DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
UNIVERSITY OF UTAH
College of Education

LEARNING & COGNITION PROGRAM

Department of Educational Psychology
University of Utah

Handbook for Students
and
Guide to Graduate Study

2020-21

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Learning Sciences Program

Introduction

The Learning Sciences Program is concerned with learning, cognition, instruction, and the research methodologies used to investigate these areas. The Program is comprised of three areas: Learning and Cognition, Instructional Design and Educational Technology (IDET), and Statistics. Each of these areas separately admits students and specifies particular courses of study.

Learning and Cognition

Overview

The Learning Sciences program provides training in cognitive processes and emotion regulation, learning and instructional practices, and research methodology. Areas of faculty expertise include STEM (science, technology, engineering, and mathematics) education, cognition and emotion regulation, and reading. Research in this program contributes not only to foundational theory in the learning sciences, but it also informs the design and development of effective educational materials and interventions. We seek to advance fundamental understanding of how, when, why, and for whom learning occurs in varied contexts.

The Learning and Cognition area grants the following degrees: Master of Arts (MA), Master of Science (MS), Master of Philosophy (MPhil), and Doctor of Philosophy PhD). Students in this area acquire theoretical knowledge of psychological and/or educational principles and the methodological skills necessary to conduct original research on a variety of topics such as those outlined above.

Career Options

Graduates of the Learning and Cognition area are prepared for several career paths. Those receiving the doctoral degree are prepared for academic careers or for research across a wide array of industry, government, and school-related contexts.

Program Model

Students in the Learning and Cognition area work closely with a faculty member under a mentorship model, a principal focus of which is conducting research. This includes, but is not limited to, theses and dissertation projects.

The program consists of four parts:

1. *Required Core Coursework.* Students complete a set of required core courses that ensure a thorough foundation in psychology and educational psychology, research methodology, and learning and cognition. Students who enter the program without sufficient background may need to complete additional coursework beyond the requirements outlined in this document. In addition to substantive courses in psychology and education, this coursework includes a strong background in statistics and research design.
2. *Area-Specific Coursework.* Students complete a set of courses tailored to their individual interests and career goals. These courses are selected with the approval of the student's major advisor.
3. *Collaborative Research.* Students work in collaboration with a faculty member on research projects, including the required 3 comprehensive projects. This provides the student with "hands on" experience conducting research under close supervision of an experienced researcher and supervisory committee.
4. *Independent Research*. Students conduct independent master's and/or doctoral research on a topic chosen in collaboration with his or her major advisor. Students who are admitted for the PhD, but who have not completed a MS or MA with an empirical thesis in Educational Psychology or an area related to educational psychology, are required to earn the MS degree en route to the PhD. Those coming into the program with an appropriate Master's Degree that did not include a thesis will be required to complete a thesis-like research project prior to their dissertation research.

Students are admitted to either the MA/MS or the PhD program. The requirements for the MA are essentially the same as those for the MS, but also require passing a language requirement as specified by the Graduate School of the University of Utah. Students are not admitted to the Masters of Philosophy (MPhil) degree; it is awarded to students who have completed all the requirements for the PhD except the dissertation and are unable to complete the dissertation and the PhD. The MPhil is a terminal degree; students who receive it and wish to complete the PhD must rescind the MPhil prior to pursuing the PhD.

Laboratories

The Learning and Cognition area operates several research laboratories. These laboratories are overseen by department faculty and are used by both students and faculty to explore theoretical and applied research questions.

Laboratory for Learning and Cognition. The Laboratory on Learning and Cognition is shared by the Learning Sciences faculty. The Laboratory features several IBM PC compatible data collection computers, as well as work space for graduate students and research assistants. Reaction time experiments are programmed using the E-Prime experimental authoring system. Research conducted in the Laboratory for Learning and Cognition has involved the acquisition of cognitive skills, undetected errors in cognitive skills, priming processes in memory, and the perception of frequency of events.

***Reading Laboratory*.** The Reading Laboratory is directed by Anne E. Cook and is located in the BUC building on campus. The Laboratory features an SMI Eyelink remote eye-tracker. Research conducted with the eyetracker has involved the psychology of reading, the psychology of writing, cognitive processes in autism, and the detection of deception.

