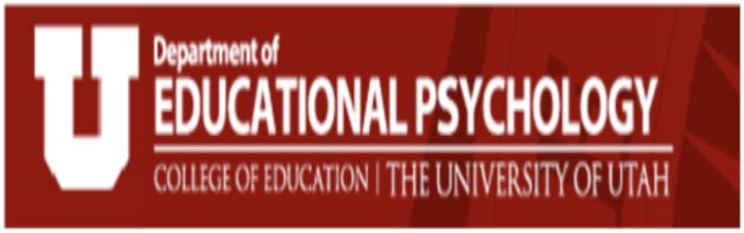

Master of Education

in

Educational Psychology

Literacy Education

Department of Educational Psychology
University of Utah

Handbook for M.Ed. Students

(updated 4/22/25

M.Ed. in Educational Psychology:
Literacy Education

Table of Contents

Section 1: Introduction to the M.Ed. Program in Literacy Education in the Department of Educational Psychology

1.1: Preface 4
1.2: Application Process 4
1.3: List of Faculty and Research Interests 5

Section 2: Program of Study for the Master's Degree
2.1 Course Requirements 7
2.2 Course Availability 8
2.3 Endorsements 8
2.4 Other Requirements 9

Section 3: Getting through the Program
6
3.1 Timeline 10
3.2 Examinations 11
3.3 Statement of Student Responsibility 11
3.4 Program Performance Requirements 12
3.5 Course Sequencing 11
3.6 Dismissal 12

Section 4: General Regulations Concerning All Graduate Students
4.1 12

Section 5: Miscellaneous Topics
10
5.1 Student Advisory Committee (SAC) 14
5.2 Student Appeals 14
5.3 Procedures for Appeals 15
5.4 Ethical Standards 16
5.5 Safety and Wellness 16
5.6 Financial Aid 17

5.7 Evaluation and Follow-up 17

5.8 Best Wishes 17

SECTION 1: INTRODUCTION TO THE LITERACY EDUCATION PROGRAM IN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

Welcome to the Department of Educational Psychology. We look forward to working with you in your graduate program and helping you to get the most out of your studies. This guide is part of that effort.

This handbook provides the basic outline of what Literacy Education master's 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 Literacy, Learning, and Language Program (https://ed-psych.utah.edu/grad-programs/reading-literacy-med/index.php) and for Graduation Requirements described by the Office of the Registrar—Student Affairs (https://registrar.utah.edu/handbook/graduategraduation.php).

As a graduate student, most of the responsibility for planning your program and for meeting your objectives will fall on you. As such, please completely familiarize yourself with the contents of this handbook.

1.1 Preface

The Master of Education in Literacy Education is a research-based professional degree that involves students working to become exemplary practitioners and leaders in the field related to reading and writing. The emphasis is on powerfully integrating evidence-based theory and practice. It is highly recommended for all preK-12 educators, including early childhood and elementary classroom teachers, reading specialists and coaches, secondary language arts teachers, secondary content area teachers, special education teachers, library/media specialists, and school administrators. As accomplished professionals, graduates with this degree are prepared to be literacy leaders in their formal as well as informal educational settings.

Through this degree, the Department of Educational Psychology develops literacy educators who are

- committed to excellence in learning for all students,
- knowledgeable in disciplines that support research-informed teaching practice, and
- effective in assessing and engaging students' literacy development and learning.

This outstanding and long-established M.Ed. degree also helps serve K-12 Utah teachers seeking courses to fulfill Utah Educator Endorsements related to literacy.

1.2 Application Process

The Literacy Education program uses rolling admissions and will review students for admission to the upcoming semester. See below for a list of application materials.

Please contact the Department of Educational Psychology if you have any concerns, (801) 581-7148 or literacy.utah@edu. Further questions about admissions can be directed to the University of Utah Admissions Office at (801) 581-7283.

.

