EDPR
Graduate Student
Handbook
2021-2022

Dear EDPR Graduate Students:

The 2021-2022 version of the EDPR Graduate Student Handbook provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of the EDPR graduate student program. For new and continuing students, we have tried to include material that will help you get off to a great start in our program, as well as information that will answer the questions you have along the way to completing your graduate degree. We update this handbook annually, but this is the one that applies to students entering the program during the 2021-2022 academic year. The University of Memphis reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice. You will notice that the Handbook is divided into three main sections.

I.   In the first section, we provide an overview of the University, the Department of Counseling, Educational Psychology and Research and the EDPR program. This section informs you of some of the policies and resources in the larger university as well as gives you an overview of EDPR, namely, the Educational Psychology and Research program.

II.   In Part Two, we review what it means to be a graduate student in the EDPR program and provide information about the academic expectations of the program and the milestones you will complete during your time with us.

III.   Finally, we have included useful Appendices that include a guideline for your plan of study and several policy statements, just to name a few.

Together with the EDPR faculty, we have found that graduate students are often the best source of feedback and new ideas for documents such as this. Please do feel free to send us any ideas you have for making this Handbook more useful to you! We will make sure to incorporate your suggestions in our annual revision of this handbook.

Sincerely,

Yeh Hsueh, Ph.D.
Educational Psychology Program Coordinator

Jade Xu, Ph.D.
Educational Research Program Coordinator

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PART 1

General Information on the University, the Department, and the EDPR Program

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I. VALUES STATEMENT ADDRESSING DIVERSITY

Every effort will be made to create a learning environment that is free of bias and favoritism. Faculty must respect each student's viewpoints as individual and unique, and treat each student as a valuable, contributing member of the program culture. Students are encouraged to express their individual perspectives, ask questions, and give insights in the spirit of free, open, and nonjudgmental discussion. Thoughtful and well-articulated debate and disagreement is welcome. The Department of Counseling, Educational Psychology, and Research aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, race, class, gender, disability, and sexual orientation.

II. GENERAL INFORMATION ON THE UNIVERSITY, THE DEPARTMENT, AND THE EDPR PROGRAM

A. The University of Memphis

Opened in 1912, The University of Memphis has developed into an internationally-recognized institution of higher learning. Today the University educates approximately 21,000 students annually, including over 4,000 graduate students. Conveniently located in an attractive residential section of Memphis, the University includes 1,160 acres and 202 buildings at eight sites.

The University is composed of eleven distinct academic colleges and schools: College of Education, School of Public Health, College of Arts and Sciences, Fogelman College of Business and Economics, Loewenberg School of Nursing, School of Communication Sciences and Disorders, Cecil C. Humphreys School of Law, College of Communication and Fine Arts, School of Health and Human Sciences, Herff College of Engineering, and University College. Although individual schools function as separate entities, each academic division at the University of Memphis is dedicated to the scholarly advancement of its students and faculty and to the betterment of the community.

There are computer services and equipment available to you in the College of Education (on the 3rd floor of Ball Hall) and in other locations around the campus (Computer Labs on Campus). Some of the computer labs are open 24 hours a day (not that we're encouraging working through the night!) while others have more restricted hours. You may also access the university library and some computer programs remotely from off-campus. University licenses for SPSS can be accessed through a VPN connection. Talk to your advisor and to other EDPR students about the availability of computer technology and services.

You may park in the general (non-gated) parking lots. The parking fee is covered in your tuition and fee waiver if you hold a graduate assistantship. Depending on space availability, you are also able to purchase parking passes for the reserved gated lots or parking garages. If you have a class or appointment, get here early enough to account for parking problems and slow (really slow) freight trains blocking traffic.

B. Department of Counseling, Educational Psychology and Research (CEPR)

The CEPR department is your home department. In addition to the Educational Psychology and Research program, there are programs in Counseling (Master's, Ed.D., and Ph.D.) and Counseling Psychology (PhD). We are a large department with approximately 28 full-time faculty positions. Most faculty are located in Ball Hall.

Study space is available for you in the Graduate Student Lounge (Ball Hall, Room 307 B) and Browning Hall. You are assigned keys to 307B and the outer suite door. If you hold a teaching assistantship, you will be assigned a mailbox in room 101 of Ball Hall. You must be responsible for your keys, their valid use, their security at all times, and turning them in at the end of your program.

C. Educational Psychology and Research

The Educational Psychology and Research (EDPR) Program consists of two interrelated tracks, Educational Psychology and Educational Research, both offering doctorate (Ph.D.) and master's (M.S.) programs. Research is a high priority in both concentration areas, and student research, using an intensive research apprenticeship model, is a focus of our programs. Our setting in an urban area offers rich diversity in research opportunities that include working with local schools and community organizations.

The field of Educational Psychology focuses on human development within the domains of early childhood, adolescence, adulthood, and aging, focusing on the cultural nature of these developmental processes in a changing society. Students can also choose to study cognition and motivation in the domains of learning, critical thinking, self-regulation, and giftedness.

The field of Educational research offers two approaches. One is a quantitative approach including measurement, statistical methods, research design, and institutional research. The other approach focuses on a qualitative approach such as contemporary theories, strategies, research design, data collection and analysis.

Our Master's of Science (M.S.) program prepares students with diverse backgrounds in education-related fields. Upon graduation, many graduates from the M.S. program advance their professional careers. With a strong emphasis on research in its coursework and daily activities, the program also prepares M.S. degree students for entering the Ph.D. program.

The Doctor of Philosophy (Ph.D.) program in Educational Psychology and Research prepares graduates for teaching and research at the university level, senior administrative positions, educational research, and applied research in human services. Past students from the Ph.D. program have become university professors, senior university administrators, and senior researchers and analysts in both public and private sectors.

III. CONTACTING FACULTY MEMBERS

Our faculty members are approachable, so we hope you introduce yourself to as many as you can. We are often in our offices and if our doors are open, please feel free to drop by and say "hi." If you're trying to locate a specific faculty member, there are several ways to do so.

First, find the faculty member's office. Department faculty offices are located on the 1st and 3rd floors of Ball Hall. Dr. Steven West is Chair of the Department and his office is located in the Main Department office (100 Ball Hall). Next, find when **office hours** are listed. All faculty members have weekly office hours, and most are usually in their offices. If those hours are not posted on office doors, the CEPR office staff will have them in the main office.