***Affective & Cognitive Regulation Laboratory*.** The Affective & Cognitive Regulation (ACR) Laboratory is directed by Monika Lohani. The ACR lab, which shares space with the Reading Lab in BUC, integrates basic and applied perspectives to understand the regulation of affect and cognition in real-world contexts (e.g., emotionally distressing situations). The lab features a Biopac psychophysiological equipment to collect cardiovascular and electroencephalography data.

Multimedia and Instructional Design Laboratory. The MIND (Multimedia and Instructional Design) lab is directed by Kirsten Butcher and is located in the BUC building on campus. The MIND lab facilitates mixed-methods learning and usability research focused on educational technology. The MIND lab is designed to accommodate studies on individual learning and collaborative learning with technology and includes hardware (e.g., video cameras) and software (e.g., screen capture technology) that supports the collection and analysis of rich user data.

Zummo Lab: Dr. Zummo's research is conducted in both the Educational Psychology Department and the Natural History Musem of Utah. Research examines social, cultural, and cognitive influences on the learning process around controversial issues in science, such as climate change, and argues for greater attention to the political culture and identity of science learners. Drawing on sociocultural theory, as well as concepts from political psychology and communication, Dr. Zummo uses mixed methods to understand how people think, learn, and teach about science. Her research aims to support all people in using science to make sense of the world in their daily lives in ways that fit with their ideas of who they are.

STEM Learning Lab. The STEM Learning Lab is run by Tracy Dobie, Lauren Barth-Cohen, and Lynne Zummo and focuses on work at the intersection of the Learning Sciences and Mathematics and Science Education research. Research within this group applies a range of theoretical perspectives – including cognitive and sociocultural theories of learning – to investigate both student and teacher learning and engagement across grade levels in formal and informal learning environments. In recent years, research conducted by this group has focused on improving elementary mathematics and science methods classes through new tools and techniques to support pre-service teacher learning. Research questions have explored learning and reasoning processes in math and science contexts; engagement, power, and social dynamics in learning environments; and issues of identity and culture in STEM learning. Collaboration with practicing teachers and public schools is an important component of research conducted in this group. Graduate students working within this group learn skills related to the collection and analysis of qualitative and quantitative data in a variety of settings, along with specialized training in qualitative and mixed methods analysis of video, audio, text, and artifacts. The group is equipped with a range of data collection tools and analysis software including video cameras and external microphones.

Faculty Research Interests

Lauren Barth-Cohen: Science education; students learning of science content and knowledge building scientific practices; elementary school students learning of computational thinking skills; in-service and pre-service science and math teachers learning of STEM content and instructional practices for teaching STEM; qualitative research methods.

Kirsten Butcher: Impact of multimedia, visual representations, and personalized educational technologies on learning processes and outcomes (including deep comprehension and transfer); cognitive processes involved in interactive, visually-based technologies; design and evaluation of online systems and digital tools to support STEM (Science, Technology, Engineering, and Mathematics) education.

Anne Cook: Research basic cognitive processes involved in reading and text comprehension process; cognitive impairments in autism; cognitive processes involved in deception; use of eye-tracking methodology to explore questions in reading, learning, other applied domains.

Tracy Dobie: Mathematics education; students' perceptions of the usefulness of mathematics; motivation and equity in elementary and middle school mathematics education.

Monika Lohani: Emotional regulation, motivation, and experiential-behavioral-physiological coherence.

Wei Wei: Psychology of reading; psychometrics and statistics.

Robert Zheng: Multimedia learning, individual differences, cognitive load, integration and design of instructional/educational technology, self-regulated learning, situated learning, multiple rule-based problem solving, cyber learning and asynchronous/synchronous communication.

Lynne Zummo: Social, cultural, and cognitive influences on the learning process around controversial issues in science, such as climate change, and greater attention to the political culture and identity of science learners; mixed methods.

