



# **Educational Psychology**

## **Graduate Student Handbook**

Beverly Taylor Sorenson Arts & Education Complex  
1721 Campus Center Drive, SAEC #3220  
Salt Lake City, UT 84112-8914  
General Phone: (801) 581-7148

Last Revised: 1/26/24

## Welcome to the Department of Educational Psychology

*Welcome from the Department Chair, Dr. Robert Zheng*

Thank you for selecting the University of Utah to pursue your graduate studies in Educational Psychology! Our department provides you with an exceptional and inclusive environment to explore your passion for the many different programs we offer. Not only do we have outstanding faculty and facilities, but we also provide you with a caring and interactive environment to pursue an impactful and rewarding graduate degree. The department is highly collaborative working in both basic and applied areas with many research teams involved in interdisciplinary research goals. This collegial environment provides you with many opportunities to expand into new and emerging areas. Graduate school can be incredibly rewarding – allowing you to grow extensively as a scientist, make lifelong friends, and mature as a person overall. I hope you experience a life changing path – one that will define you as a scientist, professional, friend and person as you move through your career. I wish you my best in your scientific explorations and defining your learning opportunities as you move through graduate school.



Beverly Taylor Sorenson Arts & Education Complex: The Home of the Department of Educational Psychology

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## Mission

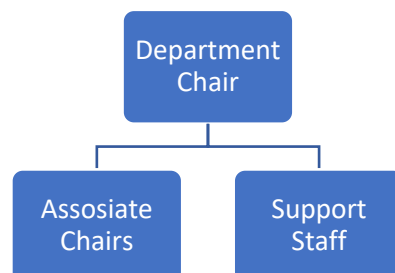
**Mission.** The mission of the Department (ratified 2016) is as follows: *“The Educational Psychology Department produces high-quality basic and applied scholarship while offering outstanding undergraduate and graduate education in the areas of Counseling/Counseling Psychology, Learning Sciences, Reading and Literacy, and School Psychology. We strive to foster collaboration and support diversity, equal access, and opportunity while serving our students, the University, and the community.”*

**Diversity, Equity, & Inclusion Statement.** In response to ongoing acts of systemic racial injustice happening in the world, the Department created a Diversity, Equity, and Inclusion Statement in 2020 that is posted on our website: *“The Department of Educational Psychology (EDPS) stands in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. We stand in support of making our society more inclusive, just, and equitable for all individuals. We stand against individual and systemic racism in all its various forms. We must all share in the responsibility to support equity, diversity, and inclusivity in our department, college, and university with the goal to eradicate racism in all forms. EDPS faculty and staff are examining thoughts, attitudes, biases, beliefs, and behaviors in teaching, research, service, and departmental policies/practices. This reflective examination is part of a larger goal to address the ways our department can promote greater inclusivity for all its members: students, staff, and faculty. As part of this process, we will solicit feedback from students, colleagues, and stakeholders in order to broaden our perspectives, engage a range of voices, and improve our practices.”*

This statement reflects the first step in helping shift mindsets, behaviors, and practices towards a more equitable and inclusive Department for students, faculty, and staff.

## Department Structure

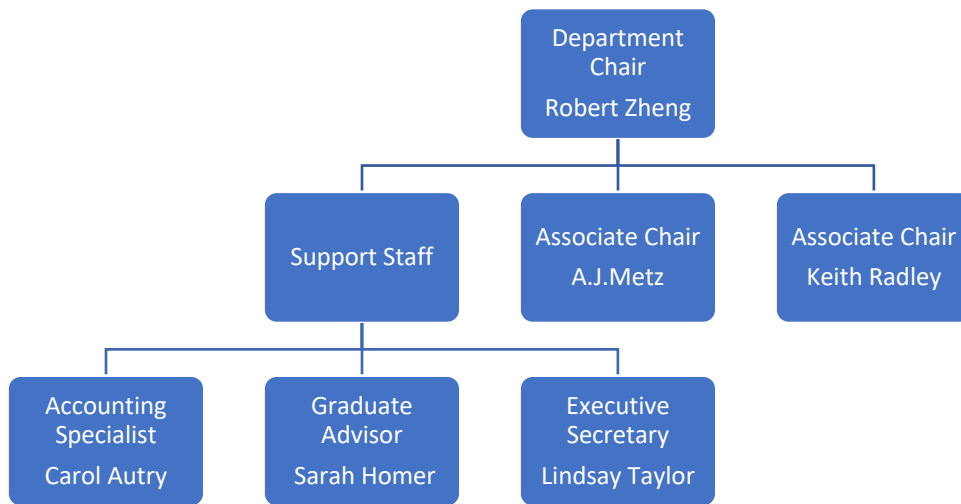
**Department Structure.** The Department of Educational Psychology is organized into five degree granting programs: (1) Counseling/Counseling Psychology; (2) School Psychology, (3) Reading & Literacy, (4) Learning Sciences, and (5) BA/BS in Educational Psychology. Each program trains students in its own areas of specialty. In addition, the Department offers two certificate programs: a Graduate Certificate in Statistics (M. Stat) and an undergraduate certificate in Positive Psychology. The Department further provides courses for pre-service teachers and for individuals in the community. The organizational charts below represent the overall organization of the Department of Educational Psychology.



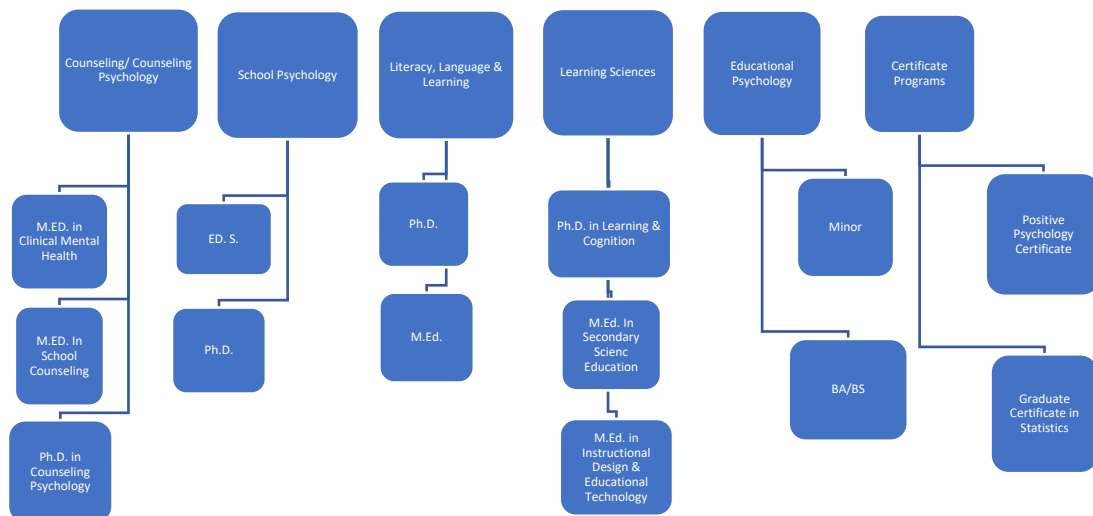
**Figure 1. Organization of the Department.**

The figure above represents the overall organization of the Department of Educational Psychology. The Chair, Dr. Robert Zheng, oversees the five major degree programs, as well as the Associate Chairs and Support Staff.

Reporting Structure



**Figure 2. Department Leadership & Staff.**



The figure above represents the organization of the Department leadership and staff.



## Department Leadership & Staff



**Dr. Robert Zheng, Chair**  
[robert.zheng@utah.edu](mailto:robert.zheng@utah.edu)  
801.587.1731  
Office: SAEC 3234/ 1224

The Department Chair manages the operations of the Department as a whole and the Department's relationship to the institution more broadly. More specifically, the Chair is in immediate charge of the work, space, equipment, and supplies assigned to the Department. The Chair is responsible for effective execution of the university policies and for the broad fiscal management of all funds appropriated to the Department. Additionally, the Chair represents the Department in its official business with other university authorities, with students, and with the public. The Chair further participates in the hiring process of faculty and staff, prepares and submits department reports including the budget, supervises the work of individual faculty members and staff, and provides support to faculty and students in research, teaching and learning.



**Dr. A.J. Metz, Associate Chair**  
[aj.metz@utah.edu](mailto:aj.metz@utah.edu)  
801.587-1719  
Office: 3228

The Associate Chair reports directly to the Chair and helps with Department strategic planning including the launching and oversight of the new BA/BS in Educational Psychology. In addition, the Associate Chair is the Coordinator of the Department's online undergraduate Certificate in Positive Psychology. This program provides a number of courses on topics that emphasize the study of human strengths, positive emotions, and well-being. The Associate Chair identifies adjunct faculty to teach courses in this program and supervises their work. The Associate Chair also serves as Director of Graduate Studies, organizes applications and voting for University scholarships and fellowships (UTA, GRF, Steffenson Cannon), writes the Graduate Council Review Self-Study, provides guidance to the staff.



**Dr. Keith Radley, Associate Chair**  
[keith.radley@utah.edu](mailto:keith.radley@utah.edu)  
801.581-3400  
Office: SAEC 3225

The Associate Chair reports directly to the Chair and helps with Department strategic planning. In addition, the Associate Chair coordinates the department tuition benefit program from budgeting through contracting. The Associate Chair identifies adjunct faculty to teach courses and supervises their work. The Associate Chair also assists with the Department's Learning Outcomes, organizes applications and voting for Department scholarships and fellowships, and monitors course enrollment.





**Carol Autry, Administrative Assistant**

[carol.autry@utah.edu](mailto:carol.autry@utah.edu)

801.581.7153

Office: 3229

Carol Autry is the Administrative Assistant. She manages the day-to-day aspects of the Department's overall budget, including employee payroll, differential tuition funds, student support grants, and travel reimbursements.