The application materials include:

- **Graduate Application:** Apply online here: https://app.applyyourself.com/?id=utahgrad. The application fee is $55 for domestic applicants or $65 for international students.
    - When you put what program you're applying to, Educational Psychology, you **MUST** put what emphasis you're interested in (i.e., Literacy Education).
    - **Transcripts:** Please upload your transcripts into the Slate application. These are unofficial, scanned images.
- **Curriculum Vitae/Resume:** A CV is a detailed overview of your accomplishments, the ones most relevant to the realm of academia. Submit a CV with the most updated information possible.
- **Personal Statement:** Submit a personal statement in the application describing your career goals in 1 to 2 pages.
- **Recommendations: You will need to get 3 letters of recommendation.** You will be prompted to add your recommenders' email addresses. They will receive an email with a copy of the necessary Recommendation Form to fill out. They will be required to fill it out and upload it with their letters into your online application. At least two of the recommendations should be from individuals at academic institutions who can assess your academic potential for graduate study.

The Literacy Education Master's program is part of Western Regional Graduate Program (WRGP) that offers reduced tuition-rate for students from Western Interstate Commissions for Higher Education (WICHE). If you are a resident of a WICHE member state or territory, please indicate your interest in receiving the WRGP rate in your application. CA, OR, WA, AZ, and NV are examples of the WICHE state. You can find a full list at: https://www.wiche.edu/our-region/

1.3 List of Faculty and Research Interests

The Literacy, Language, and Learning program faculty are listed below, along with their areas of interest. If you have questions about your program, please contact the program director (literacy@utah.edu). If you want to discuss research interests, all of the faculty are willing to meet with you informally to discuss. We encourage students to come and visit to help you discover interesting courses and opportunities that you might not otherwise know about.

Seung-Hee Claire Son, Ph.D. *(Associate Professor)*
Interests: Early Literacy and Language Development, Reading Engagement, Technology for Literacy, Early Childhood Education, Program and Policy Evaluation

Christy Austin, Ph.D. *(Assistant Professor)*

Interests: Intervention for Students with Word Reading Difficulties and Disabilities, Multi-Tiered Systems of Support in Reading, Dyslexia Policy and Legislation

Lauren Aimonette Liang, Ph.D. (*Associate Professor)*
Interests: Children's and Young Adult Literature Comprehension Instruction, Text Complexity, Reading and Social-Emotional Learning

Katherine O'Donnell, Ph.D (Assistant Professor)

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

Colli Lucas, Ph.D. (*Associate Professor, Clinical)*
Interests: Comprehension, Motivation, Early Literacy, Writing, Adolescent Development, Children's and Adolescent Literature

<u>Other Faculty Affiliated with the Literacy, Language, and Learning Progam</u>

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

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

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

Sheree Springer, Ph,D (Urban Institute for Teacher Education)

Interests: Evidence-Based Literacy Instruction, Secondary English Teaching, Motivation, Writing

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

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

SECTION 2: PROGRAM OF STUDY FOR THE MASTER'S DEGREE AND READING ENDORSEMENTS

2.1 Course Requirements

Students take a minimum of **33 graduate credits** (9 required core courses and one elective course) and pass a comprehensive exam to earn a M.Ed. degree in Educational Psychology with an Emphasis in Literacy Education. Students are welcome to take more elective courses as part of their program or after completing the M.Ed.

1) Required Core Courses (30 credits)

ED PS 6124 Children's literature in the Schools
ED PS 6126 Content Area Literacy
ED PS 6130 Writing Theory and Instruction
ED PS 6631 Assessment and Intervention
ED PS 6711 Foundations of Literacy
ED PS 6712 Reading Research
ED PS 6713 Literacy Acquisition Theory and Instruction
ED PS 6714 Comprehension Theory and Instruction
ED PS 6840 Vocabulary Theory & Instruction
ED PS 6728 Reading and Literacy Comprehensive Review and Exam Preparation

2) Elective Course Options (3 credits):

Students must take a minimum of **3 elective credits** for graduation. Students will work with the program director to select an elective that fits their interests, schedule, and future goals. Elective choices must be approved by the Literacy Education program director. Please note that some elective classes may not be offered at the core course special tuition rate.

