



**Doctorate of
Philosophy**

in

**Educational
Psychology**

Reading & Literacy

Department of Educational Psychology
University of Utah

Handbook for Ph.D. Students

(updated 08/2022)

Ph.D. in Educational Psychology: Reading & Literacy

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SECTION 1: INTRODUCTION TO THE READING AND LITERACY PROGRAM

IN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

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

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

1.1 Preface

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

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

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

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

Most full-time students take about 4-5 years to complete the program, depending on the background they bring in and on the type of dissertation they pursue. However, there is no guarantee on this timeframe. We encourage students to take the responsibility to keep track of their progress and to meet whatever goals and time standards they set for themselves. When

finished, most students pursue careers as university professors, researchers, clinical faculty and instructors, or sometimes in reading and language arts leadership roles in the state, district, and school level.

1.2 Application Process

As for the application process, prospective students will need to secure following: 3 letters of recommendation (at least one speaking to your academic strengths), transcripts, a statement of purpose, GRE analytical writing score, a writing sample (a masters' thesis or a sample research paper), and a curriculum vitae. When the application packet is complete, face-to-face meeting will be scheduled with R & L faculty, including the faculty member who most closely matches the applicant's research interests. We do have rolling admissions but recommend that prospective students apply by February for a start in the fall semester, particularly if students are looking for funding through a research or graduate assistantship, as those decisions are usually made in early April. We do require a Masters' degree for doctoral applicants but that does not have to be specifically in literacy and can be in a related field.

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

- Secure 3 letters of recommendation (at least one speaking to your academic strengths)
- Transcripts
- Statement of purpose
- GRE analytical writing score
- Writing sample (a Masters' thesis or research paper)
- Resume/Curriculum Vitae
- Face-to-face meeting with R & L faculty

1.3 List of Faculty and Research Interests

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

Christy Austin, Ph.D.

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

Lauren Aimonette Liang, Ph.D.

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

Seung-Hee Claire Son, Ph.D.

Early Literacy and Language Intervention, Reading Engagement and Motivation, Multimedia Literacy, Home and Community Literacy, Early Childhood Education

Colli Lucas, Ph.D.

Comprehension, Motivation, Early Literacy, Writing

Other Faculty Affiliated with Reading and Literacy

Anne E. Cook, Ph.D. (Educational Psychology, Learning Sciences Program)

Reading and Text Comprehension Process, Eye-tracking Methodology to Explore Questions in Reading

Kathleen Brown, Ph.D. (University of Utah Reading Clinic)

Intervention for at-risk and struggling readers, Beginning Reading, and Word Recognition Development

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

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

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

SECTION 2: PROGRAM OF STUDY FOR THE DOCTORAL DEGREE

2.1 Gateways through the Doctoral Program

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

1. Year 1

Directed Readings/Writings

Students will receive a reading list at the beginning of their doctoral program and expand the list throughout the year 1 to read and develop related research ideas. If possible, students are expected to participate in their faculty advisor's research projects to learn research processes.

2. Year 2

Directed Readings/Writings

Students will continue through the reading and research participation. The experiences are to be developed into a writing project or a research conference proposal.

3. Spring Year 3

Preliminary Exam

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

Three faculty members read and rate the preliminary exam as pass or no pass. Students must pass the preliminary exam in order to continue in the program.

4. Apprenticeship to the Doctorate

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

- a. Teach an elementary or secondary undergraduate course:
Students will be required to intern with a faculty member teaching an undergraduate course in reading and/or writing methods.
- b. Presentation of a paper:
Students will be required to present a paper at a national conference.
- c. Publication:
Students will be required to prepare and submit a paper in a peer-reviewed journal.

5. Dissertation Proposal

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

6. Final Dissertation Defense

Upon completion of the dissertation, a final defense is scheduled to defend the dissertation. The defense is scheduled with the five committee members.