**Sarah Homer, Graduate Advisor**

[sarah.homer@utah.edu](mailto:sarah.homer@utah.edu)

801.581.6811

Office: 3227

Sarah Homer is the Graduate Advisor. She handles curriculum scheduling; faculty retention, promotion, and tenure files; payment of student stipends, tuition benefits, and scholarships; and auxiliary staff appointments.



**Lindsay Taylor, Executive Secretary**

[lindsay.taylor@utah.edu](mailto:lindsay.taylor@utah.edu)

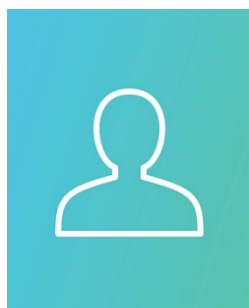
801.581.7148

Office: SAEC 3220

Lindsay Taylor is the Executive Secretary. She handles student applications, performs advising to prospective applicants (as a first point of contact), maintains student records, and assists in coordinating program and department events.

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## Student Contacts



**Student Advisory Committee, Co-Chairs**

**Paige Dubrow, School Psychology Program**

[paige.dubrow@utah.edu](mailto:paige.dubrow@utah.edu)

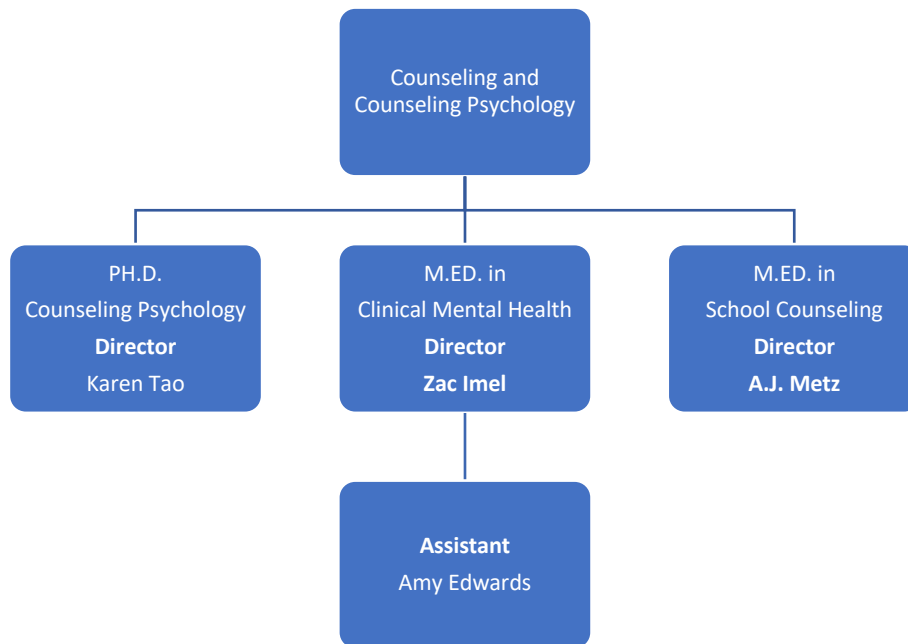
**Deborah Tor, School Psychology Program**

[deborah.tor@utah.edu](mailto:deborah.tor@utah.edu)

The Student Advisory Committee (SAC) promotes communication and interaction among students, faculty, staff, and administrators. The SAC promotes academic and social activities, encourages collaboration with other student organizations, provides service opportunities, performs and

facilitates the Faculty Retention, Promotion, and Tenure (RPT) reviews, and builds campus community within our Department.

## Programs



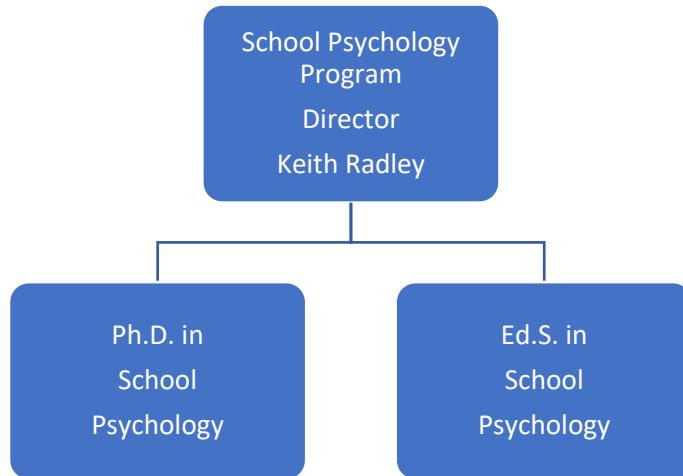
**Figure 3. Counseling and Counseling Psychology (CCP) Programs.**

The figure above represents the organization of the Counseling and Counseling Psychology programs which include a doctoral program and two master's programs. The Counseling Psychology Ph.D. Program is directed by Dr. Karen Tao and trains doctoral students who are eligible for licensure as psychologists in Utah, and who serve the community by addressing mental health needs through diagnosis and intervention. In addition, some of these graduates become faculty members at institutions of higher learning. Licensure is granted by individual states, and in Utah this is overseen by the Division of Occupational and Professional Licensure. Becoming licensed as a psychologist in Utah requires completion of an internship, passing a national licensing exam, and passing a state specific exam. This program has been accredited by the American Psychological Association since 1957. More information can be found on the program website: <https://ed-psych.utah.edu/counseling-psych/index.php>

The M.Ed. Program in Clinical Mental Health Counseling is directed by Dr. Zac Imel and assisted by Amy Edwards. Trains master's level counselors who promote optimal functioning of individuals, families, groups, and communities. Graduates are eligible to become licensed as Clinical Mental Health Counselors. These counselors are involved in a wide range of mental health treatment interventions. This program has been accredited by the Master's in Professional Counseling and Psychology Council (MPCAC) since 2018. More information can be found on the program website: <https://ed-psych.utah.edu/prof-counseling/index.php>

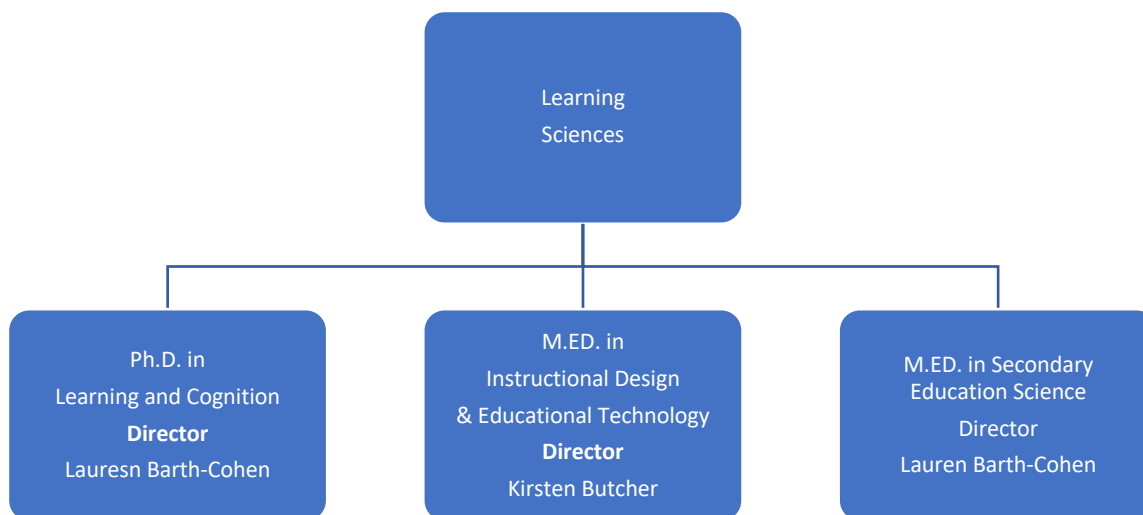
The M.Ed. Program in School Counseling is directed by Dr. A.J. Metz and trains master's level counselors who work as school counselors in the K-12 school system. Graduates are eligible to become licensed school counselors through the Utah State Board of Education. These counselors promote the academic success, career development, and well-being of children and adolescents in the K-12 schools. This program has been accredited by the Master's in Professional Counseling and Psychology Council (MPCAC) since 2018.

More information can be found on the program website: <https://ed-psych.utah.edu/school-counseling/index.php>



**Figure 4. School Psychology Programs.**

The School Psychology program is directed by Dr. Keith Radley. The program offers both an Education Specialist and Doctoral degree program. The doctoral program is accredited by the American Psychological Association and approved by the National Association of School Psychologists. The Educational Specialist program is fully approved/nationally recognized by the National Association of School Psychologists. Both degrees train graduate students to become licensed School Psychologists and work within schools or school-related settings serving the educational and mental health needs of students. Ph.D. graduates can also become licensed as Psychologists (see Counseling Psychology, above, for a description of licensure as a Psychologist). Students in these programs may also undergo additional training through the Board Certified Behavioral Analyst Certificate program, which is offered in collaboration with the Department of Special Education. More information can be found on the program website: <https://ed-psych.utah.edu/school-psych/index.php>