General Program Curriculum Guidelines

MS/MA Required Coursework (minimum 39 semester hours)

Cognition (minimum of 9 credit hours from the following)

EDPS 7863 Cognitive and Affective Bases of Behavior
EDPS 6451/7451 Foundations of Learning (3)
EDPS 6050 Life Span Development
-or- PSY 6220 Cognitive Development Across the Lifespan (3)

Methodology (15 credit hours)

EDPS 7010 Quantitative Methods I: Foundations of Inferential Statistics (3)
EDPS 7020 Quantitative Methods II: ANOVA and Multiple Regression (6)
EDPS 7300 Psychometric Theory (3)
EDPS 7400 Advanced Research Design (3)

Specialty Area and Thesis Research (minimum 16 credit hours)

EDPS 7440 Foundations Seminar (4)
Minimum 2 elective courses approved by student's committee (6)
EDPS 6970 Graduate Thesis: Masters (minimum 6)

Note: A program of study within this framework must be approved by each student's supervisory committee.

*Sample course sequence for student entering with BA/BS or non-thesis MS degree**

Year 1 -- fall	Year 1 -- spring
EDPS 7010 (3 credits)	EDPS 7020 (6 credits)
EDPS 7451 (3 credits)	EDPS 7440 (1 credit
EDPS 7863 (3 credits)	Elective (3 credits)
EDPS 7440 (1 credit)	
Year 2 – fall	Year 2 -- spring
EDPS 7300 (3 credits)	EDPS 7400 (3 credits)
EDPS 7440 (1 credit)	EDPS 7440 (1 credit)
EDPS 6050 (3 credits)	EDPS 6970 (3 credits)
EDPS 6970 (3 credits)	elective
Form supervisory committee File forms for program of study and application for admission to candidacy	

**Although this is a sample program of study, individual student needs should be addressed in regular meetings with the student's advisor.*

Note that if you choose to pursue an MA instead of MS, there is an additional language requirement (Information below obtained from the Graduate School website):

Language Requirements

Candidates for the M.A. degree must be certified by the Department of Languages and Literature as having demonstrated "standard proficiency" in at least one foreign language. However, departments may establish additional language requirements for the M.A. degree. There is no University-wide foreign-language requirement for the M.S. degree, but departments may establish their own language requirement. The major department determines the foreign language in which each candidate is required to demonstrate competence. The Language Verification Form for certification is available in the Department of Languages and Literature. For additional information, see also Language Proficiency Requirements elsewhere in this section of the catalog.

Graduate Catalog: Language Requirements

Departments may require "standard proficiency" or "advanced proficiency" in language competence in one or more foreign languages for graduate degrees.

Standard proficiency assumes a reading-comprehension level expected of a student who has completed one year of college foreign-language instruction or the equivalent. Students may verify standard proficiency in one of the following ways:

1. Complete a second-semester language course (1020), or the equivalent at another institution, with at least a B grade (3.0). Submit a grade report or transcript to the Department of Languages and Literature, 1400 Language and Communication Building, for verification. Courses must have been taken not more than six years prior to the date of application for language verification.

2. Pass the MLA (Modern Language Assessment) for French, German, Italian, Russian or Spanish in the Testing Center with a score indicating standard proficiency. Testing for most other common languages is available through Brigham Young University. Students interested in taking the MLA should first contact the Department of Languages and Literature for instructions and authorization.

3. Pass a foreign language examination designed by the major department in consultation with the Department of Languages and Literature.

Advanced proficiency assumes a reading-comprehension level expected of a student who has completed two years of college foreign-language instruction or the equivalent. Students may verify advanced proficiency in one of the following ways:

1. Complete a fourth-semester language course (2020), or equivalent at another institution, with at least a B grade (3.0). Submit a grade report or transcript to the Department of Languages and Literature, 1400 Language and Communication Building, for verification. Courses must have been taken not more than six years prior to the date of application for language verification.

2. Pass the MLA (Modern Language Assessment) for French, German, Italian, Russian or Spanish in the Testing Center with a score indicating advanced proficiency. Testing for most other common languages is available through Brigham Young University. Students interested in taking the MLA should first contact the Department of Languages and Literature for instructions and authorization.