2.2 Course Requirements

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

(Required Hours: 56 with 15 dissertation research)

1. Literacy Foundations¹ (min 24 hours required)

- ED PS 6124 Children's literature in the Schools (3 hours)
- ED PS 6126 Content Area Literacy (3 hours)
- ED PS 6130 Writing Theory and Instruction (3 hours)
- ED PS 6331 International Children's and Adolescents' Literature (3 hours)
- ED PS 6631 Assessment and Intervention (3 hours)
- ED PS 6711 Foundations of Literacy (3 hours)
- ED PS 6712 Reading Research (3 hours)
- ED PS 6713 Literacy Acquisition Theory and Instruction (3 hours)
- ED PS 6714 Comprehension Theory and Instruction
- ED PS 6842 Reading Interventionist Seminar (3 hours)

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

ED PS 6920 R&L Teaching Internship (3 hours)
 ED PS 7520 Psychology of Reading (3 hours)
 ED PS 7521 Psychology of Writing (3 hours)
 EDU Specific Courses at the U of U Reading Clinic (3 hours)

2. Research Methodology² (min 15 hours required)

ED PS 7010 Quantitative Methods I (3 hours - required)
 ED PS 7020 Quantitative Methods II (6 hours - required)
 ED PS 7420 Qualitative Research (3 hours - required)
 ED PS 7400 Advanced Research Design (3 hours)
 ED PS Advanced Qualitative Research (3 hours)
 ED PS 6769 Introduction to Hierarchical Linear Modeling (3 hours)
 ED PS 7300 Psychometric Theory (3 hours)
 ED PS 7320 Scale Development (3 hours)
 ED PS 7410 Single Subject Research Design (3 hours)

3. Other Recommended Elective (min 9 hours required)

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

4. Doctoral Seminars (5 hours)

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

5. Preliminary Exam (3 hours)

ED PS 7961 Preliminary Exam (3 hours - required)

6. Dissertation Research (15 hours)

ED PS 7970 Dissertation Research (15 hours - required)

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

2.3 Course Availability

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

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

2.4 Criteria for Graduate Course Work

6000 AND 7000 LEVEL COURSES: The graduate level courses in this department are numbered in the 6000's and 7000's. There is a difference between the two kinds of classes. Although both are open to Master's as well as Doctoral students, 7000 level courses are advanced graduate courses which emphasize current conceptual, methodological, and research issues in education. They are designed for students who are interested in studying specific issues in depth and often assume previous course work and experience. They are research-oriented and reading and writing intensive. 6000 level courses are graduate courses designed specifically with Master's students in mind that are immediately pertinent to applications in the classrooms or interventions.

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

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

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

SECTION 3: GETTING THROUGH THE PROGRAM

3.1 Advising

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

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

patient in working with faculty around their availability for consultation.

3.2 Statement of Student Responsibility

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

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

3.3 Program Performance Requirements

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

1. **Satisfactory performance in courses:** Each instructor will expect satisfactory performance in your graduate courses. The overall quality of your work, as well as your progress toward completing the program, will be monitored. No course grade below a "B-" can be counted toward your graduate degree. If your *overall grade point average falls below a 3.0*, you will be asked to come in for a discussion with the Director of the Reading & Literacy Program. (See more for dismissal information below.)
2. **Annual evaluation:** Students' progress through the program will be evaluated on a yearly basis. Each year every Ph.D. student will be required to respond to the Ph. D. Annual Progress Report Form (see Appendix A) and discuss his or her progress with the Reading & Literacy Faculty. Decision about funding may be impacted with a negative annual evaluation.

3.4. Time Limits

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

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

3.5. Dismissal

Students must earn a minimum grade of B- or Credit (CR) in core/required courses. Any grade below B-, if there exists an active Incomplete designation on the student's transcript, or any No-credit (NC) report on the transcript must be rectified or retaken as soon as possible (within 12 calendar months) and, if not ameliorated with a grade of a B- or better or CR (for credit only coursework), may result in the student's dismissal from the program for failure to meet the academic standards of the program. If a required course that has received a sub-standard grade is not passed with a B- or better on a second attempt, a formal petition from the student to the faculty is required for approval to re-take a course a third time.

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

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

SECTION 4: THE DISSERTATION PROCESS IN THE PROGRAM

4.1 Dissertation Proposal

The Reading & Literacy Ph.D. program offers two options for conducting a dissertation project: Option One – Stand Dissertation and Option Two – Two Article Dissertation.