If waiting for office hours is impractical, the next best way to contact a professor is via email or phone (some faculty have a preference for one over the other). Email addresses can be found on the [program website](#) program website and both emails and telephone numbers are listed on the department directory that will be updated in the fall when you arrive.

Faculty work on a nine-month contract. If you want to work with the faculty over the summer, check with them about their availability and make plans with them ahead of time. Also, please respect their holiday and winter break schedules.

If you ask faculty to read your work, please give them 10 business days before a deadline.

A. Faculty Teaching and Interest Areas

Educational Psychology Faculty

Yeh Hsueh, Ed.D., Harvard University (1997). Development of young children; Cross-cultural early childhood education; Development of developmental psychology in the United States; Children and media.

Christian E. Mueller, Ph.D. University of Kentucky (2006). Developmental trajectories of intrapersonal, interpersonal and environmental factors influencing achievement motivation in at-risk students (e.g., adolescents, gifted, minority); Measurement issues (e.g., Rasch modeling) in education and psychology. Program Director for Educational Psychology and Research.

Karen Weddle-West, Ph.D., University of Tennessee (1982). Cultural diversity; Minority teachers; Child psychology; Infant development; Adolescent pregnancy; At-risk children. Provost of the University of Memphis.

Denise L. Winsor, Ph.D., University of Nevada, Las Vegas (2008). Child development; Development in context; Early epistemological thinking; Technology in preschool-age children. Teacher beliefs and the use of strategies for high-order thinking. Liaison for undergraduate programs.

Educational Research Faculty

Alison A. Happel-Parkins, Ph.D., Georgia State University (2011). Qualitative methodology; Post-structural, post-colonial, and feminist theories; Ecojustice and ecofeminist education.

Leigh M. Harrell-Williams, Ph.D., Virginia Tech (2009). Statistics and quantitative research methods; instrument development; Rasch, IRT and SEM applications with educational and psychological data; K-12 math teacher efficacy to teach statistics; assessment of behavioral and emotional risk and well-being in K-12 students.

Eli Jones, Ph.D. Eli Jones earned his doctorate in Educational Inquiry, Measurement, and Evaluation at Brigham Young University (BYU) in 2016, along with an MPA from BYU in 2009 and a BA from Weber State University in 2006. His current research interests include methodological and applied aspects of educational rater-mediated assessments, classroom observation of teachers, performance evaluations of educators, validation of educational assessments, quantitative research design, and measurement methodology (including item response theory, Rasch measurement, structural equation modeling).

Susan Naomi Nordstrom, Ph.D. The University of Georgia (2011). Poststructural and post humanist theories, Deleuze, feminist new materialism, qualitative research methodology.

Yonghong Jade Xu, Ph.D., University of Arizona (2003). Multivariate statistics and quantitative research methods; Gender disparities in STEM disciplines; Structural equation modeling; Big data analysis with statistical and data mining approaches.

Information about Counseling and Counseling Psychology Faculty can be found here.

IV. THE MAIN OFFICE

The Main Office is in Room 100 Ball Hall. The Department Chair's office is in this area, as well as the offices of support staff. If you need general help (e.g., you have locked yourself out of the doctoral lounge, your need to register, a faculty member left materials for you to pick up), this is a great place to go to. The department phone number is 901-678-2841.

Support staff

One of the reasons that our department functions so smoothly is the help of our excellent support staff in the main office. Here are two people you should know:

Ms. Jennifer Mueller (jrmller2@memphis.edu) is the Assistant to the Chair and oversees most main office staff.

Ms. Melynda Whitwell (mdlong@memphis.edu) assists with registration permits, room reservations, and a host of other tasks.

We usually have at least one student worker who helps out.

V. OTHER IMPORTANT LOCATIONS

The University of Memphis Libraries

Seethe University of Memphis Library website for information on the University of Memphis libraries. The McWherter Library has over 13 million volumes and access to electronic databases. Familiarize yourself with the library and with InterLibrary Loan (ILL).

The Graduate School

The Graduate School is the administrative unit of the University that has responsibility for all advanced training programs. More information can be found on their website.

The Graduate School impacts your career in that it is responsible for graduate policy, procedures, and paperwork. Your primary responsibilities to the graduate school are to follow their deadlines, complete their forms, and get your dissertation turned in to them on time. A link to many of the needed Graduate School forms can here.

Other Student Services

1. Registrar's Office
2. Bursar's Office
3. Financial Aid This website gives information on student loans, scholarships, and student employment.
4. International Student Office

5. [Student Health Services](#)
6. [Campus Recreation](#)
7. [Counseling Center](#)
8. [University of Memphis Dining](#)
9. [Disability Resources for Students](#) Located in Wilder Tower, they provide accommodations for all qualified students.

The Educational Psychology and Research Program

I. PROFESSIONAL BEHAVIOR

Being a professional means juggling responsibilities. As a developing professional, you must balance the roles of professional and student, a balance that will evolve as you advance through the program. During your first years, you may feel like more of a student as you begin your coursework and research. As you progress, however, your needs for guidance will change, and you will likely find yourself in a mentoring position, sharing your experiences with cohorts that are junior to you. In a sense, your development as a professional represents the advancement from student to colleague, such that by the time you complete graduate school, your transition from student to colleague will be almost complete.

As a developing professional, you should be aware of the manner in which you present the profession to the world. When engaging in your graduate duties (e.g., assistantship work and research groups), you will be expected to dress appropriately and interact with other professionals, including your colleagues, faculty, and office staff, in a professional manner. Always be aware of how your actions could be perceived by others. Your profession becomes part of your identity, which you cannot simply remove when you exit work. Remember, your career begins from the very first day of beginning your graduate program!

One important topic that has arisen in recent years involves Facebook, Twitter, and other social networking sites. It is extremely important for you to understand that employers and professors can and do get access to these sites easily and that comments you or your colleagues post will affect how you and the profession in general are regarded. Please be careful about how you portray yourself and our profession.

II. STUDENT'S PROGRAM OF STUDIES

There is sufficient flexibility for you to focus your program to meet specific professional interests. The total program is, however, far more than simply taking courses. Substantial mentoring and socialization into an EDPR scholarly identity is a vital part of the program and is accomplished through EDPR activities such as forums, professional conferences, and research teams.