3. Pass a foreign language examination designed by the major department in consultation with the Department of Languages and Literature.

PhD Required Coursework (minimum 48 semester hours beyond MS requirements)

Basic Psychological Processes (minimum 12 hours from the following)

EDPS 7160 Neuropsychological Bases of Behavior (3)
EDPS 7415 Human Memory (3)
EDPS 7520 Psychology of Reading (3)
EDPS 7880 Advanced Seminar on Theory and Methods of Psychophysiology (3)
EDPS 7863 (3; *if not taken as part of MS degree requirements*)
EDPS 6050 (3*; if not taken as part of MS degree requirements*)
EDPS 7451 (3; *if not taken as part of MS degree requirements*)
other courses may be substituted after consultation with your advisor

Advanced Methodology (minimum of 9 hours from the following)

EDPS 7570 Multivariate Statistics (3)
EDPS 7870 Seminar in Methodology (3)
EDPS 7320 Scale Development (3)
EDPS 7460 Program Evaluation (3)
EDPS 7790 Practicum in College/University Teaching (1-3)
EDPS 6969 Special Topics in Statistics (3)
EDPS 7420 Qualitative Research in Psychology (4)
EDPS 6969 Hierarchical Linear Models (3)
STAT 6003 Survey of Statistical Computer Packages (3)

Specialty Area and Dissertation Research (minimum of 27 hours from the following)

EDPS 7440 Foundations Seminar (4)
Minimum of 3 elective courses approved by student's committee (9)
EDPS 7970 Thesis Research: Dissertation (minimum of 14)

Note: A program of study within this framework must be approved by each student's supervisory committee. Prior graduate coursework from other institutions will be evaluated as to whether it satisfies requirements. Students entering the PhD program with a Master's Degree from another institution may be required to take some MS coursework en route to the PhD.

*Sample PhD course sequence for student entering with Learning and Cognition Program MS/MA or equivalent MS/MA from an alternate institution/department**

Year 1 – fall	Year 1 -- spring
1 course Basic Psych Processes (3 credits)	1 course Basic Psych Processes (3 credits)
1 course Advanced methodology (3 credits)	1 course Advanced methodology (3 credits)
EDPS 7440 (1 credit)	EDPS 7440 (1 credit)
elective (3 credits)	elective (3 credits)
Year 2 – fall	Year 2 -- spring
1 course Basic Psych Processes (3 credits)	1 course Basic Psych Processes (3 credits)
1 course Advanced methodology (3 credits)	EDPS 7440 (1 credit)
EDPS 7440 (1 credit)	
elective (3 credits)	
Form supervisory committee and work on comprehensive project #1	work on comprehensive project #2
Year 3 -- fall	Year 3 -- spring
EDPS 7970	EDPS 7970
work on comprehensive project #3	
File forms for program of study and application for admission to candidacy	

*Although this is a sample program of study, individual student needs should be addressed in regular meetings with the student's advisor.

*Sample PhD course sequence for student entering with IDET MS or MS/MA not equivalent to Learning and Cognition Program MS/MA**

Year 1 – fall	Year 1 -- spring
EDPS 7010 (3 credits)	EDPS 7020 (6 credits)
1 course Basic Psych Processes (3 credits) (e.g., EDPS 7451)	1 course Basic Psych Processes (3 credits; e.g., EDPS 7510)
EDPS 7440 (1 credit)	EDPS 7440 (1 credit)
elective (3 credits; e.g., independent study with advisor)	
Year 2 – fall	Year 2 -- spring
1 course Basic Psych Processes (3 credits)	1 course Basic Psych Processes (3 credits)
EDPS 7300 (3 credits)	EDPS 7440 (1 credit)
EDPS 7440 (1 credit)	EDPS 7400 (3 credits)
elective (3 credits)	elective (3 credits)
(if non Ed Psych MS, begin non-thesis master's project)	*(if non Ed Psych MS, complete non-thesis master's project)*
Year 3 -- fall	Year 3 -- spring
EDPS 7970 (3 credits)	EDPS 7970 (6 credits)
1 course Advanced methodology (3 credits)	1 course Advanced methodology (3 credits)
Form supervisory committee work on comprehensive project #1	work on comprehensive project #2
Years 4/5	
1 course Advanced methodology (3 credits)	EDPS 7960
EDPS 7970 (6 credits)	
work on comprehensive project #3	
File forms for program of study and application for admission to candidacy	

*Although this is a sample program of study, individual student needs should be addressed in regular meetings with the student's advisor.

