priority. In an emergency, dial 911 or seek a nearby emergency phone (throughout campus). Report any crimes or suspicious people to 801-585-COPS; this number will get you to a dispatch officer at the University of Utah Department of Public Safety

(DPS; <https://publicsafety.utah.edu>). If at any time, students would like to be escorted by a security officer to or from areas on campus, DPS will help - just give a call.

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>

Students' well-being is key to your personal safety. If students are in crisis, call 801-587-3000; help is close. The university has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>), the Center for Campus Wellness (<https://wellness.utah.edu>), and the Women's Resource Center (<https://womenscenter.utah.edu>). Counselors and advocates can help guide students to other resources to address a range of issues, including substance abuse and addiction.

6.5 Financial Aid

There are some sources of financial aid available to students in the department. The College of Education offers many scholarships. Scholarship information is available online at <https://education.utah.edu/students/scholarship-guide.php>

6.6 Evaluation and Follow-up

After students have completed all your requirements, students will receive a "Graduate Student Exit Survey." The form requests some feedback regarding the strengths and limitations of graduate program as well as general impressions regarding the department, university, community, and future professional goals. The form should be submitted to the Administrative Coordinator to the Department of Educational Psychology. This feedback will help us in evaluating the quality and effectiveness of our programs and benefit future generations of graduate students.

6.7 Best Wishes

We hope our students have an enjoyable and successful graduate experience in the Literacy, Language, and Learning Program of the Department of Educational Psychology. We will try to offer students the very best in graduate course work, and the opportunity to interact with faculty and fellow graduate students who are seriously involved with their work and sincerely interested in you.

PhD Annual Progress Report Form

Literacy, Language, & Learning (L3) Program

This form is to be completed by the student and discussed with the faculty advisor. Sign and submit to your advisor by the third Monday in March (March 17, 2025).

Student's Name: _____ UNID _____
 Faculty Advisor: _____ Program Start Date: _____
 Area of Interest _____

1) Coursework Taken Academic Year 2024-2025 (including summer session 2024). Include and describe independent studies briefly.

	Course Number/Title	Credits	Grade	Date to Complete
Summer Session 2024	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Fall Semester 2024	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Spring Semester 2025	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

2) Scholarship: Research projects, research articles, and conference presentations etc. that I am involved in (excluding coursework)

3) Degree Progress

	Date/ Expected Date:	Steps:	Comments:
<input type="checkbox"/> Yes <input type="checkbox"/> No		Preliminary Written Exam Passed	List committee members here:

	Date/ Expected Date:	Steps:	Comments:
<input type="checkbox"/> Yes <input type="checkbox"/> No		Proposal Defense (Qualifying Oral Exam) Passed	List committee members here:
<input type="checkbox"/> Yes <input type="checkbox"/> No		IRB Forms Approved	
<input type="checkbox"/> Yes <input type="checkbox"/> No		Schedule Dissertation Defense	
<input type="checkbox"/> Yes <input type="checkbox"/> No		Final Defense of Dissertation Results of Exam: <input type="checkbox"/> Pass <input type="checkbox"/> Fail	List committee members here:

4) List type and hours of assistantships you had this past year. What percentage are you working both within and outside the department? Please include all outside consultations and other work experiences this year.

5) Goals for the next academic year– use additional paper as needed (e.g. coursework planned, research and papers you want to write or complete, who you expect or want to work with, etc. We expect you to plan for two to three goals that you think you can accomplish.)

Student's Signature

Date

**Literacy, Language, and Learning Program
Annual Ph.D. Student Progress Evaluation Form**

Student Name: _____ Year Entered Program _____

Year of Evaluation: _____

Faculty Evaluator: _____ Role of evaluator: _____

Specific Areas of Evaluation

	On Target	Student Needs More Focus	Unsatisfactory Progress
Course work	_____	_____	_____
RA Work Experiences	_____	_____	_____
Research Experiences	_____	_____	_____
Teaching/Professional Experience	_____	_____	_____
Preliminary Exam	_____	_____	_____
Dissertation	_____	_____	_____
Program Time Limit	_____	_____	_____

Overall Evaluation

Overall progress in the program: Satisfactory _____ Unsatisfactory _____

Need for appointment with advisor to discuss difficulties: Yes _____ No _____

Comments: _____

Dissertation Defense Form

Department of Educational Psychology

The final oral defense of the dissertation is an open colloquium meeting conducted by the student's supervisory committee. Notice of the meeting should be sent out over the EDPS-faculty and EDPS-student listserv by the Graduate Student Coordinator, Sarah Homer, 2 weeks (10 working days) prior to the scheduled dissertation defense meeting.

Please submit this form to Sarah Homer (sarah.homer@utah.edu) at least 3 weeks before your scheduled dissertation defense meeting.

Student Name:

Program:

Expected Semester for Graduation:

Title of Dissertation:

Dissertation Chair:

Date of Dissertation Defense:

Time:

In-Person Location:

(If you want Sarah to reserve a room in SAEC, please let her know)

Online location:

(If your defense will be held via Zoom or another online platform, please provide login information or link)