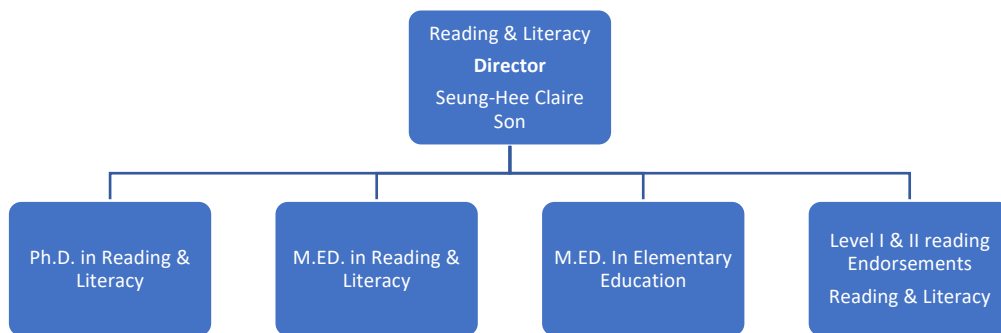


**Figure 5. Learning Sciences Programs.**

The figure above represents the Learning Sciences programs that include a Ph.D. in Learning and Cognition, an M.Ed. in Instructional Design and Educational Technology (IDET), and a new M.Ed. in Secondary Education Science (launched 2022). The Learning and Cognition program is directed by Dr. Lauren Barth-Cohen and trains M.S. and Ph.D. students in basic and applied research in cognitive science. Faculty research areas range from the psychology of reading to use of technology in education to individual differences. Graduates of the Learning and Cognition program are employed as faculty members, applied researchers in testing companies, and quantitative data analysts. More information can be found on the program website: <https://ed-psych.utah.edu/learningandcognition/index.php>

The Instructional Design and Educational Technology (IDET) program is directed by Dr. Kirsten Butcher and trains master’s level graduates (both M.Ed. and M.S.) who analyze, design, develop, implement, and evaluate technology-based instruction in educational and business (i.e., employee training) contexts. IDET students are a mix of K-12 in-service teachers, higher education professionals, educators from other community organizations (e.g., religious institutions, non-profit organizations), and industry trainers and professionals. More information can be found on the program website: <https://ed-psych.utah.edu/instructional-design/index.php>

The M.Ed. in Secondary Education Science is a joint partnership with the College of Science and is technically a BS/M.Ed. Program. Students complete bachelor’s degree requirements in biology, chemistry, earth science, and/or physics in addition to Secondary Teacher Licensure program requirements. A degree through the college of the teaching major (College of Science or College of Mines & Earth Sciences) and a M.Ed. degree in Educational Psychology is simultaneously granted at the completion of the Urban Institute for Teacher Education (UITE) BS/M.Ed. Licensure Program. The purpose of the Secondary Teacher Licensure Program is to prepare junior high, middle school, and high school educators. Competent secondary education teaching requires both in-depth knowledge of subject matter and skill in applying educational concepts and principles. This new program is directed by Dr. Anne Cook. More information can be found on the program website: <https://csme.utah.edu/teachstem/>



**Figure 6. Reading and Literacy Programs.**

The figure above represents the Reading and Literacy programs directed by Dr. Seung-Hee Claire Son. These programs train students at the master’s and Ph.D. level. The Ph.D. in Reading and Literacy trains

students in basic reading and writing processes, applied research in education, and laboratory and field-based research. Graduates are well positioned to become faculty members or professional leaders in the field of reading and literacy. More information can be found on the program website: <https://ed-psych.utah.edu/grad-programs/reading-literacy-phd/index.php>

The M.Ed. in Reading and Literacy trains graduates who are exemplary practitioners in the fields of reading and literacy. Most students are in-service teachers who hope to further their training in this area. The curriculum for the M.Ed. includes the coursework necessary to gain the Level I Reading Endorsement, and can include the coursework necessary to gain the Level II Reading Endorsement (through electives). More information can be found on the program website: <https://ed-psych.utah.edu/grad-programs/reading-literacy-med/index.php>

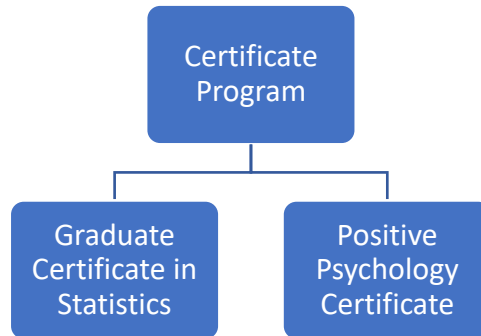
The M.Ed. in Elementary Education prepares individuals with undergraduate training in another major for licensure in teaching at the elementary level. The program primarily occurs in the Urban Institute for Teacher Education, but is administered through the Department because the Urban Institute of Teacher Education is not a graduate degree granting entity. The Department has had an excellent working relationship with the Urban Institute of Teacher Education since it was established following the disbanding of the Department of Teaching and Learning. More information can be found on the program website: <https://ed-psych.utah.edu/resources/documents/programs/Elementary-Program-Packet-Grad-2021.2022-2.pdf>



**Figure 7. BA/BS in Educational Psychology.**

Launched in Fall 2021, the BA/BS in Educational Psychology is directed by Dr. Julia Hood and prepares students to work in the helping professions with people of various ages and in a range of settings. While in the program, students can become certified as a Registered Behavior Technician (annual salary of \$35,000 - \$45,000) and upon graduation, be eligible to become certified as a Board Certified Assistant Behavior Analyst (annual salary of \$45,000 to \$55,000). Through additional coursework in a graduate program, students have an opportunity to be credentialed as a Board Certified Behavior Analyst (BCBA). The BCBA is a graduate-level certification in behavior analysis (annual salary of \$60,000+). The BA/BS in Educational Psychology can also prepare students for master's and doctoral programs in our Department (e.g., School Psychology, School Counseling, Clinical Mental Health Counseling) in our College (e.g., Education, Leadership, & Policy, Education, Culture, & Society, Special Education) and in departments outside of our College (e.g., Psychology, Social Work, and Parks, Recreation, and Tourism). Currently, the

Department employs an academic advisor for 10 hours a week. More information is available on the program website: <https://ed-psych.utah.edu/edpsych-undergrad/index.php>



**Figure 8. Certificate Programs.** The Department further offers two certificate programs.

The Statistics and Research Design program is directed by Dr. Wei Wei and trains master's level (M.Stat.) students in quantitative statistics and research methods as part of the University's inter-departmental Master of Statistics program. The Educational Psychology program focuses on statistical procedures useful in the fields of education and the social sciences. Graduates either enter positions as quantitative data analysts or continue on to a doctoral degree in a substantive area such as Learning and Cognition, which generally enhances their income prospects. More information can be found on the program website: <https://ed-psych.utah.edu/statistics-certificate/index.php>

The Applied Positive Psychology Undergraduate Certificate Program is coordinated by Dr. A. J. Metz. This program provides a number of 5000/6000 level courses on topics that emphasize the study of human strengths, positive emotions, and well-being. This program is delivered entirely online, making it particularly popular with students who have commitments that make it difficult for them to attend on-campus courses. To earn the certificate, students need to take a minimum of 20 credit hours which is the minimum requirement in the University Policy 6-116 (Undergraduate Certificates). This is the equivalent of taking 7 courses; there are 3 required courses and 4 electives. Approximately 10 positive psychology courses are offered in the Fall and Spring semesters; 7 courses are offered during the Summer semester. Fall semester enrollments are highest with an average of 362 students followed by Spring enrollments with an average of 302 enrollments. Summer enrollments average 224. More information can be found on the program website: <https://ed-psych.utah.edu/positive-psych/undergrad-certificate.php>

## Important Deadlines

### University Deadlines

Academic calendar deadlines

- o <https://registrar.utah.edu/academic-calendars>

Thesis Office manuscript submission deadlines

- o <https://gradschool.utah.edu/thesis/calendar>

University Fellowship deadlines, including Teaching Assistantship & Research Assistantship deadlines

- o <https://gradschool.utah.edu/tbp/graduate-fellowship-opportunities>

Graduation deadlines

- o <https://registrar.utah.edu/graduation>

## Program Requirements

### Graduate Programs in Educational Psychology

- Counseling Psychology (Ph.D.)
- School Psychology (Ph.D.)
- School Psychology (Ed.S.)
- Learning & Cognition (Ph.D.)
- Reading & Literacy (Ph.D.)
- Clinical Mental Health Counseling (M.Ed.)
- School Counseling (M.Ed.)
- Instructional Design & Educational Technology (M.Ed.)
- Reading & Literacy (M.Ed.)

### Expected Learning Outcomes

#### Learning Outcomes for Master’s Programs in Educational Psychology.

Learning Outcomes for EDPS Master’s Programs	Sample Measures Note: Measurement differs based on program
Demonstrate a comprehensive knowledge of educational psychology within the student’s area of specialization	<ul style="list-style-type: none"> <li>-Written artifacts (specific course assignments)</li> <li>-Comprehensive Exam</li> <li>-Capstone Project</li> <li>-Thesis/Research projects</li> </ul>
Apply knowledge of educational psychology to research, teaching, or service	<ul style="list-style-type: none"> <li>-Supervisor evaluations for practicum and internship</li> <li>- Written artifacts (specific course assignments)</li> <li>-Capstone Project</li> <li>-Thesis/Research projects</li> </ul>
Development of professional identity appropriate for future career plans	<ul style="list-style-type: none"> <li>-Membership in professional organizations</li> <li>-Attendance at professional conferences</li> <li>-Conference Presentations</li> <li>-Capstone Project</li> <li>- Written artifacts (specific course assignments)</li> <li>-Thesis/research projects</li> </ul>
Value and develop competence in aspects of diversity and individual differences	<ul style="list-style-type: none"> <li>-Supervisor evaluations for practicum and internship</li> <li>- Written artifacts (specific course assignments)</li> <li>-Capstone Project</li> <li>-Thesis/research projects</li> </ul>



Knowledge, appreciation, and behavior that reflects ethical and legal issues in the profession	-Supervisor evaluations for practicum and internship -Specific course assignments -Thesis/research projects
Understand basic statistical, analytical, or assessment methods relevant to field and deploy research designs/approaches and measurement models as appropriate	- Written artifacts (specific course assignments) -Capstone Project -Thesis/research projects
Communicate effectively and professionally through written and spoken modes of communication	-Conference Presentations -Capstone Project - Written artifacts (specific course assignments) -Thesis/research projects -Author/co-author on research articles