Non-Thesis Master's Project

Students who have been accepted to the Learning and Cognition PhD program, and have earned a master's degree in an unrelated area will be required to complete a non-thesis master's project before embarking on the dissertation. The project should be designed and completed under the supervision of the student's faculty advisor. The purpose of this project is to ensure that students who have not completed a thesis have suitable research skills and experience to complete the dissertation.

The following process for a master's project will be followed for students who enter the PhD program with a master's degree that is not thesis-based or a thesis-based degree in an unrelated field. The master's project should consist of an empirical study, similar to what would be required for a master's thesis. The only difference is that the project is not submitted to the Graduate School.

1. Form a 3-person committee. The department's Academic Program Specialist keeps paperwork on this committee.

2. Write a proposal under your advisor's supervision, giving the other faculty on the committee at least 2 weeks prior to the proposal meeting to read your proposal.

3. Defend the proposal to your committee in a colloquium.

4. Conduct the study

5. Write up the final document under your advisor's supervision, again giving faculty on the committee at least 2 weeks prior to the defense meeting to read your document

6. Defend the final document in front of your committee. The Department's Academic Program Specialist keeps paperwork on completion of this project in your student file.

Supervisory Committee

Students pursuing a Master's Degree must form a supervisory committee of three faculty members. Two members must be tenure track faculty in the Department of Educational Psychology, and one member must be a member of the Learning and Cognition Program.

Students pursuing a PhD 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 Learning and Cognition 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 either the Master's or PhD should, ideally, be submitted during the beginning of the second year of their program. The form is submitted by through JoLynn Yates. Committee members must be contacted prior to the form being submitted, and they must agree to serve on the supervisory committee.

PhD Comprehensive Projects

In lieu of a standard written/oral exam, Learning and Cognition students are required to complete at least three papers or written descriptions of projects that consist of work other than the thesis or dissertation. These projects will be designed to contribute to the student's preparation for postdoctoral work. Examples of acceptable papers include theoretical or methodological papers, integrative literature reviews, meta-analysis, journal articles, research projects, or grant proposals. Examples of acceptable projects include program evaluations, data-base development or programming, development of instructional materials, or Monte Carlo experiments. The papers or project descriptions may not be used as the dissertation proposal.

The following process will be followed for approval of the three comprehensive projects required for the Learning and Cognition PhD. Note that these projects are flexible, in that they are developed for each student in line with his/her research program and career goals.

1. After completion of MS, set up dissertation committee

2. Send description of 3 different comprehensive projects (no more than 2-3 pages each) to committee. Note these are not to include the dissertation project.

3. Each committee member gets pass/fail vote on proposals. 3/5 votes necessary to proceed

4. Students complete projects and provide documentation of project completion to all committee members. This may vary depending on what project is (copy of manuscripts submitted to journals, demonstrations of working programs, etc.)

5. Students submit documentation of completed projects to all supervisory committee members. 3/5 pass votes needed to pass this requirement

6. These projects must be completed and passed by the supervisory committee one semester prior to defending the dissertation.

Student Evaluation Policy

Students in the Learning and Cognition Program are evaluated on the basis of their coursework, yearly program evaluations, and time limit within the program. All three factors are used to determine whether a student is in good standing in the program.

1. Coursework: Graduate students in the Learning Sciences Program are expected to remain in "good standing." Students must maintain a 3.00 grade point average (i.e., B) in required coursework to remain in good standing.

2. Yearly Evaluations: Graduate students in the Learning and Cognition Program also receive a yearly report on their progress (the Annual Student Progress and Evaluation Form). This evaluation, conducted by the Learning and Cognition area faculty states whether a student's overall progress in the Learning and Cognition area is "satisfactory" or "unsatisfactory." To remain in good standing, a graduate student must receive a rating of "satisfactory" on the "overall progress in the program" part of the review.