ED PS 6950 Special Topics Summer Seminars
ED PS 6331 International Children's and Adolescent Literature
ED PS 6300 Introduction to Measurement
ED PS 6010 Introduction to Educational Statistics
EDU 6853-040 Tier II Reading Intervention Next Steps Small Group
EDU 6636-040 Intervention for Students with Severe Reading Difficulties
SPED 6610 Introduction to Research Design
ELP 6250 Leadership for School Improvement
ELP 6511 Leadership for Equity and Social Change
ELP 6110 Evidence-Based Decision Making
ELP 6200 Adult Learning Theory for Educators

2.2 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 L3 program website under the M.Ed. program https://ed-psych.utah.edu/grad-programs/reading-literacy-med/course/ Check link

2.3 Endorsements Courses

The required core courses are designed to fulfill the USBE Secondary Literacy Interventionist endorsement. The courses are specifically designed to help prepare educators to teach secondary students reading and writing, both within English Language Arts classes, reading classes, as well as in other disciplines. Our core master's coursework has been officially approved for the secondary literacy interventionist, meeting all 10 required areas (September 2021). Thus, upon completion of master's coursework, students are encouraged to apply for the secondary endorsement. (Please note that this endorsement does require some prerequisites, and **application to USBE for this endorsement is the responsibility of the student.**)

Course Information for Secondary Literacy Interventionist Endorsement

Requirement Areas	Course Number	Course Name
(Area 1) Foundations of Adolescent Literacy Acquisition and Development	ED PS 6711	Foundations of Literacy
(Area 2) Using Assessments to Inform Adolescent Literacy Instruction	ED PS 6631	Assessment & Intervention for Reading Difficulties
(Area 3) Planning and Delivering Differentiated Literacy Instruction	ED PS 6126	Content Area Literacy Instruction
(Area 4) Foundational Skills: Phonological Awareness **(Area 5)** Foundational Skills: Basic & Advanced Phonics **(Area 6)** Text Fluency	ED PS 6713	Literacy Acquisition Theory & Instruction
(Area 7) Vocabulary	ED PS 6840	Vocabulary Theory & Instruction

(Area 8) Comprehension	ED PS 6714	Comprehension Theory & Instruction
(Area 9) Writing	ED PS 6130	Writing Theory & Instruction
(Area 10) Adolescent Motivation and Engagement	ED PS 6124	Children's & Adolescent Literature in the Schools

Completing the Master of Education degree in Literacy Education fulfills the first requirement area ("Foundational Knowledge") of the endorsement requirements for the USBE Professional K-12 Literacy Specialist. This endorsement is for existing literacy coaches or directors who already have 50 hours of experience delivering professional learning in the K-12 setting to adult educators, and at least 1-year of full-time employment in the Utah public education system (K-12). Some elective courses offered may meet other requirement areas of this endorsement's requirements. This information will be noted for students when it occurs. **Application to USBE for this endorsement is the responsibility of the student.**

2.5 Other 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. If your overall grade point average falls below a 3.0, you will be asked to come in for a discussion with the Program Director for the Literacy Education Program. No course grade below a "B-" can be counted toward your graduate degree.

2. Criteria for graduate course work: Up to 6 semester hours of 5000-level classes in departments outside the College of Education may be included in your program of study, if they are appropriate (courses must be approved by the Director of the Literacy Education Program). Classes in the College of Education at the 5000 level are not acceptable in your program of study. With the prior approval of your faculty advisor, it may be possible to arrange independent study at the graduate level for credit.

You must have the prior approval of the Program Director of the Literacy Education Program to count course work toward your graduate program 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.