### **Learning Outcomes for Doctoral Programs in Educational Psychology.**

<b>Learning Outcomes for EDPS Doctoral Programs</b>	<b>Sample Measures Note: Measurement differs based on program</b>
Demonstrate a comprehensive knowledge of educational psychology within the student's programmatic area of specialization.	- Written artifacts (specific course assignments) -Comprehensive Exam -Dissertation/research projects
Apply knowledge of educational psychology to research, teaching, and service	-Supervisor evaluations for practicum and internship - Written artifacts (specific course assignments) -Thesis/Research projects -Teaching evaluations
Development of professional identity appropriate for future career plans	-Membership in professional organizations -Attendance at professional conferences -Conference Presentations - Written artifacts (specific course assignments) -Dissertation/research projects
Value and develop competence in aspects of diversity and individual differences	-Supervisor evaluations for practicum and internship - Written artifacts (specific course assignments) -Dissertation/research projects
Knowledge, appreciation, and behavior that reflects ethical and legal issues in the profession	-Supervisor evaluations for practicum and internship - Written artifacts (specific course assignments) -Dissertation/research projects
Demonstrate skills at independently designing, conducting, writing, and presenting research studies	- Written artifacts (specific course assignments) -Dissertation/research projects -Authored/co-authored journal articles -Conference presentations
Communicate effectively and professionally through written and spoken modes of communication	-Conference Presentations - Written artifacts (specific course assignments) -Dissertation/research projects -Author/co-author on research articles

The expected learning outcomes are written at a fairly global level, as they have to apply to multiple programs within the Department offering the same degree. The individual programs have more specific

information about expectations regarding graduate students in their student handbooks. The following are links to each program's student handbook:

Counseling Psychology (Ph.D.)

<https://ed-psych.utah.edu/counseling-psych/handbooks.php>

School Psychology (Ph.D.)

<https://ed-psych.utah.edu/school-psych/handbooks.php>

School Psychology (Ed.S)

<https://ed-psych.utah.edu/school-psych/handbooks.php>

Learning & Cognition (Ph.D.)

<https://ed-psych.utah.edu/learningandcognition/handbooks.php>

Reading & Literacy (Ph.D.)

[https://ed-psych.utah.edu/grad-programs/reading-literacy-phd/phd\\_handbook\\_fall2022.pdf](https://ed-psych.utah.edu/grad-programs/reading-literacy-phd/phd_handbook_fall2022.pdf)

Clinical Mental Health Counseling (M.Ed.)

<https://ed-psych.utah.edu/prof-counseling/handbooks.php>

School Counseling (M.Ed.)

<https://ed-psych.utah.edu/school-counseling/handbooks.php>

Instructional Design & Educational Technology (M.Ed.)

<http://ed-psych.utah.edu/instructional-design/program-manuals.php>

Reading & Literacy (M.Ed.)

<https://ed-psych.utah.edu/grad-programs/reading-literacy-med/index.php>

## Admission Requirements

**Degree completion.** Graduate applicants to the Department of Educational Psychology are individuals who have completed the equivalent of a U.S. four-year Bachelor's degree at either a regionally accredited U.S. institution or an institution recognized by the Ministry of Higher Education in their home country. Applications will be accepted from undergraduate students who are within one semester of completing their degree.

**Minimum GPA.** Graduate applicants should further have a minimum 3.0 undergraduate GPA. If you do not have a minimum 3.0 GPA, you are encouraged to speak to the director of the program of interest. We recognize there could be extenuating circumstances and that you may have even completed your undergraduate degree years ago. The program director can advise you on how to address this issue in your personal statement or on your application. If you are a competitive applicant otherwise, we may request an exemption from the Graduate School (waiving this requirement).

## Admission Procedures

All prospective graduate students apply for admission through the University of Utah general application, Slate, found on each program's website.

The following are application requirements. Note: Not all programs require the GRE. Please see the specific program of interest for admissions requirements.

- **Graduate Application:** (University of Utah).
  - Apply online through the Program's Website
    - 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.
    - If applying to a PhD and a Masters' Program, submit two separate applications
    - Clinical Mental Health Counseling and School Counseling: You can apply for just the Salt Lake City Program, just the St. George Program, or both. If applying for both, only submit one application and contact Lindsay Taylor to make sure your application is listed in both places.
- **Transcripts:** Please upload your transcripts into the Slate web application. These are unofficial, scanned images.
- **\*GRE Scores:** Please plan to take this test at least one month before your application date, as it takes an average of three weeks to get your scores back. This test is administered by Educational Testing Services (ETS). Your GRE Scores must be forwarded to the University of Utah (Code 4853) by ETS. Personal photocopies are not sufficient. For more information you may contact ETS or your university's testing center.
  - **\*Note:** Not all of our graduate programs require a GRE; please see the specific program of interest for admissions requirements.
- **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. For individuals applying to a doctoral program, please identify in your statement at least one or two program faculty who could potentially serve as research mentors if you are admitted.
- **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.
- **OPTIONAL:** for PhD applicants - A writing sample, such as a paper.

The Department of Educational Psychology needs to receive **all** items by the deadline listed for the program to which you are applying.

## Admission Deadlines

Please see our website for admission deadlines as they vary depending on program: <https://ed-psych.utah.edu/admissions/index.php>

## International Students

Our Department values the global community we enjoy, and we welcome students from all countries. We recognize that there are unique advantages and challenges to being an international student, especially as you adjust to your studies alongside a new country and new culture. We encourage all our international students to make use of the resources available to them and to seek involvement in departmental, campus, and civic communities.

**Requirements.** In addition to the general requirements, international students have to take the TOEFL or IELTS and attain the score around 105 (87<sup>th</sup> percentile) or 7.5, respectively, for admission into the program.

**Visa Instructions.** An I-20 Certificate of Eligibility is necessary to apply for an F-1 student visa through a U.S. Consulate abroad or to maintain F-1 student status in the United States. The University of Utah will begin processing I-20 after a student accepted our admission offer. Contact the Graduate Coordinator for questions related to obtaining the F-1 visa and refer to the Admissions Office for detailed instructions: <https://admissions.utah.edu/i-20-information/>

For more information on International Graduate Student Admissions, See:

<https://admissions.utah.edu/apply/international/international-graduate-admissions-graduate-costs/>

## Program Orientation

Incoming graduate students will be set up in the program during the Departmental Orientation. The orientation takes place one week before the start of fall classes. International students should arrive two weeks before the start of fall semester in order to attend the international student orientation. The orientation includes a number of mandatory activities and is organized by the Director of Graduate Studies and the Graduate Coordinator. The incoming students will receive detailed instructions for the orientation before their arrival and should direct any questions to the Graduate Coordinator.

**University ID.** Note that students will need to obtain a University ID number to complete all on-line activities, and University Identification Card to gain access to the buildings and facilities, recreation center and public transportation.

**UMail.** Students are required to use UMail for all communications related to their studies and work at the University of Utah. It is also imperative that students ensure that their UMail addresses have been added to the graduate students' mailing list in order to receive all announcements in a timely manner.

**CANVAS Orientation.** Students must also join the Canvas class called "Department of Educational Psychology Graduate Students 20XX", where XX stands for the year when the

student starts in the program, in order to follow the program of study, use the appropriate forms and upload required documents.

## Program Coursework

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

**Minimum Credit Hours for MA/MS/M.Ed.** 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.

**Minimum Credit Hours for Ph.D.** 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.

## Mandatory Exams and Milestones

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.

## Supervisory Committee Formation

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.

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.

The student will meet with the Supervisory Committee to propose their thesis/dissertation and to defend their thesis/dissertation. Some programs also require supervisory committee meetings for the comprehensive exam.

## Expectations for Participation

Depending on your graduate program, you may be expected to participate in on-campus events such as orientations, research team meetings, seminars, town halls, student evaluations, and exit surveys. You may further be required to participate in off-campus events such as conferences or trainings.

### Town Hall Meetings

The Department hosts a Town Hall meeting twice a year – once in late November and once in late April. The purpose of these meetings is to: 1) disseminate important student information; 2) provide a forum for developing community; and 3) gain feedback about the Department including the climate, instructors, and resources and to also hear about your needs and ideas for improvement. The Associate Chair and Graduate Coordinator will host these meetings.

## Professional Development

Each program provides a range of professional development opportunities that we hope you take advantage of while in graduate school. For example, some programs provide professional memberships, conference travel, relevant trainings, and guest speakers.

The Graduate School further provides professional development opportunities that can be accessed from their website (<https://gradschool.utah.edu/>). The Director of Graduate Studies will also forward e-mails from the Graduate School advertising these opportunities.

The University of Utah has additional professional development resources such as the Career & Professional Development Center: <https://utah.craniumcafe.com/group/graduate-student-career-coaching>. The Career & Professional Development Center can provide assistance with resumes, cover letters, interviewing, and locating jobs.

## Thesis/Dissertation/Project

Students in the Master's Programs should consult their specific program for thesis or project requirements.

Students in the Ph.D. Programs 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 the "Dissertation Defense Form" to Sarah Homer ([sarah.homer@utah.edu](mailto:sarah.homer@utah.edu)). The dissertation defense form requires the student to provide information as to the title, day, time, and location of the dissertation defense. Sarah can assist with booking a room in the SAEC building and will then send a notice of the dissertation defense to the EDPS faculty and student listservs. The "Dissertation Defense Form" is located on the EDPS Department website under "Forms and Materials" and "Forms Relevant to All Programs."

At least two weeks before the dissertation defense date, the student should submit their manuscript to their supervisory committee. This document should have already been approved by the committee Chair.

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>.