3. Program Time Limits: Students are expected to complete their graduate programs in a timely manner. Exceeding the program timelines may, at the discretion of the Learning and Cognition Program Committee, result in the termination of the graduate student from the Program, the Educational Psychology Department, and the University of Utah. The Learning and Cognition Program has established the following time limits for graduate degrees:

   a) *Time Limit for the MS/MA Degree*: Students must complete all requirements for the MS/MA degree within four years of matriculation.

   b) *Time Limit for the PhD Degree*:

      i) Students matriculating with a bachelor's degree must complete all requirements for the PhD (including work on the MS/MA degree) within seven years of matriculation.

      ii) Students matriculating with a non-research thesis master's degree (e.g., the MEd or possibly other masters degrees) must complete all requirements for the PhD (including work on the MS/MA degree or equivalent non-degree research projects) within seven years of matriculation.

      iii) Students matriculating with a research thesis master's degree (e.g., the MS or possibly the MA degrees) must complete all requirements for the PhD (including work on the MS/MA degree) within five years of matriculation.

Student Termination Policy

If a graduate student drops below the required grade point average, receives a rating of "unsatisfactory" on overall progress in the program, or exceeds his/her time limits in the program, the student will be placed on probation for a period of one year. If, at the end of the one year period, the student has corrected the area for which they were put on probation (i.e., raised their grade point average above 3.00, or received a "satisfactory" rating for overall progress in the program on the following year Annual Student Progress and Evaluation Form), they will be returned to good standing. If they have failed to correct the problem, they may, at the discretion of the Program Committee, be terminated from the Program, the Educational Psychology Department, and the University of Utah.

Student Appeal Process

In some cases, students may experience extenuating circumstances that ultimately lead to a poor evaluation, or they may disagree with the outcome of yearly program evaluations or student grades. In these cases, the following procedures have been identified to guide the students in the process of appealing such decisions.

1. In many cases, but particularly in the case of students who are experiencing difficulty in the program or who have received an unsatisfactory evaluation, the student will meet with her/his chair to follow up and make plans for remediation.
2. If the student disagrees with the evaluation of the faculty, s/he can, in consultation with her/his advisor and/or the Program Director, discuss the disagreement in order to provide clarification or request a review of the faculty's decision. Because of the timing of evaluations at the end of the academic year, the faculty may not be able to meet until the beginning of the following semester; at that time, the faculty will meet promptly to consider the student's concerns.
3. If the student feels the faculty's assessment is arbitrary or capricious, or if the student feels that their disagreement with the faculty has not been resolved, the student may pursue the disagreement using more formal means. The student can, within 20 business days of receiving the faculty's decision, submit a written appeal to the Learning and Cognition Program Director. The Director then has 10 business days to respond in writing to the student's appeal.
4. If the Director fails to respond, or if the Director is unable to resolve the student's concern, the student may appeal to the Chair of the Department or the Dean of the College (or her/his designee). The student can appeal the academic action in writing within 40 business days of an unsatisfactory decision by the Director of the Learning and Cognition Program. The Chair or Dean then has 15 business days to respond in writing.
5. 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 after the Chair's/Dean's response deadline. Detailed information about the Academic Appeals Committee, along with specific steps to follow in an appeal, is contained in the University of Utah Student Code (see https://regulations.utah.edu/academics/6-400.php).

The Learning and Cognition faculty are committed to student progress and success in the Program. Students are strongly urged to maintain contact with their advisor/ chair throughout the Program. If unforeseen circumstances prevent your timely and successful progression through the Program, please consult as early as possible with your advisor and/or the Program Director to explore possible solutions. Students may request one-year extensions of time limits 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.

Forms and Deadlines

Students are responsible for submitting the necessary paperwork to complete their degree, as well as completing the necessary curriculum.