SECTION 3: GETTING THROUGH THE PROGRAM

3.1 Advising

You will be assigned a faculty advisor when you are admitted to the program. Be sure to make an appointment with your advisor early in your program to establish your goals and needs and to complete your coursework form. If you should wish to have someone else, you may make a request to the Program Director of the Literacy Education Program for a different faculty member.

Please note that faculty members are on 9-month contracts and are not obligated to be on-campus or available during Summer semester. Therefore, it is wise to meet with or contact your advisor prior to the end of Spring semester. If issues arise during Summer term, the Director of the Literacy Education Program will be available for consultation.

3.1 Timeline

1) First semester
Meet with your faculty advisor to review departmental policies regarding program requirements and examinations and your specific course planning form. Plan how you will satisfy the requirements. If you have credits for graduate work completed elsewhere, please discuss with your faculty advisor if those credits can be transferable. Transfer credit must first be approved by the Director. Maximum of 6 outside credits can be transferred. If your request is approved, please send an official transcript and the "Graduate Credit Transfer Authorization" form to the Educational Psychology Academic Coordinator. If you have taken graduate courses as non-matriculated students, you may also use those credits as part of your requirements. A maximum of 9 non-matriculated credit hours can be considered. Please discuss this with the Director. Please check for details in Section 4. General Regulations.

2) Second or third semester
Submit a "Course Work Proposal" form to your Faculty Advisor. These forms can be found in the appendices to this handbook. This should be done early in your program so that you have a better sense of what courses you need and when they are offered.

3) After completion of approximately 50 - 75% of graduate course work
Contact the Academic Coordinator for the Department of Educational Psychology and make a request for a Supervisory Committee. The Committee must be formed before you can begin any procedures for graduation. The Committee will consist of your faculty advisor and two other faculty members from Literacy Education. If you wish to change membership, you may do so. This Committee will be responsible for approving your course work.

To check on the progress of your course work, you can use the Campus Information System (CIS). Go to the Student website and click on "My Degree Dashboard."

4) One semester before you intend to graduate
Go to the Registrar's Webpage (https://registrar.utah.edu) and click on "Apply for Graduation." Then click on "Apply for Graduate Degree." Follow the remaining links.

5) The semester you plan to graduate
Take the comprehensive final examination. Be sure to register for ED PS 6728-030 Literacy Education

Comprehensive Review and Exam Preparation. This 3-credit course will be offered every spring. Students take this course during their last semester or one semester before their graduation.

3.2 Course Sequencing

Students complete the program in two years by taking two courses each semester, including summer. The program uses rolling admissions, and students are welcome to start in any semester. Core courses are taught online in the evening hours 4:35- 7:05 pm MST in all three semesters (Fall, Spring, and Summer). Some core and elective courses may be offered in daytime hours during the Summer semester. This is a blended program and courses are taught via distance education delivery (live, same-time delivery using web video technology, such as zoom). Thus, the program welcomes students from the local area as well as those from outside the Salt Lake area and out of state. To see a sample schedule, see the Literacy Education website https://ed-psych.utah.edu/grad-programs/reading-literacy-med/course/.

3.3 Examinations

FINAL COMPREHENSIVE EXAMINATION: During your final or second-to-final semester, you'll register for ED PS 6728 Reading and Literacy Comprehensive Review and Exam Preparation. The course will help you prepare for your comprehensive exam.

The Comprehensive Exam is offered each spring. The Comprehensive Exam is a take-home exam, designed and evaluated by members of Literacy Education Faculty. It is scheduled over the University's Spring Break. Graduation from the program depends on successful completion of the comprehensive exam.

The exam is intended to give you the opportunity to review and synthesize your program's course work. You will have ten days to complete the exam, and it will be evaluated by faculty of the Literacy Education Program. After you pass the exam, you will be notified about any paperwork you need to complete in order to receive your degree.