## Applying for Graduation

All graduate students must apply in advance for graduation to receive a degree from the University of Utah. Before applying to graduate, students should meet with their academic advisor and review the degree requirements set by the Graduate School and the student's program.

To apply for graduation, simply click on the "Graduation" tile on your Student Homepage in Campus Information Services (CIS) and follow the instructions. Note: This link does not become active until your Supervisor Committee has been entered into Graduate School Tracking.

You may contact your advisor or Sarah Homer ([sarah.homer@utah.edu](mailto:sarah.homer@utah.edu)), the academic coordinator to see if your supervisory committee is in place.

Graduation applications deadlines are the following:

Fall Graduation (December)	Apply by September 2
Spring Graduation (May)	Apply by January 20
Summer Graduation (August)	Apply by May 25

Failure to apply on time may delay your graduation.

A late/reapplication for graduate degree is required if a student missed the deadline to apply, they were denied graduation in a precious semester, or they need to adjust their graduation date.

Complete the Late/Reapplication for Graduate Degree form and send it as an e-mail attachment to [graduation@utah.edu](mailto:graduation@utah.edu). Note: You must use your Umail when submitting this form.

Late/Reapplication for Graduation Form: [https://registrar.utah.edu/\\_pdf/graduate-degree-late-application.pdf](https://registrar.utah.edu/_pdf/graduate-degree-late-application.pdf)

## Academic Requirements and Policies

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>).

The Department of Educational Psychology is committed to student progress and success in the Program. Students are strongly urged to maintain contact with their Program Director throughout the Program. If unforeseen circumstances prevent the timely and successful progression through the Program, students are urged to consult as early as possible with Program Director to explore possible solutions. Students may request one-year extensions of time deadlines for exceptional circumstances. The faculty will review each request on an individual basis, considering such factors as whether the student is continuing to make acceptable progress, the student's success in other areas of the Program besides the one in question, and the student's demonstration of a responsible and coherent plan to remedy the identified problem.

## Minimum GPA

Students are required to maintain a 3.0 or higher GPA in course work listed on the Program of Study for master's and doctorate degrees. A grade below C- is not accepted by the University toward a graduate degree. Departments may have additional grade restrictions that must be maintained. These restrictions will be explained in the department's handbook.

## Student Academic Misconduct

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 re-submitting 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>).

## Continuous Registration

All graduate students must be registered for at least one course from the time of formal admission through completion of all requirements for the degree they are seeking, unless granted an official leave of absence. Students not on campus and not using University facilities are not expected to register for summer term. Students must, however, be registered during summer term if they are taking examinations or defending theses/dissertations. If students do not comply with this continuous

registration policy and do not obtain an official leave of absence, they will be automatically discontinued from graduate study. In this case, students will be required to reapply for admission to the University through Graduate Admissions upon approval of the home department. Students should be registered for graduate level courses (5000-6000 level for masters; 6000-7000 level for doctoral) until they have completed all requirements for the degree including the defense of the project, thesis, or dissertation.

## Leave 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](#). The form must be approved and signed by the supervisory committee chair and department chair and then forwarded to the Registrar's Office for processing.

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 Office of the Registrar 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. For more information about official withdrawal, see [Grading Policies](#) in the Undergraduate Information section of this catalog.

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 Office of the Registrar. The leave of absence is void if a student registers for classes in a semester for which a leave was granted.

## Family & Medical Leave

As of 7/01/22, the University has adopted a graduate student Parental Leave Policy benefiting all eligible University of Utah graduate students. The full Policy 6-409 Graduate Student Parental Leave can be found at: <https://regulations.utah.edu/academics/6-409.php>

### Highlights of Graduate Student Parental Leave

- A Graduate Student is eligible for a Parental Leave of Absence if the Graduate Student has been matriculated in a Graduate Degree Program for at least one semester and is otherwise in Good Standing within their degree program at the time the Parental Leave of Absence is taken
- A Graduate Student who intends to take a Parental Leave of Absence shall notify the Graduate Student's advisor or program director at least 90-days before the anticipated birth or as soon as reasonably possible before adoption or foster placement for which the Graduate Student intends to take a Parental Leave of Absence. This allows the department and student to plan for the student's absence and ensure a seamless transfer of responsibilities.

- The Parental Leave of Absence is unpaid unless the Graduate Student is supported by a University Tuition Benefit Program eligible fellowship, teaching assistantship, graduate assistantship, or other research assistantship that the University administers.
- A Graduate Student eligible for paid Parental Leave of Absence may take a single Parental Leave of Absence for each birth, adoption, or foster placement and is eligible to take up to a maximum of two paid total Parental Leaves of Absence during the duration of their Graduate Degree Program. Alternatively, the eligible Graduate Student may choose to take a single unpaid Parental Leave of Absence for each birth, adoption, or foster placement, in lieu of, or in excess of, the above provided paid Parental Leaves of Absence. A Graduate Student not eligible for paid Parental Leave of Absence may take a single Parental Leave of Absence for each birth, adoption, or foster placement, without limits on the number of births, adoptions, or foster placements, during the duration of their Graduate Degree Program.
- An eligible Graduate Student may take a Parental Leave of Absence from a Graduate Degree Program for up to eight (8) consecutive weeks following a child's birth, adoption, or foster placement.
- The Graduate Student and the Graduate Student's advisor or program director shall discuss coursework completion, rearrangement of teaching and/or research duties, and timelines for academic matters that will be affected by the Parental Leave of Absence and create a jointly signed agreement that describes how the Graduate Student will complete these requirements following the Parental Leave of Absence. The Graduate Student shall submit the written agreement to the Graduate School as part of the Graduate Student's application for a Parental Leave of Absence.
- The Graduate School will forward any Graduate Student Parental Leave requests to HR Absence Management Team for FMLA consideration.

Please work with your faculty advisor and Director of Graduate Studies to formally request a Graduate Student Parental Leave.

Link to Request Form:

[https://gradschool.utah.edu/resources/documents/grad\\_student\\_parental\\_leave\\_request\\_20220808.pdf](https://gradschool.utah.edu/resources/documents/grad_student_parental_leave_request_20220808.pdf)

Detailed instructions for completing this form can be found here: <https://gradschool.utah.edu/navigating-grad-school/graduate-policies/parental-leave-policy-for-graduate-students.php>

*University policy prohibits discrimination against sex/gender which includes pregnant and parenting students and employees. State and federal laws, including Title IX of the Education Act, also prohibit discrimination based upon sex, including pregnancy and pregnancy-related conditions. If you believe you have been subject to discrimination, including having been denied an accommodation for a pregnancy or pregnancy-related condition, please discuss this with the Director of Graduate Studies and/or the Deputy Title IX Coordinator for your college. You may file a complaint with the OEO/AA. <https://oeo.utah.edu/>*

## Leaving the Program Early

A student who decides to leave the graduate program “early” must inform the program director, graduate coordinator, and/or research advisor and submit a 30-day written notice. During the 30 days, any research must be brought to a point where it could be easily passed on to a new person. All notebooks and data must be returned to the Research Advisor before the student leaves the program. If these materials are not

turned over by the exit date, any pay from the Research Advisor or the Department may be held in escrow until the above obligation is met.

Students should be aware of there are several consequences of leaving the program early and they should contact the Graduate Coordinator as early as possible if they are considering leaving the graduate program. The timing of a student's departure from the program impacts whether tuition must be reimbursed and eligibility for a degree. Students adding and/or dropping courses after the semester's published add/drop deadlines are responsible for any and all charges incurred, including withdrawals. Tuition benefit will not pay for withdrawn credit hours, and if registration falls below required credit hours at any time during the semester, a student becomes ineligible for the tuition benefit and will be billed the full tuition for that semester.

In addition, the student leaving the program early will not earn and receive a Master's degree if the Graduate School and Department of Educational Psychology requirements have not been met when they leave the graduate program. Students are advised to discuss degree requirements with the program director. The student should recognize that they might be required to re-apply should they wish to continue in the program and work on another advanced degree.

Students being supported on tuition benefit should also be aware that it is very difficult to find replacements mid-semester and should be considerate of the negative effect on instruction their early departure may have.

## Changing Committee Chair & Committee Members

There may be compelling reasons to change a dissertation/thesis committee chair or committee member(s). It's appropriate to discuss these changes with your dissertation/thesis committee chair first and gain their guidance and approval. Once approved, all changes should be communicated in writing to the Graduate Coordinator (Sarah Homer); these changes will then be noted in the University and Department records.

If the change involves the dissertation/thesis committee chair and you don't feel comfortable discussing this change with them, you should seek guidance from another program faculty member or the Director of Graduate Studies.

## Time Limit to Degree

Graduate School policy for Master's Degrees (<https://gradschool.utah.edu/graduate-catalog/degree-requirements>):

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. Students whose studies have been interrupted for long periods of time and who have been granted extended time to complete their degrees may be required to complete additional courses, to pass examinations, or otherwise to demonstrate that they are current in their field.

Graduate School policy for Doctorate Degrees (<https://gradschool.utah.edu/graduate-catalog/degree-requirements>):

The time limit for completing a Ph.D. degree is determined by individual departmental policy approved by the Graduate Council. Requests to exceed established time limits must be recommended by a candidate's supervisory committee and approved by the departmental director of graduate studies and the dean of the Graduate School. Students whose studies have been interrupted for long periods of time and who have been granted extended time to complete their degrees may be required to complete additional courses, to pass examinations, or otherwise to demonstrate that they are current in their field. ([PPM 6-203 III.B](#)). Most departments require a **SEVEN** year time limit for their PhD students.