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

The supervisory committee form for the Ph.D. should, ideally, be submitted during the second year of the program. The form is submitted to the department Academic Advisor. Committee members must be selected together with the advisor, and then contacted prior to the form being submitted, and they must agree to serve on the supervisory committee.

Students formally present their plan for data collection and analysis during the formal proposal meeting. The supervisory committee will provide feedback for areas of improvement related to the student's research plan. All committee members must approve the dissertation proposal. A final approval to move forward and to submit the IRB will be given to the student depending on revisions or changes.

The proposal should be distributed to the committee a minimum of 2 weeks prior to the meeting. The dissertation format guidelines are presented in 4.2.

Following the proposal meeting, the supervisory committee chair will circulate a memorandum to the committee and the student to ensure a mutual understanding of the proposal outcome and document research expectations.

After the formal proposal is approved, the student will submit the necessary IRB proposal and

conduct the research. The final report of the doctoral research project is written as a dissertation. The dissertation may be formatted in the standard dissertation format or the two-article dissertation format as described below.

4.2 Dissertation Proposal Format

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

Chapter One Proposal

1. Problem Statement and Research Questions: What is the problem to be investigated? In other words, what is the purpose of the study? What are the specific research questions the study will seek to answer? (1-2 pages)
2. Conceptual Framework & Related Literature: What theories, concepts, and research provide the best framework to explain or study the problem? Offer conceptual definitions of study variables where appropriate. (6-10 pages)
3. Significance: Why is the problem important? How will the proposed study fill an important need for knowledge or chart a new area for investigation? (1 page)

Chapter Two Proposal

4. Methods: (6-10 pages)

Include methodological considerations such as

- (a) sample or data sources
- (b) data collection procedures
- (c) instrumentation or measurement tools and issues, including operational definitions of variables where appropriate
- (d) study design (including checks on possible bias or threats to study validity)
- (e) data analysis

5. Assumptions and Limitations: What are the assumptions and expected limitations of the study? (1 page)

Extra (in presentation and/or as appendix)

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

4.3 Standard Dissertation Guidelines: Option One

Standard Dissertation Format

1. Abstract
2. An introduction chapter with theoretical foundations and literature review, statement of the problem, and proposed research questions and the significance (Chapter 1).
3. A methods section fully describing: (a) research designs that will be used to examine each of the research questions, (b) research methods, including participants, measures, and procedures (c) the kinds of analyses that will be used to answer each question, and (d) a tentative timeline for completion of the dissertation (Chapter 2).
4. A results section that objectively presents your key results *without* interpretation, in an orderly and logical sequence using both text and, if helpful, illustrative graphics (Tables and Figures). The results section is necessary for both qualitative or quantitative analyses. The results section should be sequenced to present your key findings in a logical order and should be crafted to highlight the evidence needed to answer the research questions/hypotheses you investigated.
5. A discussion section in which you interpret your results in light of what was already known about the subject of the investigation, and to explain a new understanding of the problem after taking your results into consideration. The discussion will always connect to the introduction by way of the question(s) or hypotheses you posed and the literature you cited, but it does not simply repeat or rearrange the introduction. Instead, it tells how your study has moved us forward from the place you left us at the end of the introduction.
6. References

4.4 Two-Article Dissertation (TAD): Option Two

For the TAD option, the student must describe the two articles to his or her dissertation committee. This option is recommended for students who have already submitted or have been preparing to submit journal articles for publication. One must be a manuscript that will be submitted to a research journal. The second manuscript can be a theoretical, practical, or position paper, or literature review. The second manuscript should also be suitable for submission to a journal. The nature of the study and guidelines from the journal will dictate the formats and nature of each article. The TAD format may vary and should be discussed with your supervisory committee. Examples of three TAD models are provided in Appendix B.

TAD Dissertation Format

1. The TAD format involves the joining of two full-length manuscripts with introductory and summarizing sections, with one directly following the other.
2. The dissertation should have a coherent topic with an introduction presenting the general theme of the dissertation research preceding the two manuscripts and a

conclusion summarizing the major findings of the two manuscripts.