You should know that all graduate students in the EDPR program, consistent with University Policy, are expected to maintain continuous enrollment during the fall and spring semesters until the dissertation is completed. Summer is not included in continuous enrollment. If you plan to take a semester or more off from the program, you must request a leave of absence in writing. [Leave of Absence Form](#)

A. Course Work and Planning a Program of Studies

Planning of program of studies is done during the first semester in close consultation with your assigned EDPR faculty advisor ([College of Education Program of Studies Form](#)). Nine semester hours is defined as the minimum course load for full time status. However, some students take 12 hours per semester. Three hours is the minimum course load for part time status. Detailed coursework planning sheets are located in Appendices B-C. Important timeline information can be found in Appendices D-E.

More information about course work can be found at [the Graduate Catalog.](#)

> ### i. Student Advisory Committees
>
> Prior to beginning the program, you will be assigned a faculty advisor (also known as major professor or committee chair). During the first semester, you will work closely with their advisor to build your program of studies. Your initially assigned advisor may continue on as your major

professor (committee chair) if the pairing is a good research/career interest fit. This is something that you and your advisor will discuss to determine who is the best fit for you for the remainder of your doctoral program.

During the first semester, you will choose an initial academic advisory committee of three persons: a Chair (EDPR faculty member – either the advisor who was originally assigned to you or another faculty member selected in consultation with your original advisor) and TWO other members who may be from the EDPR faculty. The initial three-member committee must approve and sign your official Program of Studies form, which is submitted at the end of your first semester of study. Shortly after you have successfully passed the written and oral comprehensive examinations, you become a doctoral candidate and must form the dissertation committee that should include three EDPR faculty members, with the advisor being the chair. A fourth member can be an expert in the area of the student's dissertation. This committee will be active in advising and approving your dissertation. The Thesis/Dissertation Faculty Committee Appointment Form can be found here. **You are expected to be proactive in selecting these committee members.** Non-faculty professionals who hold expertise in certain areas may also serve on dissertation committees once they have obtained adjunct graduate faculty status.

ii. Student Classification Status in the Doctoral Program

You will be classified in several different ways as you proceed through the various steps leading to the degree. Initially, you will be classified as "early doctoral students." This status remains in effect until comprehensive examinations are successfully completed and the results have been communicated to the College of Education Office of Graduate Programs. From that point on, you will be classified as "late doctoral students" or commonly known as "doctoral candidates." Upon achieving late graduate status, you may begin work on their theses or dissertations.

iii. Registration

Each semester, you will register and manage your account at My UofM. You will need to decide on your schedule and in advance of each semester. You are responsible for meeting with your advisors prior to registering. You must receive advising and approval from your advisor in order to have your advising flags "dropped" in the University electronic management system before you may register. The main office secretarial staff can "clear" you on the management system only on the advice of your advisor. The staff also can enter permits for EDPR-prefixed courses that are restricted. If you take a course outside of the department, check to see if the course requires a permit (not all do). If it does require a permit, you must contact that instructor and ask her/him to issue you a permit. Typically, you will e-mail the instructor, your advisor, and the department secretary with the permit, CRN, and your UiD. Register early, even if you think that you may change your mind about your courses. *Note: You will need to provide documentation of immunizations before you can enroll (Tennessee Immunization Requirements). International students should do so at least two weeks before their first semester starts.*

iv. Grades

You must maintain a 3.0 GPA (B). Grades of D and F will not apply toward any graduate degree, but will be computed in the GPA. If you earn below a B- in any course, you must repeat the course. You may repeat no more than two courses (and only if the earned grade was lower than a B-). The department will dismiss you if you make a grade lower than a B- in more than six credits of coursework. Grades lower than B- in core courses will not count toward the degree. In order to remain eligible for departmental funding, a graduate assistant must maintain an overall

grade point average (GPA) of 3.0 on a 4-point scale. A minimum of 3.0 is also required for graduation.   Please note that grades from other institutions are not computed in calculating the GPA.

v. *Appealing a Grade*

If you have a concern about a specific grade, the first thing to do is to set up a time to speak with the instructor for the course. You can then request a breakdown of the grade you received. If you are still unsatisfied with your grade after meeting with your instructor, you may formally appeal a grade by submitting to the Department Chair a Graduate Grade Appeal Form (Graduate Grade Appeal Form). In addition to this form, you must include a written letter outlining the factual basis for your complaint and the instructor's written rebuttal. You have 30 days from the end of the term in which the contested grade was received to submit these materials.

The Department Chair has 15 days to address the complaint with you and the instructor. If the department chair was the instructor, or if the complaint cannot be successfully resolved within the above guidelines, then you have five (5) days to request in writing, with a copy to the Graduate School, that the Chair forward the appeal to the Graduate School office for evaluation. For a detailed discussion of all aspects of grade appeal, refer to the University's Graduate Bulletin

Program of Studies

The Program of Studies is the formal contract between you and the university regarding course work. It contains every course to be taken at the university during the doctoral program; this includes all courses required by the University as well as courses needed to fulfill personal and professional goals. With your advisor's guidance, you will complete and turn in your official "Program of Studies" form during the first semester of your matriculation as an EDPR graduate student. The Program of Studies is signed by the three members of your advisory committee and turned into the COE Office of Graduate Programs. Make sure that you keep an identical copy of your Program of Studies as you need to refer to it or amend it during your study.

Waivers of course work. Options related to transferring courses can be discussed with EDPR faculty. If you have taken courses that substantially overlap with foundation or core courses, you may submit documentation from those courses and faculty will decide if your prior courses meet the program requirements. If the faculty decides your previous coursework meets the program requirements for a specific required course, this course can be waived. Requests for course waivers must all be completed in your first semester in the program (prior to turning in your program of studies). Please complete a Course Waiver Request form (Application for Course Waiver Form.) for each course that you wish to waive. Course waiver requests must be turned in to your advisor within the first month of enrollment. *Note: Waiving coursework does not decrease the number of credits that you will take during the doctoral program.*

At the beginning of the semester when completing the last of your course work, consult with your advisor and fill out an addendum to your Program of Studies (Changes in Program of Studies) if necessary. The Program Change form will reconcile your original program with all the modifications that you and your advisor agreed on as you pursued your program. This form and other important forms may be found at the Graduate School Forms Website.