MASTER'S DEGREE

Graduation requirements for the Master's Degree can be found on the Graduate School website: https://gradschool.utah.edu/current-students/graduation-overview-for-masters-candidates/

DOCTORAL DEGREE

Graduation requirements for the Doctoral Degree can be found at: https://gradschool.utah.edu/current-students/graduation-overview-for-doctoral-candidates/

Additional information, forms, and deadlines are provided on the department website maintained for current students:
http://ed-psych.utah.edu/sac/index.php

For assistance with the academic forms and requirements, please consult with the JoLynn Yates - (SAEC 3243 or 801-581-7148).

THESIS/DISSERTATION DEADLINES

Semester of Graduation	Last day department-approved submissions over 200 pages will be accepted	(1)Last day submissions will be accepted to begin the format approval process	(2)Language Verification (if required)
Spring 2020	Mar 6	Mar 13	Apr 21
Summer 2020	Jun 12	Jun 19	Jul 29
Fall 2020	Oct 16	Oct 23	TBD

Funding Opportunities

More information can be found on: https://gradschool.utah.edu/graduate-financial-resources/ or https://education.utah.edu/students/scholarship-guide.php

Graduate Research Fellowship ($15,000 plus tuition*).

For full-time graduate students who are conducting research or creative projects and who are pursuing the terminal graduate degree in their departments. All qualifying examinations must be successfully passed prior to the beginning of the academic year of the award; non-renewable**.** *Award will qualify the student for the university's tuition benefit program, provided all other tuition benefit program criteria are met (including term limits). 12-15 awards given annually. Due: **Early January**. **(but typically due within department by early November)**

Steffensen Cannon Scholarship ($10,000: UG, $15,000: G).

For graduate and undergraduate students in the Colleges of Education and Humanities as well as for direct descendants of Ellen Christina Steffensen Cannon. Also for secondary education (particular in mathematics and science) and early childhood education students who will be in the teacher certification program in the Graduate School of Education by the beginning of the academic year of the award; award includes tuition for graduate students only; renewable one year. 12-15 awards given annually. Due: **Early January.**

- *Note, this award is typically given after student have completed 1-2 years of graduate work*

University Teaching Assistantships ($15,000 plus tuition*).

For full-time graduate teaching assistants (first-year graduate students are not eligible). Departments may use the University Teaching Assistants in a variety of ways to enhance undergraduate teaching and graduate student development. *Award will qualify the student for the university's tuition benefit program, provided all other tuition benefit program criteria are met (including term limits). 12-15 awards given annually. Due: **Early January (but due within department by November 1)**

Additional Funding Opportunities within the Department
These positions are usually assigned in the spring semester for the following year. If you are interested, talk to your advisor and the program director.
Teaching a course:
EDPS 2030 – Research and Inquiry in Education
EDPS 2110 – Learning, Literacy, and Development
EDSP 2140 – Technology in Classrooms

Statistics Laboratory TA: 10 hours per week (1 position) and 20 hours per week (1 position)
Note: Must have completed ED PS 7020; position is for full academic year.

General Student Information

Educational Psychology Department Student Advisory Committee (SAC)
http://ed-psych.utah.edu/sac/

Graduate School
https://gradschool.utah.edu/

Academic Calendar
http://registrar.utah.edu/academic-calendars/index.php

Tuition and Fees
http://fbs.admin.utah.edu/income/tuition/

Student Health
https://studenthealth.utah.edu/insurance/student-health-insurance-plan.php

Code of Student Rights and Responsibilities ("Student Code")
http://www.regulations.utah.edu/academics/6-400.html

College of Education Technical Support:
The College of Education Office of Technology Services (OTSS) is your technical support staff for College of Education computing and printing. They can be reached by phone at 585-3450 or by email at ed-help@lists.utah.edu. They are located in rooms 1228 & 1240 in the Beverley Taylor Sorenson Arts and Education Complex. OTSS maintains computing/printing spaces in SAEC and also can help with remote access to software (https://education.utah.edu/about/tech-support/labs.php). Laptops are available for checkout subject to availability (contact OTSS directly). OTSS also provides a variety of technology and multimedia equipment for short-term checkout to help with class assignments, development of study materials, and other academic projects. OTSS maintains an online list of equipment available for student checkout online: https://education.utah.edu/about/tech-support/multimedia.php