3. The student should be the first author on the published or publishable works. The chair and committee members will likely be included as co-authors when the manuscripts are submitted to a journal to represent their contributions to the submission.

4. If an article(s) is multi-authored, the student should clearly justify or clarify the contributions of the other authors in relationship to the research project. Authorship guidelines can be found in the APA manual. Students should be involved with every aspect of their dissertations.

SECTION 5: GENERAL REGULATIONS CONCERNING ALL GRADUATE STUDENTS

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

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

program of study and will need to be approved by the Director of the Reading & Literacy Program.

6. Total credit hour registration limitations: Graduate degree candidates are not permitted to register for more than 16 credit hours in any semester. Teaching assistants, research assistants, and others employed approximately half-time by the department are limited to a minimum registration of 9 credit hours. Tuition benefits for teaching and research assistants will cover up to 12 hours. If more than 12 credit hours are taken by teaching and research assistants, the additional hours are paid by the student.
7. Undergraduate Petition for Graduate Credit: University of Utah students may be allowed to select certain graduate level courses taken while enrolled as an undergraduate student for graduate credit. Such graduate credit is limited to 6 semester hours or two courses. **Credit used to earn the undergraduate degree may not be counted toward a graduate degree.** Students are encouraged to seek advance approval of the dean of the Graduate School on an "Undergraduate Petition for Graduate Credit" form available in the Registrar's Office. However, if a student seeks retroactive graduate credit for courses taken as an undergraduate, permission may be granted only if a grade of B or better was earned in the specified courses and if the courses were taken no more than three years prior to the petition.
8. Credit/no credit: All core coursework needs to be letter grade. In rare cases, and subject to approval by the Director of the Reading & Literacy Program, graduate students are granted the option to enroll in elective courses with a credit/no credit option rather than a letter grade.
9. Independent reading and research courses: Individual reading and research courses are offered for the purpose of allowing students to pursue interests and specializations that may be more appropriately served by independent reading than in conventional courses taught on a group basis. Independent studies are designed to explore topics outside the parameters of customary and usual department courses. Professors will not approve an independent study for a course that is offered in a traditional manner. Independent study hours may not be used for: assisting faculty with teaching duties, grading assignments, or otherwise performing duties of graduate teaching assistants.
10. Exceptions: If students have exceeded the time limit, or if the courses students have taken do not match those listed on the Program of Study, the Director of the Reading & Literacy Program must submit a letter of justification to the Dean of the Graduate School explaining the discrepancies. The Dean of the Graduate School will then rule on the request. Exceptions are approved only under extenuating (e.g., illness) circumstances.

SECTION 6: MISCELLANEOUS TOPICS

6.1 Student Advisory Committee (SAC)

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

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

6.2 Student Appeals

All graduate students have the right to have disputes regarding academic matters resolved in a fair, uniform, and expeditious manner. It is the policy of the University to solve such problems internally and at the level most closely related to the origin of the dispute. A graduate student who believes he or she has been mistreated in any way by a member of the faculty or the administration should discuss his or her problem directly with the person involved. If the student is not satisfied at this level, or if discussion of the problem seems inappropriate because of the nature of the student's complaint, the student should seek advice from the department chairperson. Depending on the nature of the problem, the department chairperson may deal with the situation directly or refer the matter to the appropriate college or university committee.

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

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

6.3 Procedures for Appeals

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

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

If the problem cannot be resolved through this process at the college level, an appeal may be taken to the Dean of the Graduate School. The Dean of the Graduate School will normally appoint an appeals committee of no fewer than five members who are mutually satisfactory to both parties, three of whom will be faculty members and two graduate students. This appeals

committee will hold a full evidentiary hearing into the merits of the case. The burden of proof shall rest with the complaining party. Proceedings shall be commenced by a written complaint to the Dean of the Graduate School citing the specific grievances, regulations, or policies that have allegedly been violated. This complaint will then be submitted to the parties charged in the complaint for their response. Both those making allegations and those complained against may, if they wish, be represented by counsel and cross-examine witnesses, but the appeals committee is not bound by strict rules of legal evidence and may develop procedures which they consider to be fair and equitable to the particular circumstances of the case. The hearing shall be closed unless the committee believes that an open hearing would be preferable.