**Graduate School Extension Petitions.** A petition for an extension of a Graduate student career beyond the established time limits will consist of a formal letter of request to the Graduate Dean. The letter will demonstrate that the student is in good standing. Good standing requires that the student has a satisfactory GPA for graduation, formed a supervisory committee, that a program of study has been completed and approved by the faculty and directors of graduate studies/department chair, and that they have taken all required preliminary exams and thesis proposal exams required by the department. These must be fully updated in Grad Tracking. The letter must demonstrate a firm commitment by the department, research supervisor, and the student to complete the agreement, including any commitments for financial support, and must provide a demonstration that the proposed path to graduation is feasible. The letter will be accompanied by a written completion plan that is signed by the student, the research supervisor, and the director of graduate studies or department chair.

The completion plan lays out specific milestones leading to completion, and dates for the completion of the milestones. The milestones must include formal evaluation meetings with the supervisory committee at least once per semester (if a thesis defense does not occur within the semester). Failure to complete the milestones by the specified deadline may result in the dismissal from the program (the supervisory committee would review such a situation and make a recommendation). The petition may request either a one-semester or two-semester extension. 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, dates, and signatures.

Formal letters of petition should be sent to [dean@gradschool.utah.edu](mailto:dean@gradschool.utah.edu).

## Dismissal Policies & Procedures

### Ph.D. Students

Doctoral students may be dismissed from a program for academic reasons which may include but are not limited to inadequate grades or failure to remain in "good standing" as defined by the program, a lack of professionalism or unethical conduct, or failure to comply with other specific program requirements.

Failure to comply with the policies below may or may not result in automatic dismissal, but will be addressed by a faculty committee and due process. Note: Students have the right to appeal any decision following appropriate procedures (See Student Appeal Process in this handbook).

1. Maintain a minimum GPA of 3.0



- If a student's GPA drops below 3.0, they will be asked to meet with the relevant program director to discuss. The student will be placed on probation and asked to work to raise their GPA within the designated probationary period.
  - If the student is unable to raise their GPA within the probationary period, a faculty committee will meet to review their situation and render a decision.
2. Officially register documentation of a supervisory committee and doctoral advisor by the end of their 5<sup>th</sup> semester as a doctoral student.
    - Most programs in the Department assign a doctoral advisor immediately upon entrance to the program to ensure a student doesn't fall behind in completing program milestones in a timely fashion.
    - Ultimately the student is responsible for completing program milestones and reaching out for help when necessary.
    - If the student has not registered documentation of a supervisory committee and doctoral advisor by the end of their 5<sup>th</sup> semester as a doctoral student, a faculty committee will meet to review their situation and render a decision.
  3. Continuously maintain an official advisor and supervisory committee from the time of official registration through completion of the program.
    - Most programs in the Department assign a doctoral advisor immediately upon entrance to the program to ensure a student doesn't fall behind in completing program milestones in a timely fashion.
    - Ultimately the student is responsible for maintaining communication with their doctoral advisor and if they run into issues with their advisor, should follow procedures for informal resolution (See Informal Dispute Resolution in this handbook) and if that does not alleviate the program, formal resolution (See Formal Dispute Resolution in this handbook).
    - If the student does not maintain an official doctoral advisor, a faculty committee will meet to review their situation and render a decision.
  4. Pass qualifying exams by the end of their 6<sup>th</sup> year in the doctoral program.
    - If the student does not pass qualifying exams on their first attempt, they will meet with their advisor, outline a remediation plan, and document the steps they took to student for the second administration of the exam.
    - If the student does not pass qualifying exams on their second attempt, a faculty committee will meet to review their situation and render a decision.
  5. Make acceptable progress toward the degree as determined by the supervisory committee.
    - If a student is not making acceptable progress toward their degree as determined by the supervisory committee, they will meet with their advisor, outline a remediation plan, and document the steps they took to complete the remediation.
    - The student may further be placed on probation until their supervisory committee determines they are back on track.
    - If the student is unable to make acceptable progress, a faculty committee will meet to review their situation and render a decision.

6. Maintain Continuous Registration
  - All graduate students must be registered for at least one course 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 Leave of Absence policy in this handbook).
  - If students do not comply with this continuous registration policy and do not obtain an official leave of absence, they will be automatically discontinued from graduate study and will need to reapply for the program with no guarantee they will be admitted.
7. Abide by the Student Code of Conduct (See Student Code of Conduct in this handbook).
  - Failure to comply with the Student Code of Conduct may or may not result in automatic dismissal, but will be addressed by a faculty committee and due process.

## MA/MS Students

Master's students may be dismissed from a program for academic reasons which may include but are not limited to inadequate grades or failure to remain in "good standing" as defined by the program, a lack of professionalism or unethical conduct, or failure to comply with other specific program requirements.

Failure to comply with the policies below may or may not result in automatic dismissal, but will be addressed by a faculty committee and due process. Note: Students have the right to appeal any decision following appropriate procedures (See Student Appeal Process in this handbook).

1. Officially register documentation of a supervisory committee and supervisory committee chair by the end of their 3<sup>rd</sup> semester as a master's student.
  - Most programs in the Department assign a supervisory committee and supervisory committee chair immediately upon entrance to the program to ensure a student doesn't fall behind in completing program milestones in a timely fashion.
  - Ultimately the student is responsible for completing program milestones and reaching out for help when necessary.
  - If the student has not registered documentation of a supervisory committee and supervisory committee chair by the end of their 3<sup>rd</sup> semester as a master's student, a faculty committee will meet to review their situation and render a decision.
2. Continuously maintain an official advisor and supervisory committee from the time of official registration through completion of the program.
  - Most programs in the Department assign an advisor immediately upon entrance to the program to ensure a student doesn't fall behind in completing program milestones in a timely fashion.
  - Ultimately the student is responsible for maintaining communication with their advisor and if they run into issues with their advisor, should follow procedures for informal resolution (See Informal Dispute Resolution in this handbook) and if that does not alleviate the program, formal resolution (See Formal Dispute Resolution in this handbook).
  - If the student does not maintain an official advisor, a faculty committee will meet to review their situation and render a decision.

3. Make acceptable progress toward the degree as determined by the supervisory committee.
  - If a student is not making acceptable progress toward their degree as determined by the supervisory committee, they will meet with their advisor, outline a remediation plan, and document the steps they took to complete the remediation.
  - The student may further be placed on probation until their supervisory committee determines they are back on track.
  - If the student is unable to make acceptable progress, a faculty committee will meet to review their situation and render a decision.
  
4. Maintain Continuous Registration
  - All graduate students must be registered for at least one course 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 Leave of Absence in this handbook).
  - If students do not comply with this continuous registration policy and do not obtain an official leave of absence, they will be automatically discontinued from graduate study and will need to reapply for the program with no guarantee they will be admitted.
  
5. Abide by the Student Code of Conduct (See Student Code of Conduct in this handbook).
  - Failure to comply with the Student Code of Conduct may or may not result in automatic dismissal, but will be addressed by a faculty committee and due process.

## 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.

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>).

## Financial Support

The Department of Educational Psychology at the University of Utah is committed to the student success during their graduate study by offering a variety of financial support opportunities that include, but not limited to, teaching assistantship (TA), graduate research assistant (GR) with faculty in grant supported

project, graduate assistant (GR) supporting programs and working with faculty projects. The annual stipend for students ranges from \$15,500 (plus tuition benefit) to \$20,000 (plus tuition benefit). All interested parties are encouraged to apply. We would like to especially encourage individuals from minority and underrepresented groups to apply.

## Teaching Assistant Responsibilities & Policies

A teaching assistant (TA) is teaching focused with instructional responsibilities as instructor of record, assistant to the instructor of record or tutor within the academic department may include lecturing, holding discussion or problem sessions, conducting laboratory sections, conducting studio or performance work, online instruction, grading, tutoring, and holding office hours. International students must be cleared through the [International Teaching Assistant Program](#) before being placed on job coded 9416. Graduate School on Tuition Benefits and relevant deadlines can be found here: <https://gradschool.utah.edu/tbp/tuition-benefit-program-guidelines>.

## Graduate Assistant Responsibilities & Policies

A graduate assistant (GR) is defined as a graduate student who does research or research-related work, who is not paid from a 5000 fund, as well as students doing field work and clinical work. Graduate School policy on graduate assistant and Tuition Benefits as well as relevant deadlines can be found here: <https://gradschool.utah.edu/tbp/tuition-benefit-program-guidelines>.

## Graduate Research Assistant/Graduate Fellows Responsibilities & Policies

A graduate student who is defined as graduate research assistant (RA) is funded directly by an externally funded research grant (**5000 fund only**) and doing research for that project. Graduate School policy on graduate research assistant on Tuition Benefits and relevant deadlines can be found here: <https://gradschool.utah.edu/tbp/tuition-benefit-program-guidelines>.

## Tuition Waivers

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/>.

## Student Health Insurance

Graduate students may be eligible for the University of Utah's Graduate Subsidized Health Insurance Program (GSHIP). To qualify, you must be supported as a Research Assistant (9314), Teaching Assistant (9416), Graduate Assistant – Research Focus (9330), or Graduate Assistant – Teaching Focus (9417) and receive 100% tuition benefit.

GSHIP includes health insurance through United HealthCare Student Resources, and dental and vision insurance through Educators Mutual. Coverage for dependents is not subsidized.

For more information: <https://gradschool.utah.edu/funding/tbp/gship/index.php>

## Residency

In order to continue to qualify for the tuition benefit program, all domestic and non-resident aliengraduate students who are not Utah residents are required to submit evidence to the Graduate School that they have made a good faith effort to apply for and obtain Utah residency after their second year (40 credit hours) of graduate study. However, if residency is denied, their tuition benefit status will not be affected. International students are not affected by this requirement because they cannot qualify for resident status.

A residency application will be sent to all domestic and non-resident alien students at the end of the second year in residence by the Academic Program Coordinator in the Graduate Office.