B. Residency

EDPR doctoral students are required to complete a residency research project. The goal of this research project is to help you conduct independent research prior to your dissertation research. This project will require at least two semesters to complete and is usually completed near the end of coursework prior to

comprehensive exams. First, you will enroll in 3 credits of Directed Readings course (EDPR 8008) with your dissertation advisor as you read published research to identify a gap in the literature related to your topic of interest and design the study to address that gap. The following semester, you enroll in 3 credits of Supervised Research (EDPR 8081) with your advisor to conduct the study and begin to write up the results. You may repeat enrollment in EDPR 8081 for an additional semester if you do not complete the study and paper in one semester. Every student is required to write a research paper summarizing their study. The student will submit that paper to either (a) an academic conference and must actually present the paper at the academic conference or (b) a peer-reviewed journal and obtain written confirmation from the editor that the paper was sent out for peer review. The paper must be approved by your advisor prior to submission to the conference or journal. Following completion of this requirement, you and your advisor will complete a form that will be put into your file stating that you have completed the residency research project. Students cannot begin comprehensive exams until the advisor approves the written paper and has proof of conference presentation or peer review of journal manuscript.

C. Doctoral Comprehensive Examinations

You must successfully pass the written and oral components of the comprehensive examinations covering coursework prior to registering for dissertation course credit. Comprehensive examinations are administered by your program committee. The Graduate School defines comprehensive examinations as both written and oral examinations so you must complete both the written and oral portions of the examination even if you do not pass one component (either oral or written) of comprehensive examinations. University policy does not consider comprehensive examinations similar to a course; therefore, the results of the examination are not appealable. University policy allows you to sit for comprehensive examinations twice; failure to pass the second attempt results in dismissal from the university. This dismissal is appealable; see the section on Retention Appeals in the Graduate Bulletin.

Comprehensive examinations are offered throughout the year. This timing allows you to move to late doctoral status and proceed with their dissertations. Work with your advisor to schedule your comprehensive examinations, which occur once you have completed coursework.

Academic misconduct

You are expected to act in accordance with university, college, department and program policies regarding test taking behavior and cheating. Additionally, you are expected to act in accordance with ethical and professional standards. Failure to act in accordance with these procedures, ethics, and expectations will result in either failure on comprehensive examinations or expulsion. The consequences of such behavior will be discussed by the EDPR faculty and conveyed to you after the comprehensive examinations are administered.

Results

Your academic advisory committee, including the question giver who does not sit on the committee, will convene to discuss results of the written portion of comprehensive examinations. Decisions regarding passing and failing performance will be decided and conveyed to you as a committee decision. Committee members can review the results with you on an individual basis, so you can request such review meeting.

D. Dissertation (Doctoral Students Only)

The dissertation is the capstone of your academic program. Although the dissertation process is a learning experience in which you work closely with faculty, it will demonstrate your research ability and expertise in a specific area. Prior to conducting the research, you must submit a written proposal, or the

prospectus, for approval by the four-person dissertation/advisory committee whom you chose earlier in the program (see Appendix F, "Dissertation Guidelines," in this document). The prospectus will constitute the first three chapters of the dissertation (introduction, literature review, and methodology). You must submit a proposal to the University Human Subjects Review Committee after committee approval and prior to collecting your data. Please see the [Division of Research and Innovation website](#). After approval of the prospectus, you will carry through the research project and write up the results, again with faculty advisement and input. The four-person committee will conduct the "dissertation defense" and approve your final product.

A successful dissertation process can be rewarding. It does, however, require planning and forethought. In completing your program, it will be in your best interest to plan coursework that enhances your research and writing skills. In addition, you are encouraged to find out about and pursue activities with faculty that will provide you with experience in the research process. The Dissertation Guidelines for Ph.D. and Ed.D. Students (Appendix F) detail the complete dissertation process from committee formation to defense.

Since the dissertation is a major piece of scholarly work, it is inevitably time-consuming. You will need to allow considerable time for: reading, rewriting, routing of paperwork, and committee members' reading and preparing for your prospectus and defense meetings. Expect to allow faculty at least 10 working days from the time you submit a final draft of the prospectus or dissertation until your scheduled meeting. **Generally, prospectus meetings and dissertation defenses are not to be scheduled during the last three weeks of the fall or spring semester**. **Work with your chair on the timing of your meeting.** Remember, most faculty are not available during the summer semester so you should not automatically count on proposing or defending during the summer.

All dissertations must be submitted electronically to the Graduate School for final approval. Guidelines for all Graduate School dissertation requirements may be found [here](#).

II. DEVELOPING A SCHOLARLY IDENTITY

A. EDPR Foundations and Other Courses

The first and basic identity building component of the EDPR program is in the EDPR Proseminar Course, EDPR 8171. The entire program is designed to help you build your professional identity. The EDPR Program is more than simply completing your required courses. Developing a professional identity is a career-long process, and the EDPR program focuses on helping you form a scholarly identity. Everything you and the faculty do, inside and outside of the classes, is designed to accomplish this goal.

Developing comfort with the research process is also a component of developing a scholarly identity. You are encouraged to attend at least one (1) dissertation proposal and/or defense meetings prior to your own proposal meeting. During these meetings, you will observe only; you are not allowed to participate in the process. You will be excused at the end of the dissertating student's presentation.

B. Mentoring

In the interest of developing professional identity, your professors and mentors expect you to become actively involved in research and as well co-teach, co-consult, co-write, and attend professional meetings. The faculty alone cannot instill professional identity. You must be proactive in acquiring the experiences and attitudes inherent in becoming a scholar.

You are expected to participate in the entire research process, including presenting and publishing, as a part of your program, prior to the dissertation. Faculty have research groups that you can join. Please

contact your advisor for more information. You should identify a research mentor among faculty and work with that person to participate in research and writing. You may find it to your benefit to work with more than one faculty member during your program.

You should begin the research group process early (within the first year). This might feel difficult to do because you will be engaged in so many pressing coursework demands, but it is important that you make time to connect with faculty whose research has interest and potential for you. This is an important way to build a professional identity, begin to fulfill the residency research requirement, and to prepare for your dissertation. Let faculty know of your special interests, talents, and needs.

C. Professional Development

Colloquia. During the Fall and Spring semesters, the EDPR program presents a series of colloquia, featuring current topics presented by researchers in the Mid-South area. Past presentations have included such topics as the intersections of social justice and educational research, the philosophy of race, current student research, perfectionism and racial identity, student motivation, online teaching, issues in qualitative research, and the importance of play. More information can be found here.