If you do not pass your comprehensive exam, you will receive specific feedback for improvement. Before you may take the exam again, you must meet with the Program Director of the Literacy Education program to develop a program of study that outlines what you plan to do to prepare to rewrite the exam. If you do not pass the exam a second time, you may only take it again after filing an appeal that explains why you feel you should be permitted to take the exam a third time and that includes a proposal of the steps you will take to improve your performance on the exam. This appeal must be approved by your Supervisory Committee. If you do not pass the exam a third time, you will be discontinued from the program and will not receive your degree.

3.4 Statement of Student Responsibility

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.

3.5 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:

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 Program Director of the Literacy Education Program. (See more for dismissal information below.)

3.6 Dismissal

Students must earn a minimum grade of B- in core/required courses. Any grade below a B-, an 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 if not ameliorated with a grade of a B- or better, may result in the student's dismissal from the program for failure to meet the academic standards of the program. If a required course that has received a sub-standard grade is not passed with a B-or better on a second attempt, a formal petition from the student to the faculty is required for approval to re-take a course a third time.

Failure to make adequate progress toward degree completion and/or failure to complete all program requirements within the allotted time can result in dismissal from the Literacy Education program and the Educational Psychology Department.

Further, any student who receives failing grade sanctions in a course due to Academic Misconduct or sanctions related will be subsequently barred from registering for any additional courses and will immediately be dropped from their degree program.

SECTION 4: GENERAL REGULATIONS CONCERNING ALL GRADUATE STUDENTS

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

1. 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.) This means that the master's

coursework needs to be taken across continuous semesters. If you do not register for a semester, you will be discontinued from your degree program, unless you file for an official leave of absence.

2. 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/_pdf/graduate-leave-absence.pdf). Subject to the approval of the Dean of the Graduate School, such 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. While on a leave, students are not allowed to register for classes or take examinations. 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 Education Program.
3. Transfer hours: A limit of 6 semester credit hours are allowed, subject to the approval of the Director of the Literacy Education Program. Courses must be graduate level, must have direct relevance to the student's program of study, and must have a letter 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 syllabus with detailed content and schedule and course description from the official catalog of the institution from which the course was taken to the Director of the Literacy Education 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.
4. Non-matriculated course work: No more than 9 credit hours of non-matriculated course work 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 Literacy Education Program.
5. 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.
6. 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.

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

8. 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.

9. 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 Literacy Education 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 5: MISCELLANEOUS TOPICS

5.1 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:

SAC's 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.

5.2 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 who believes he or she has been mistreated in any way by a member of the faculty or the administration should discuss his or her problem directly with the person involved. If the student is not satisfied at this level, or if discussion of the problem seems inappropriate because of the nature of the student's complaint, the student should seek advice from the department chairperson. Depending on the nature of the problem, the department chairperson may deal with the situation directly or refer the matter to the appropriate college or university committee.

In instances where the Supervisory Committee or the Graduate Committee must approve some aspect of the student's program, and where the judgment of the student and the Supervisory Committee or Graduate Committee differ, the student may ask the Chair of the department to adjudicate the difference of opinion.

The Graduate School has adopted an appeal procedure to be used in dealing with students who wish to appeal decisions made by the faculty or administration concerning some aspect of their graduate work at the University.

5.3 Procedures for Appeals

Several different university committees have been authorized to hear graduate student appeals that cannot be resolved at the department level. Matters that relate to violations of academic freedom should be appealed to the Academic Freedom and Tenure Committee as outlined in the Policies and Procedures Manual, 8-7. A student who wishes to assert a discrimination complaint relating to race, color, religion, national origin, age, handicap, or sex should appeal to the Director of the Office of Equal Opportunity as outlined in the Policies and Procedures Manual, 2-32. A student who wishes to appeal dismissal from a course or the grade received in a course should direct an appeal to the Academic Evaluation Appeals Committee of the college or department in which the instructor is appointed. If an Academic Evaluation Appeals Committee has not been appointed, the student may appeal directly to the Student-Faculty Relations Committee. Matters relating to student misconduct are handled by the Student Behavior Committee. The appropriate university committee for purposes of filing a complaint is determined initially by the student and the departmental or college committee where the complaint is filed.