There are no non-resident fees required of those who attend the University during summer semester.

Students are encouraged to review the residency requirements at: <https://gradschool.utah.edu/tbp/tuition-benefit-program-guidelines/#residency-and-meritorious-status>.

## Financial Resources

See “Student Awards” for information about scholarships and fellowships.

Personal Money Management Center

- o <https://personal-money-management.utah.edu>

Feed-U Pantry

- o <https://union.utah.edu/resources-spaces/feed-u-pantry/hours-about-us>

## Student & Faculty Code

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.

## Code of Conduct

[Graduate School Code of Conduct](#). The Graduate School is committed to fostering excellence in our community of scholars and leaders. We recognize that diverse and inclusive teams are most likely to produce creative and impactful scholarship and are eager to ensure that each member of our academic community is respected and valued for their unique contributions. This Code of Conduct upholds the Graduate School’s commitment to conduct graduate and postdoctoral education according to the highest

ethical and professional standard in compliance with all applicable University, state, and federal regulations.

The Graduate School is committed to providing a safe, harassment-free and discrimination-free environment for everyone. Harassment includes offensive comments or denigrating jokes related to nationality, gender, sexual orientation, disability, age, physical appearance, body size, race, religion, or veterans status, sexual images in public spaces, deliberate intimidation, stalking, following, harassing photography or recording, inappropriate physical contact, unwelcome sexual attention, and harassment through social media.

All University faculty, staff, and students are expected to comply with the applicable anti-harassment, anti-discrimination, and scientific and professional ethics laws and policies in effect at the University of Utah and at the institutions where they may be visiting.

Members of the University of Utah community who wish to report a violation of this Code of Conduct are encouraged to speak to or contact the appropriate administrator or Dean, including the Department Chair or Director of Graduate Studies of their academic program, the Dean of the Graduate School (David Kieda) and/or Associate/Assistant Deans of the Graduate School (Katie Ullman, Amy Barrios, Araceli Frias), or the University's Title IX coordinator (Sherrie Hayashi).

Visitors, including participants at any University or Graduate School sponsored events, are expected to comply with these same standards, as well as to policies at their place of employment. In addition to any applicable reporting requirements at their home site, visitors are encouraged to report violations here as above.

## Standards of Behavior

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.
  - a. Note: As per University Policy 1-003, the University of Utah enforces Utah state law regulating firearms on campus. The law allows a concealed weapon permit holder to carry a concealed handgun on campus – but the weapon must always remain completely concealed.
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>).

## Informal Dispute Resolution

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.

Students are encouraged to go to the departmental DoGS for conflict resolution, if appropriate. Students are also welcome to make an appointment with one of the Graduate School deans to voice complaints or concerns (can be requested through [info@gradschool.utah.edu](mailto:info@gradschool.utah.edu) or by calling 801.585.5529).

Further, there is a University Ombudsman's Office, which provides dispute resolution, resources, and the potential for mediation. More information: <https://academic-affairs.utah.edu/office-for-faculty/facultyombudsman>.

## Formal Dispute Resolution

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 timelines 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.

Policy 6-400 covers the process of Academic Appeal (<https://regulations.utah.edu/academics/6-400.php>).

## Student Rights and Responsibilities

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.

## 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://regulations.utah.edu/human-resources/UPol%205-107.R1.pdf>). 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.

Steps involved in filing a complaint, as well procedures followed by the University of Utah Office of Equal Opportunity and Affirmative Action, are specified in the University of Utah Rule 1-012B: Sexual Misconduct Complaint Process Rule: <http://regulations.utah.edu/general/rules/R1-012B.php>

## Americans with Disabilities Act (ADA)

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.

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

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 1-012A: <http://regulations.utah.edu/general/rules/R1-012A.php>).

## 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:

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 (University of Utah Policy 1-004: <http://regulations.utah.edu/general/1-004.php>).

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://regulations.utah.edu/general/1-004.php>.

## Addressing Conflict, Harassment, or Hostile Climate

Students in the Department have the right to be treated with respect, and the faculty desire to create an environment in which individual and cultural differences are valued and faculty and students work together with a sense of collaboration and mutual consideration. Despite the best efforts of both students and faculty, however, occasionally circumstances may occur in which the imbalance of power or other factors negatively affect student welfare or put students at risk. In such cases a student may invoke grievance procedures.

The University of Utah's nondiscrimination statement, to which the Department of Educational Psychology adheres to, prohibits discrimination on the basis of "race, color, national origin, sex, age, status as a person with a disability, religion, sexual orientation, and status as a veteran or disabled veteran." Specific questions related to discrimination may also be addressed by contacting the University's Office of Equal Opportunity/Affirmative Action (OEO/AA), which can be found on the Web at <http://www.oeo.utah.edu>. It is the responsibility of faculty and other representatives of the university to report instances of sexual harassment or discrimination to OEO/AA.

In addition, the Center for Disability Services provides direct assistance to students with disabilities to encourage and enhance their independence, ongoing cooperative efforts to develop and maintain an accessible physical environment, and educational efforts to create a supportive psychological environment so students can achieve their educational objectives. The Center for Disability Services may be contacted at <http://disability.utah.edu>, 162 Union Bldg., 200 South Central Campus Drive, Room #162, Salt Lake City, Utah 84112-9107. Voice/TDD: (801) 581-5020 - Fax: (801) 581-5487 - Operator: (801) 581-7200.

## Student Appeal Process

If a student disagrees with the outcome of their evaluation, a course grade, or their supervisor evaluation, there is a documented appeal process. The following procedures have been identified to guide students:

- If a student has an issue or disagreement, the first course of action is to meet with the person involved (faculty member or site supervisor).
  - In the interest of collegiality, in keeping with ethical guidelines, and to empower students to handle conflicts in a productive and forthright manner, they are encouraged to first attempt to resolve issues directly with whom they have a perceived conflict or grievance.

- However, we also acknowledge that the power differential inherent in the faculty-student relationship, along with student concerns about evaluation, may make it difficult or unwise to proceed in this direct manner. When this is the case, the student may want to contact the Program Director or another faculty member who may act as a consultant in the matter. If doing so would present a conflict of interest, the student may take their concern directly to the Department Chair.
- If a student meets with the person involved and the concern is not dealt with to the student's satisfaction, the student may present his/her concern orally or in writing to the Program Director.
- The Program Director will then approach the individual to discuss a satisfactory resolution of the concern.
  - Please note that it is a university policy that representatives of the university report instances of alleged discrimination or sexual harassment to OEO/AA.
- If the result of this interaction is unsatisfactory from the student's perspective, the student may communicate, verbally or in writing, to the Chair of the Department.
- If those results are unsatisfactory from the student's perspective, they can then communicate verbally or in writing to the Dean of the College of Education.
- If the Chair or 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 of the Chair or Dean's failure to respond.
  - Detailed information about the Academic Appeals Committee, along with specific steps to follow in an appeal, is contained in Utah Policy 6-400 [Code of Student Rights & Responsibilities](#), Section IV - Student Academic Performance, B: Appeals Process.

The Department is committed to student progress and success in the Program. Students are strongly urged to maintain contact with their Program Director throughout the Program. If unforeseen circumstances prevent the timely and successful progression through the Program, students are urged to consult as early as possible with the Program Director to explore possible solutions. Students may request one-year extensions of time deadlines for exceptional circumstances. The faculty will review each request on an individual basis, considering such factors as whether the student is continuing to make acceptable progress, the student's success in other areas of the Program besides the one in question, and the student's demonstration of a responsible and coherent plan to remedy the identified problem.

## Important Forms

Course Waiver Application: <https://ed-psych.utah.edu/resources/documents/sac/info/EDPS-course-waiver-application.pdf>

Master's Degree Program of Study: <https://ed-psych.utah.edu/sac/program-of-study-masters.pdf>

Doctoral Degree Program of Study: <https://ed-psych.utah.edu/sac/program-of-study-doctoral.pdf>

Thesis Information: <https://gradschool.utah.edu/thesis/>

Thesis/Dissertation Approval: <https://gradschool.utah.edu/thesis/forms.php/>

Apply for Graduation: <https://registrar.utah.edu/handbook/graduategraduation.php>

## Student Safety

Your 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](https://dps.utah.edu)). If at any time, you 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>

Your well-being is key to your personal safety. If you 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 in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.

## Safety Resources

University Police: <https://dps.utah.edu>

Phone: 911 or 801.585.2677

*Emergency services*

Crisis Line (24/7): <https://healthcare.utah.edu/uni/programs/crisis-diversion.php>

Phone: 801.587.300

*For crisis intervention, emotional support, and mental health needs*

Suicide Prevention Hotline – Utah: <http://www.suicide.org/hotlines/utah-suicide-hotlines.html>

Crisis Prevention – SafeUT Smartphone App: <https://www.uofuhealth.org/safeut>

*Free 24/7 access to counselors for crisis prevention and emotional support*

University Counseling Center: <https://counselingcenter.utah.edu>

Room 246, Student Services Building (SSB)

Phone: 801.581.6826

Sexual Assault Victim Advocacy: <https://advocate.wellness.utah.edu>

Room 328, Student Services Building (SSB)

Phone: 801.581.7779

Student Health Center: <https://studenthealth.utah.edu/services>

Madsen Health Center, 555 Foothill Drive

Phone: 801.581.6431

Women's Resource Center: <https://womenscenter.utah.edu>  
Room 411, Olpin Union Building

The Office of the Dean of Students: <http://deanofstudents.utah.edu>  
Room 270, Olpin Union Building

## Student Access to Physical Resources

### Departmental Resources

The SAEC building provides many places to meet, study, and work on group projects. Some rooms may be reserved in advance, others are available on a first-come, first serve basis.

Depending on your role in the Department, you may be provided with a key, mailbox, and access to the Department printer and copier.