Professional societal affiliation. You are encouraged to join and participate, as student members, in EDPR-oriented organizations and societies. In particular, you are encouraged to become a student affiliate of APA (American Psychological Association) and/or AERA (American Educational Research Association). Faculty will be happy to discuss these professional societies with you and make recommendations.

Professional publication and/or presentation. Consult and work with your advisor and/or research mentor. Papers for classes can often be reworked for publication submission or for presentation at professional conferences. Many faculty also have research groups that provide on-going opportunities for students to become involved in the research process at all stages. Participation on these teams may result in inclusion on presentations and publications of research conducted by the team. In addition to its value as a learning experience, working on publications and presentations may satisfy your residency research requirement, and will greatly enhance your professional education, your vita, and your career as a scholar.

Participation in program activities. Be proactive. Ask to be included and to assist with program tasks. These activities will enhance your professional identity and your vita. Most importantly, you, the students, are one of our program's best assets. Your active involvement in program activities counts for you, for us, and for the program's external evaluation.

III. GRADUATE ASSISTANTSHIPS

The CEPR department has several graduate assistantships for both research and teaching. If you would like an assistantship in the department, you will need to speak to the Department Chair. In our department, full-time students typically hold an assistantship for a maximum of two (2) years and priority is given to placing students who are in their first two years of the program. Student performance of assistantship duties will be evaluated by the supervising faculty who will provide feedback to the students about their performance during the academic year. Continued funding is contingent upon satisfactory performance of assistantship duties.

There are other assistantships available at various locations on campus. Inquiries about these possibilities should be directed to the Program Director or to the CEPR Chair. These assistantships may not carry a two-year tenure limit. The Graduate School requires students to be in good academic standing (GPA of 3.00 or above) and to be enrolled in 9-12 credit hours per semester to be eligible for

graduate assistantships. Graduate assistantships waive tuition and fees for a specified number of credit hours.

IV. ASSESSMENT OF STUDENT COMPETENCE AND RETENTION PROCEDURES

A. Assessment of Student Competence

You are expected to maintain good academic standing while in the program as well as behave in an appropriate professional manner. Satisfactory academic progress is demonstrated by maintaining a 3.00 average in all courses. If your GPA falls below 3.00, you are considered by the university to be on academic probation. You may have 2 semesters of consecutive enrollment to raise the GPA above a 3.00 and return to academic "good standing." If you do not increase your GPA to a minimum of 3.00 at the end of that second semester, you will be subject to an automatic retention process or suspension. Under an extraordinary circumstance, the program faculty may recommend that you continue beyond two consecutive semesters on probation. But such recommendation must be approved by the Chair of the College Office of Graduate Programs first and then the Dean of Graduate School at the University. The program faculty will review the performance of your work as a degree-seeking status student to determine whether you should be dismissed from the degree program due to consistent low performance. EDPR core courses must be passed with a B- or better. A grade lower than a B- necessitates re-enrollment in that class.

You are expected to demonstrate behavior consistent with professional expectations of competence and follow the University of Memphis' Code of Student Rights and Responsibilities.

The EDPR faculty evaluates your progress during the Spring semester. Your performance in didactic courses, research work, and professional work as graduate assistants will be evaluated. See Appendices G & H for this form.

Underlying all the areas in the form is professionalism. This includes professional behavior and interpersonal competence (e.g., self-awareness, self-reflection, and self-evaluation; independence; ethical responsibility; social responsibility; openness to supervision and feedback; and personal responsibility). Information on these areas is based on evaluations by assistantship supervisors and faculty observations.

Following the annual review, you will receive a statement of their progress in the program (making satisfactory progress, needs improvement). Your advisor will be responsible for providing more specifics from the annual review in writing, noting particular strengths and needed areas of development. This will be reviewed with you in a scheduled meeting.

In the event that your progress and performance is considered unsatisfactory, you must be notified of what the concerns are and provided with feedback from the faculty members. You and the appropriate faculty will then meet to 1) discuss the concerns, 2) give you an opportunity to respond and/or explain the performance, and 3) determine what actions are required to remedy the situation. If your official performance is evaluated as less than satisfactory and you do not agree with the evaluation, you will be asked to write a response within 14 days following the notification addressing your performance. This feedback will be circulated among the EDPR faculty and included with the evaluation in the student's file.

Evaluative statements regarding your performance and progress are disseminated no further than those with official responsibility for evaluations and related actions. Additional information on retention and evaluation is included in the Policy on the Retention and Remediation of Students in next section.

B. Policy on the Retention and Remediation of Students

The purpose of this policy is to clarify the competencies and professional behavior expected of each student and the procedures for identifying and addressing issues of concern that may occur during the course of their doctoral education.

As described in this Handbook, the overarching goal of the EDPR Graduate program is to prepare educational psychologists and researchers to assume roles as professionals both inside and outside of academia. Competence is evaluated comprehensively. In addition to performance in coursework, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development (e.g., interpersonal, technical, and ethical) will be evaluated. Such comprehensive evaluation is necessary in order for faculty to appraise the entire range of academic performance and professional development of their students.

You are expected to be familiar with the Program goals and to ensure that your academic and professional development plans are consistent with the achievement of these goals. This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

Identification and Verification of Issues Requiring Remediation or Dismissal

We want you to do your best and are here to help you do your best in the program. However, sometimes issues of concern (e.g., academic and social), for whatever reason, arise. Formal evaluation of your progress takes place annually during the student review process described in the "Assessment of Student Competence" Appendices of this handbook. However, a faculty member, supervisor, or fellow student can identify possible issues of concern at any point in your academic career. The following sections describe the procedures for informal identification of issues and the review process once a potential issue is identified.