Graduate students who have complaints relating to admission to graduate school, degree requirements, preliminary and qualifying examinations, problems relating to theses or dissertations, or dismissal from Graduate School should direct their appeals to the Chair of the Supervisory Committee, Director of Graduate Programs, department Chairperson, and to the Dean of their college, in that order. Normally, these university officials will attempt to work out a solution by bringing the parties together in an informal, non-adversarial manner. Inquiry at this stage is usually limited to a determination of whether the graduate student has been treated in an arbitrary or capricious manner, or in some way not consistent with previously announced policy guidelines.

If the problem cannot be resolved through this process at the college level, an appeal may

be taken to the Dean of the Graduate School. The Dean of the Graduate School will normally appoint an appeals committee of no fewer than five members who are mutually satisfactory to both parties, three of whom will be faculty members and two graduate students. This appeals committee will hold a full evidentiary hearing into the merits of the case. The burden of proof shall rest with the complaining party. Proceedings shall be commenced by a written complaint to the Dean of the Graduate School citing the specific grievances, regulations, or policies that have allegedly been violated. This complaint will then be submitted to the parties charged in the complaint for their response. Both those making allegations and those complained against may, if they wish, be represented by counsel and cross- examine witnesses, but the appeals committee is not bound by strict rules of legal evidence and may develop procedures which they consider to be fair and equitable to the particular circumstances of the case. The hearing shall be closed unless the committee believes that an open hearing would be preferable.

The decision of the appeals committee shall by majority vote and will be advisory to the Dean of the Graduate School who is responsible for taking appropriate action. Any further appeal shall be directed to the President of the University.

5.4 Ethical Standards

Matriculated students in the Department of Educational Psychology are expected to abide by the Code of Ethics of the University of Utah Student Code, which can be found online at (http://www.admin.utah.edu/ppmanual/8/8-10.html).

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 that has jurisdiction to impose sanctions.

5.5 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; dps.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 Wellness Center (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.

5.6 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 (http://www.ed.utah.edu/scholarships.html).
Core courses are offered at a special reduced tuition rate through University of Utah Continuing Education. For more information on general tuition rate and tuition aid, please visit the University of Utah Graduate School tuition and funding site.

The Literacy Education Program has a merit-based *Olene Walker Scholarship* to support parts of the tuition of literacy education courses of our master students. Tuition for some elective courses may not be covered. Application for the scholarship is due every spring through the College of Education Scholarships website. For further information on the Olene Walker Scholarship, please contact our Literacy Education Director (literacy@utah.edu).

5.7 Evaluation and Follow-up

After students have completed all the requirements, students will receive a "Graduate Student Exit Survey." The form requests some feedback regarding the strengths and limitations of the 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.

5.8 Best Wishes

We hope our students have an enjoyable and successful graduate experience in the Literacy Education 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

Literacy Education M.Ed.
Coursework Form

Name: UNID: Semester Admitted_____

Ten Core Required Courses (30 credit hours).

Course Number	Title	Credit Hours	Matric/Non-Matric	Institution	Semester/Year

Elective Courses (3 credits minimum)

Course Number	Title	Credit Hours	Matric/Non-Matric	Institution	Semester/Year
Elective of choice _____	Elective of choice _____				
Other Electives: _____	Other Electives: _____ _____				

Comprehensive Exam Semester: _____

Passed (Y/N): _____

Prepared by Literacy Education Program Director: _____ Date: _____

Updated by Literacy Education Program Director: _____ Date: _____

Approved by Literacy Education Program Director: _____ Date: _____