Upon accepting admission to a program in our department, you will be added to the appropriate listserv. The Department has a listserv for students: ([edps-students@lists.utah.edu](mailto:edps-students@lists.utah.edu)) The Department Chair and Director of Graduate Studies will send messages over this listserv that are relevant to you being a student at the University of Utah and a student in our Department.

Each program may further host a listserv to send relevant information to you being a student in that specific program.

### University Resources

University ID Card  
University card information: <https://ucard.utah.edu>

TRAX Pass  
UTA University pass: <https://commuterservices.utah.edu/mass-transit>  
TRAX Schedules & Maps: <https://www.rideuta.com/Rider-Tools/Schedules-and-Maps>

Wireless Connections  
Onboard to Utah wireless: [https://onboard.utah.edu/enroll/uofu/prod\\_3/process](https://onboard.utah.edu/enroll/uofu/prod_3/process)

Software  
Grammarly Access: <https://gradschool.utah.edu/grammarly>

New Student Guide to Digital Resources:  
[https://it.utah.edu/help/it\\_guides/new\\_student\\_guide.php](https://it.utah.edu/help/it_guides/new_student_guide.php)

Hardware  
University Bookstore: <https://www.campusstore.utah.edu/utah/home>  
Surplus & Salvage: <https://fbs.admin.utah.edu/surplus/>



Paychecks & Direct Deposit

HR Paycheck Information: <https://www.hr.utah.edu/payroll/paycheck.php>

Housing

Graduate Student Housing Resources & Options: <https://housingoptions.utah.edu/graduate-housing/>

Meals & Food

Utah Meal Plans: <https://housing.utah.edu/dining>

Arts & Entertainment

Arts Pass: <https://www.finearts.utah.edu/arts-pass>

## Student Awards

### Department-Specific Awards

The Department has a number of awards students can apply to:

- Brian W. Campbell and Susan L. Morrow Scholarship for Research in Lesbian, Gay, and Bisexual Studies
- C. Kay Allen Endowed Scholarship
- Dr. Cecelia H. Foxley Endowed Scholarship Fund in Educational Psychology
- Grayson and Seth Jenson Memorial Scholarship
- Phyllis Allen Jex Memorial Scholarship Fund
- Ted & Kay Packard Endowment for Graduate Scholarship in the Department of Educational Psychology

The award amounts and application criteria are listed on the College of Education website (see information below).

### College/University Fellowships and Awards

The College of Education administers a number of scholarships and awards students can apply for.

Application dates vary, but will be listed on the specific award description.

College of Education Scholarships and Awards: <https://education.utah.edu/students/scholarship-guide.php>

The Graduate School also administers a number of scholarships and awards students can apply for.

A list of the graduate school awards can be found at <http://gradschool.utah.edu/tpb>.

Examples include:

- University Teaching Assistantships (UTA) (\$20,100 plus tuition benefit)
- Steffensen Cannon (\$20,100 with subsidized health insurance)
- Graduate Research Fellowship (GRF) (\$20,100 with subsidized health insurance)
- Emerging Diversity Scholars Fellowship (\$8,100 + Department match)

You can also check Union Scholarships/Awards, as many of these are applicable to graduate students. <https://union.utah.edu/union-scholarships>.

## External Fellowship & Award Opportunities

A list of external fellowships is available at <https://gradschool.utah.edu/tbp/external-opportunities>, and students also have access to Pivot, a new tool for finding foundation funding. <https://osp.utah.edu/news/pivot.php>]]

## Student Travel Assistance

Students may have conference travel assistance available through their program.

There are also awards offered through the Graduate School - the Graduate Student Travel Assistance Award (GSTAA) and the Early Career Professional Development Program (ECPDP). More information on these awards is here: <https://gradschool.utah.edu/current-students/graduate-student-travel-assistance-award>.

## Student Resources

### Graduate School Resources

#### Events

Event & Workshop Calendar: <https://gradschool.utah.edu/events-calendar>

Events & Workshops Description: <https://gradschool.utah.edu/upcoming-events>

#### Administrative & Records

Graduate Records Office: <https://gradschool.utah.edu/graduate-catalog/graduate-records-office>

Electronic Graduate Record File: <https://gradschool.utah.edu/current-students/electronic-graduate-record-file-tutorial>

#### Awards & Fellowships

Graduate Fellowship Opportunities: <https://gradschool.utah.edu/tbp/graduate-fellowship-opportunities>

Graduate Student Travel Assistance Award: <https://gradschool.utah.edu/current-students/graduate-student-travel-assistance-award>

Early Career Professional Development Program: <https://gradschool.utah.edu/current-students/graduate-student-travel-assistance-award>

Thesis & Dissertation Awards: <https://gradschool.utah.edu/current-students/awards>

#### Advocacy

Graduate School Diversity Office: <https://gradschool.utah.edu/diversity>

Graduate School Dean: [dean@gradschool.utah.edu](mailto:dean@gradschool.utah.edu)

#### Training & Workshop Programs

International Teaching Assistant Program (ITAP): <https://gradschool.utah.edu/ita>

Three Minute Thesis Training & Competition: <https://gradschool.utah.edu/3MT>

Past Workshops & Trainings: <https://gradschool.utah.edu/resource-library/workshops-videos>

Research Communication: <https://gradschool.utah.edu/science-communication>

#### Writing & Manuscript Editing

Thesis Office: <https://gradschool.utah.edu/thesis>

Grammarly: <https://gradschool.utah.edu/grammarly>

## University Resources

### Graduate Writing Center & Graduate Student Reading Room

More information: <https://writingcenter.utah.edu/grad-student-services.php>. The Graduate Writing Center is located in the Marriott Library in the Graduate Student Reading Room. To access the Reading Room, students must fill out a Graduate Resources Access Form, found at <https://lib.utah.edu/services/education/gradstudents.php>. eTutoring for Graduate Writing is also available. Students can sign up for this service at <https://writingcenter.utah.edu/graduate-services/e-tutoring.php>

### University Libraries

In addition to the research offerings, the Marriott Library has events and programs specifically for graduate students. Check <https://lib.utah.edu/services/education/gradstudents.php> for schedules and more information.

### Professional Development

Career & Professional Development Center Graduate Student Career Coaching:

<https://utah.craniumcafe.com/group/graduate-student-career-coaching>

Graduate Student Teaching Training from Center for Teaching & Learning Excellence:

[https://ctle.utah.edu/events/ctle\\_events.php](https://ctle.utah.edu/events/ctle_events.php)

Higher Education Teaching Specialist Program: <https://ctle.utah.edu/hets>

### Student Health, Wellness, & Recreation

Student Health Center: <https://studenthealth.utah.edu>

University Counseling Center (including Mindfulness Center): <https://counselingcenter.utah.edu>

Center for Student Wellness: <https://wellness.utah.edu>

Campus Recreation Services: <https://campusrec.utah.edu>

#### Leadership & Dispute Resources

Dean of Students Office: <https://deanofstudents.utah.edu>

Faculty Ombudsman: <https://academic-affairs.utah.edu/office-for-faculty/facultyombudsman>

Graduate School: <https://gradschool.utah.edu/contact-us>

#### Support Groups & Services

Center for Disability & Access: <https://disability.utah.edu>

Office of Equal Opportunity, Affirmative Action, and Title IX: <https://oeo.utah.edu>

Office for Equity & Diversity: <https://diversity.utah.edu>

International Student & Scholar Services: <https://ic.utah.edu>

LGBT Resource Center: <https://lgbt.utah.edu>

Veteran's Support Center: <https://veteranscenter.utah.edu>

Women's Resource Center: <https://womenscenter.utah.edu>

## Departmental Listings

### Faculty

Please see the Department faculty profile page for a list of department faculty: <https://ed-psych.utah.edu/faculty/index.php>

### Program Directors

Programs	Program Directors
School Counseling	A.J. Metz, Ph.D. Associate Professor Program Director School Counseling Program SAEC 3228 801-587-1719 <a href="mailto:aj.metz@utah.edu">aj.metz@utah.edu</a>
Counseling Psychology	Karen Tao, Ph.D. Associate Professor, Program Director, Counseling Psychology Program SAEC 3247 801-587-1726 <a href="mailto:k.tao@utah.edu">k.tao@utah.edu</a>
Clinical Mental Health Program	Zac Imel, Ph.D. Professor Program Director, Clinical Mental Health Counseling SAEC 3272 801-587-1736 <a href="mailto:Zac.imel@utah.edu">Zac.imel@utah.edu</a>

School Psychology	Keith Radley, Ph.D. , BCBA-D, NCSP Associate Professor, Program Director, School Psychology SAEC 3225 801-581-3400 <a href="mailto:Keith.radley@utah.edu">Keith.radley@utah.edu</a>
Learning Sciences	Lauren Barth-Cohen, Ph.D. Associate Professor Program Director, Learning Sciences SAEC 3264 801-587-1754 <a href="mailto:Lauren.barthcohen@utah.edu">Lauren.barthcohen@utah.edu</a>
Instructional Design & Educational Technology	Kirsten Butcher, Ph.D. Associate Professor Program Director, Instructional Design & Educational Technology SAEC 3202E 801-587-1728 <a href="mailto:kirsten.butcher@utah.edu">kirsten.butcher@utah.edu</a>
Reading & Literacy	Seung-Hee Claire Son, Ph.D. Associate Professor Program Director, Reading & Literacy SAEC 3249 801-587-1729 <a href="mailto:claire.son@utah.edu">claire.son@utah.edu</a>
Educational Psychology BS/BA	Julia Ann Kelly Hood, Ph.D. Assistant Professor (Clinical) Program Director, BA/BS in Educational Psychology SAEC 3243 801-587-1843 <a href="mailto:julia.hood@utah.edu">julia.hood@utah.edu</a>