Informal Identification of Issues of Concern

In addition to issues identified during the annual Review, any faculty member, supervisor, or student may raise a concern at any time. Students who have a concern about a fellow student should first discuss the issue with that student, if appropriate. If that approach is not appropriate or does not yield the desired result, they should discuss it with their own advisor, who will then raise the issue with the other Program faculty. Faculty understand that students might be concerned about talking about a fellow classmate to faculty, but we encourage students to consider their professional responsibilities as well as their collegiality and to seek faculty input when they are concerned about a fellow student's behaviors, attitudes, or characteristics. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential issue during the meeting in which it is raised, and if necessary, the advisor of the student concerned will gather additional data and will report to the Program faculty. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Issues

When an academic, social, and/or emotional issue of concern has been identified, a member of the EDPR faculty will meet with you to review the evaluation, and to determine whether an issue

actually exists. Depending on the time at which the issue is identified, this discussion can take place in the context of the annual review process. In addition to the original report of the issue, information will be gathered from formal written and/or verbal evaluations and from informal sources, including observations of students outside the classroom (e.g., colloquia and research groups) of your performance and progress.

After the initial meeting with you the faculty will meet to determine whether an issue of concern is present. If you are in violation of maintaining performance expectations described in the EDPR Graduate Student Handbook or the University Graduate Student Handbook, you may be placed on academic probation. You may be immediately dismissed from the program if the violation is exceptionally egregious. You may be placed on remediation following discussion among core faculty during which consensus is reached regarding student performance. If the faculty determines that there is an issue of concern, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan with you. If you are placed on remediation, the length of the remediation status as well the remediation requirements that must be met before the probationary status ends will be communicated to you both verbally and in written form. After the faculty members have presented their recommendations to you and answered your questions, you must sign the document indicating that the recommendations have been presented and explained. You will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If you choose to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by you, and will provide written documentation of their decision following review of your response. If you wish to appeal the faculty's decision, he or she may follow the appeal procedures outlined in The University of Memphis Bulletin.

Remediation plans will be developed in consideration of your unique situation. Possible examples of remediation steps are (a) a modified plan of study that may include additional coursework, projects, and/or supervision, (b) a referral to other professionals (e.g., professional counseling), (c) a recommendation that the student take a leave of absence, or (d) any combination of the above. The plan will document the behaviors that must be performed at the appropriate level in order for the student to move forward in his/her training. If you do not complete the established actions by the specified timeline, you be recommended for dismissal for failure to make satisfactory progress.

V. Graduation Procedures

Prior to graduation, there are a number of forms to be completed and submitted. Intent to Graduate and Candidacy forms **must** be filed with the Graduate School by the dates specified in the Schedule of Classes for the semester of graduation. For example, for August graduations, forms must be filed by early June. Failure to complete these forms results in delaying graduation for a semester. Both Intent to Graduate cards and Candidacy forms may be obtained from the Graduate School web page (The following website has all the forms you will need. If you are applying for a Qualitative Research in Education Certificate or Quantitative Research Certificate, you must complete a Change of Major/Update form (available at the above hyperlink. Candidacy forms should be completed at the same time the change to the Program of Studies is completed.

VI. Harassment and Discrimination Statement

The CEPR department aspires to create and maintain a safe and diversity-sensitive environment for working and learning. Please read the department's statement (Appendix I). Professional behavior includes respecting the rights, dignity, and welfare of all persons.

VII. Leave of Absence and Withdrawing from the Program

The graduate program in EDPR can be completed either full or part time. If you anticipate an inability to maintain normal progress through the program, you should consult with your advisor. If you are unable to maintain continuous enrollment (either full- or part-time) due to hardships beyond your control, you are strongly recommended to take a leave of absence until your concerns improve and you can make satisfactory progress in the program. If you decide that a leave of absence is appropriate, then you must submit to the EDPR faculty the Leave of Absence Form. Without the submission and approval of this form, the faculty will consider your absence a withdrawal from the program. You will need to reapply to the Graduate School when it is time to return to the program. If you do not contact the EDPR faculty at the end of the approved leave period with a letter requesting additional leave or reapply to the Graduate School, the student is considered to have formally withdrawn from the program.

Rarely, you might discover that your career interests have changed or that the program is no longer a good fit for you and decide to withdraw from the program. In these situations, we strongly encourage you to discuss this with your advisor. This meeting allows the adviser to answer questions as to how to proceed with withdrawing from the program and gives you an opportunity to share relevant feedback to the program.

Appendix A

Acknowledgment and Acceptance of EDPR Graduate Student Handbook Policies

This document describes the current policies and procedures that are unique to the graduate programs in EDPR at The University of Memphis. The purpose of the Handbook is (a) to assist students in planning their studies; (b) to provide students with the general educational policies, expectations, and standards of the program; and (c) to assist faculty in student advising so that the policies are applied systematically and fairly. No individual faculty is allowed to circumvent these written procedures without discussion and consideration of the change by the tenured and tenure-track faculty and a decision to alter the policy. Students should also be familiar with the forms and general guidelines for graduate level work found in the College of Education Graduate Student Handbook: College of Education Graduate Student Handbook.

Please be aware that the comprehensive examination processes for EDPR students differ from those in the College Handbook.

This Handbook is an evolving document that is revised and updated periodically; however, its policies are applicable to all current students in the EDPR Program. It is important to note that curricular expectations outlined in the Handbook in the year in which the student was admitted are to be followed. The University of Memphis and the Department of Counseling, Educational Psychology and Research reserve the right to delete, add, or change policies, procedures, and courses in this Student Handbook and in the Degree Plan for any reason and cannot guarantee enrollment in specific courses or sections.

The EDPR Graduate Student Handbook is not intended to supersede any policies or codes of conduct established by The University of Memphis:

    Graduate Student Rights & Responsibilities

    Graduate School Academic Regulations

    Code of Student Rights & Responsibilities

Students are expected to have read these documents prior to beginning coursework. Students are encouraged to place an emphasis on their personal and professional development, especially while enrolled in the program.

The EDPR faculty of the Department of Counseling and Psychology respect the rights of our students. Students must be aware that there are many personal and professional reasons that may prohibit them from earning their EDPR graduate degree. Consequently, The University of Memphis and the program faculty cannot guarantee graduation from the program.

With my signature, I attest to the fact that I have read the entire EDPR Graduate Student Handbook for the EDPR Program in the Department of Counseling, Educational Psychology and Research at The University of Memphis. I also attest to the fact that I understand the policies, procedures, and students' rights and privileges that are detailed in this document and I assume responsibility for adherence to these policies. My signature also indicates that I agree to adhere to all said policies.

Name of Student (printed) _____

Signature of Student: _____ Date: _____

Please print or copy this page and return the signed copy to the Program Chair by the first day of classes for the Fall 2021 semester.