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

6.4 Ethical Standards

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

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

6.5 Safety and Wellness

Students' safety is our top priority. In an emergency, dial 911 or seek a nearby emergency phone (throughout campus). Report any crimes or suspicious people to 801-585-COPS; this number will get you to a dispatch officer at the University of Utah Department of Public Safety (DPS; dps.utah.edu). If at any time, students would like to be escorted by a security officer to or from areas on campus, DPS will help - just give a call.

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

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

6.6 Financial Aid

There are some sources of financial aid available to students in the department. The College of

Education offers many scholarships. Scholarship information is available online at (<http://www.ed.utah.edu/scholarships.html>).

6.7 Evaluation and Follow-up

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

6.8 Best Wishes

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

Appendix A

Ph. D. Annual Progress Report Form: Sample**Reading and Literacy Program***This form is to be completed by the student and discussed with the faculty advisor.**Please sign and submit to your advisor by **April 10**.*

Student's Name: _____ ID# _____

Faculty Advisor: _____ Program Entrance Date: _____

Area of Interest _____

1) Coursework taken the current academic year (including the previous summer session). Include and describe independent studies.

	Course Number/Title	Credits	Grade	Date to Complete
Summer Session 2019	_____			

Fall Semester 2019	_____			

Spring Semester 2020	_____			

2) Scholarship: Research Projects with which I am involved and Writing Projects with which I am involved (excluding coursework)

3) Degree Progress

	Date:	Steps:	Comments:
<input type="checkbox"/> Yes <input type="checkbox"/> No		Preliminary Written Exam passed	

	Date:	Steps:	Comments:
<input type="checkbox"/> Yes <input type="checkbox"/> No		Proposal Defense (Qualifying Oral Exam) passed	
<input type="checkbox"/> Yes <input type="checkbox"/> No		IRB forms approved	
<input type="checkbox"/> Yes <input type="checkbox"/> No		Schedule Dissertation Defense	
<input type="checkbox"/> Yes <input type="checkbox"/> No		Final Defense of Dissertation Results of Exam: <input type="checkbox"/> Pass <input type="checkbox"/> Fail	

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

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

Student's Signature

Date

Appendix B: Examples of Two Article Dissertation Formats

Single Study Format

The dissertation is one study but with unique theoretical implications, adequate independent or dependent variables or sufficient data to support two articles. The flow of the TAD will vary with each study but consider the following flow.

- Introduction: This describes purpose and nature of each the two or more articles. If the articles do not allow for a comprehensive review of literature, the literature review can be included in this introduction.
- Article I: This article is a form of meta-analysis, a theoretical paper, or a finding from the study.
- Article II: The remaining article could represent findings and secondary analyses of all data collected during the single study.
- Summary: This concluding section includes a general discussion, conclusion, applications, and ideas for future research that comes from the three or more articles.

Independent Study Format

You may conduct two or more independent studies with different populations, variables, and measures. These studies should all be within your desired area of expertise. Each one can be reported independently.

- Introduction: This describes the purpose and nature of each article. If the articles don't allow for a comprehensive review of literature, the literature review can be included in this chapter.
- Article I: A complete article with an introduction, methods, results, and conclusions for Study A.
- Article II: A complete and independent article with an introduction, methods, results, and conclusions for Study B.
- Summary: Includes a general discussion, conclusion, applications, and ideas for future research that comes from the three studies.

Interdependent Studies Format

An interdependent format can be used in the case of progressive studies. The outcomes of part of a study must be determined before proceeding with the next portion of the study. There may be unanswered questions that could be determined with a third study.

- Introduction: Describes the purpose and progressive nature of each article. If the articles do not allow for a comprehensive review of literature, the literature review can be included in this chapter.
- Article I: Independent article with an introduction, methods, results, and conclusions for Study A.
- Article II: The study builds on Study A and lead into Study B. It is an independent article with an introduction, methods, results, and conclusions for Study B.
- Summary: Includes a general discussion, conclusion, applications, and ideas for future research that is a direct result of studies A and B (and possibly C.)