EDUCATIONAL PSYCHOLOGY AND RESEARCH Master's Program in Educational Psychology and Research **MS Program Advising Sheet[1]** **(30 Credit Hours)**				
Core Requirements[2] (12 Credit Hours)				*SEM/YR*
1	EDPR 7521	Introduction to Research Design and Methodology	3	
And				
2a **or**	EDPR 7541	Statistical Methods Applied to Education I	3	
2b	EDPR 7561	Introduction to Qualitative Research	3	
And				
3a **or**	EDPR 7121	Learning & Cognition	3	
3b	EDPR 7131	Culturally Diverse Students	3	
And				
4a **or**	EDPR 7112	Adolescent Development and Education	3	
4b	EDPR 7114	Psychology of Aging	3	
4c	EDPR 7116	Childhood Development in the Digital Age (Pre: 7521 or 7541)	3	
4d	EDPR 7117	Lifespan Human Development	3	
Electives within Major (minimum 9, but up to 12 Credit Hours)				
Educational Psychology				
5a	EDPR 7109	Infant Development and Education	3	
5b	EDPR 7111	Child Development and Education	3	
5c	EDPR 7112	Adolescent Development and Education	3	
5d	EDPR 7113	Adult Development and Education	3	
5e	EDPR 7114	Psychology of Aging	3	
5f	EDPR 7116	Childhood Development in the Digital Age (Pre: 7521 or 7541)	3	
5g	EDPR 7117	Lifespan Human Development	3	
5h	EDPR 7121	Learning & Cognition	3	
5i	EDPR 7126	Introduction to Piaget's Work	3	
5j	EDPR 7131	Culturally Diverse Students	3	
5k	EDPR 7149	Seminar in Cognitive Processes (Pre: 7121)	3	
5l	EDPR 7150	Motivation (Pre: 7121)	3	
5m	EDPR 7161	Moral Development and Education (Pre: 7111 or 7112 or 7117)	3	
5n	EDPR 7165	Social Development of Children (Pre: 7111 or 7112 or 7117)	3	
Educational Research				
6a	EDPR 7011	Feminist Research Methods in Education	3	
6b	EDPR 7511	Intro to Educational/Psychological Measurement (Pre: 7541)	3	
6c	EDPR 7512	Psychometric Theory (Pre: 7541 & 7511)	3	
6d	EDPR 7531	Intro Modern Stat Packages (Pre: 7541)	3	
6e	EDPR 7542	Statistical Methods II (Pre: 7541)	3	
6f	EDPR 7544	Structural Equation Modeling (SEM) (Pre: 7542)	3	
6g	EDPR 7547	Sampling/Survey Methods (Pre: 7521 & 7542)	3	
6h	EDPR 7549	Multivariate Analysis (Pre: 7542)	3	
6i	EDPR 7551	Program Evaluation (Pre: 7541 & 7521 or 7561)	3	
6j	EDPR 7552	Hierarchical Linear Modeling (Pre: 7542)	3	
6k	EDPR 7554	Nonparametric Stats (Pre: 7542)	3	
6l	EDPR 7562	Designing Qualitative Research (Pre: 7561)	3	
6m	EDPR 7563	Theoretical Frameworks in Qual (Pre: 7561)	3	
6n	EDPR 7565	Qual Methods and Analysis (Pre: 7561)	3	
6o	EDPR 7566	Writing Qualitative Research (Pre: 7561)	3	

[1] Beginning in Fall 2021.
[2] Core Competencies = Research Methods, Stats I or Qual I, Learning & Cognition, and Human Development.

Electives Outside of Major[3] (minimum 3, but up to 6 Credit Hours)				
1	Any course	TBD	3	
2	Any course	TBD	3	
Research Project[4] (EDPR 7000) (3 Credit Hours)				
1	EDPR7000		3	
Total			**30**	

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[3] Students will plan with major advisor.
[4] Master's Research Project: To be planned with major advisor.

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Dr. Yeh Hsueh

Program Coordinator
Educational Psychology

Dr. Jade Xu

Program Coordinator
Educational Research

DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY & RESEARCH

i.   MS in Educational Psychology and Research

Example Timeline for Full-Time Student (=9 credit hours/semester) to Complete 30-Hour Master's Program

FALL ADMISSION	Advisor Recommendations	Suggested Courses	Program Requirements
YEAR 1			
Before first semester	Meet with advisor to: (1) get to know each other, (2) plan first semester, and (3) learn about program requirements.	*None*	*None*
Fall	Complete Advising for Spring (receive PIN)	*EDPR 7521* *EDPR 7541 or 7561* *EDPR 7121 or 7131*	*Core* *Core* *Core*
Spring	Complete Advising for Fall (receive PIN)	*EDPR 7112 or 7541 or 7116 or 7117* *EDPR XXXX* *EDPR XXXX*	*Core* *Electives (major)* *Electives (major)*
YEAR 2			
Fall	Complete Advising for Fall (receive PIN) Meet with advisor to: (1) plan research project for spring.	*EDPR XXXX* *EDPR XXXX* *Non-EDPR Course*	*Electives (major)* *Electives (major)* *Electives (non-major)*
Spring	Work with advisor on: (1) research project (2) submit forms for graduation	*EDPR 7000*	*Research Project[5]*
GRADUATION—CONGRATULATIONS!			

Example Timeline for Part-Time Student (=6 credit hours/semester) to Complete 30-Hour Master's Program

FALL ADMISSION	Advisor Recommendations	Suggested Courses	Program Requirements
YEAR 1			
Before first semester	Meet with advisor to: (1) get to know each other, (2) plan first semester, and (3) learn about program requirements.	*None*	*None*
Fall	Complete Advising for Spring (receive PIN)	*EDPR 7521* *EDPR 7121 or 7131*	*Core* *Core*
Spring	Complete Advising for Fall (receive PIN)	*EDPR 7541 or 7561* *EDPR 7112 or 7541 or 7116 or 7117*	*Core* *Core*

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[5] Research project: 1) Mock IRB, 2) Introduction and Problem Statement, 3) Literature Review, and 4) Methods and Data Plan

YEAR 2			
Fall	Complete Advising for Spring (receive PIN)	*EDPR XXXX* *EDPR XXXX*	*Electives (major)* *Electives (major)*
Spring	Complete Advising for Fall (receive PIN)	*EDPR XXXX* *EDPR XXXX*	*Electives (major)* *Electives (major)*
YEAR 3			
Fall	Complete Advising for Spring (receive PIN) Meet with advisor to: (1) plan research project for spring.	*Non-EDPR Course*	*Electives (non-major)*

Spring	Work with advisor on:
	    (1) research project
	    (2) submit forms for graduation
		EDPR 7000	*Research Project*[1]

GRADUATION—CONGRATULATIONS!			

		EDUCATIONAL PSYCHOLOGY AND RESEARCH Doctoral Program in Educational Psychology and Research **PhD Program Requirements** **(54 Credit Hours beyond Master's Degree)** **September 2020**		
		Core Requirements (24 Credit Hours)		
		First Year Requirement[6]		*SEM/YR*
1	EDPR 8171	Proseminar in Educational Psychology/Research	3	
		Research Core (15 Credit Hours[2])		*SEM/YR*
1	EDPR 8521	Introduction to Education Research	3	
2	EDPR 8541	Statistical Methods Applied to Education I	3	
3	EDPR 8561	Introduction to Qualitative Research	3	
		And (select one)…		
4a **or**	EDPR 8542	Statistical Methods II (Pre: 8541)	3	
4b	EDPR 8562	Designing Qualitative Research (Pre: 8561)	3	
		Psychology Core (9 Credit Hours)		*SEM/YR*
5	EDPR 8117	Human Development	3	
6	EDPR 8121	Learning & Cognition	3	
7	EDPR 8131	Culturally Diverse Students (Pre: 8111 or 8112 or 8117)	3	
		Electives within Major[7] (12 Credit Hours)		*SEM/YR*
		Educational Psychology		
5a	EDPR 8111	Child Psychology Applied to Education	3	
5b	EDPR 8112	Adolescent Psychology Applied to Education	3	
5c	EDPR 8113	Midlife & Adult Development	3	
5d	EDPR 8114	Psychology of Aging (Pre: 8111 or 8112 or 8117)	3	
5e	EDPR 8116	Childhood Development in the Digital Age (Pre: 7521 or 7541)		
5f	EDPR 8149	Seminar in Cognitive Processes (Pre: 8121)	3	
5g	EDPR 8150	Motivation (Pre: 8121)	3	
5h	EDPR 8161	Moral & Ethical Development (Pre: 8111 or 8112 or 8117)	3	
5i	EDPR 8165	Social Development in Children (Pre: 8111 or 8112 or 8117)	3	
		Educational Research		
6a	EDPR 8011	Feminist Research Methods in Education	3	
6c	EDPR 8511	Intro to Educational/Psychological Measurement (Pre: 8541)	3	
6d	EDPR 8512	Psychometric Theory (Pre: 8541 & 8511)	3	
6e	EDPR 8531	Intro Modern Stat Packages (Pre: 8541)	3	
6f	EDPR 8544	Structural Equation Modeling (SEM) (Pre: 8542)	3	
6g	EDPR 8547	Sampling/Survey Methods (Pre: 8521 & 8542)	3	
6h	EDPR 8549	Multivariate Analysis (Pre: 8542)	3	
6j	EDPR 8551	Program Evaluation (Pre: 8541 & 8521 or 8561)	3	
6i	EDPR 8552	Hierarchical Linear Modeling (Pre: 8542)	3	
6j	EDPR 8554	Nonparametric Stats (Pre: 8542)	3	
6k	EDPR 8563	Theoretical Frameworks in Qual (Pre: 8561)	3	
6l	EDPR 8565	Qual Methods and Analysis (Pre: 8561)	3	
6m	EDPR 8566	Writing Qualitative Research (Pre: 8561)	3	

[6] Note: EDPR 8171 (ProSem) counts toward the core 15 research hours, but is listed separately on this sheet.

[7] These electives should be taken within the EDPR program and be planned with the major advisor.

		Residency Project[8]		SEM/YR
1	EDPR 8008	Directed Readings with Individual Faculty Member	3	
2	EDPR 8081	Supervised Research with Individual Faculty Member	3	
		Electives Outside of Major (6 Credit Hours[9])		SEM/YR
1	XXXX 8---	TBD—Any 8000-level course outside of EDPR	3	
2	XXXX 8---	TBD—Any 8000-level course outside of EDPR	3	
		POST COURSEWORK & RESIDENCY PROJECT (12 Credit Hours)		SEM/YR
1	COMPS	Comprehensive Examination (Core Competencies[10])	---	
2	EDPR 9000	Dissertation (12 Hours)	12	
Total				54

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[8] All doctoral degree students are expected to be active in collaborative research with members of the faculty. This includes the research-based residency project approved by the major advisor that must result in a written research paper submitted to a refereed journal or a refereed professional conference presentation. It is recommended that the student complete 3 hours of directed readings (EDPR 8008) and 3 hours of supervised research (EDPR 8081) to complete the residency project. Both courses to be included/counted under the required 12 hours of major electives (i.e., EDPR courses).

[9] These electives can be taken outside for the of EDPR program and should be planned with the major advisor.

[10] Core Competencies = Research, Learning & Cognition/Motivation, and Human Development.

Department of Counseling, Educational Psychology & Research

Educational Psychology and Research Master's Program

Procedures to Complete Master's Program

Milestone in Program	When?
1. Receive a notification of acceptance and the name of an advisor.	Middle of a semester
2. Meet with advisor to (1) get to know each other, (2) plan first semester, and (3) learn about the requirements for attending student orientation meeting in Fall and expectation for attending Educational Psychology Colloquium, a biweekly event in Spring and Fall.	Before first semester
3. Complete End-of-First-Year Student Assessment and return it by e-mail	End of first academic year
4. Complete Annual Student Evaluation.	*Every* spring semester
5. Meet with adviser to discuss coursework and progress in program.	Middle of each semester
6. Meet with advisor to discuss plans for 3 hour written comprehensive exam: Research Methods and Data Analysis, Human Development (1 hour); and Learning and Cognition (1 hour)	Before last semester of coursework
7. Meet with advisor to discuss EDPR 7996 or 7000, a 3 credit hour course in which each student completes a **thesis (7996)** or an independent research **project (7000)**.	Before last semester of course work
A. Thesis Option (not applicable to online Master's students) EDPR 7996	
i. Form a 3-member committee composed of the advisor and 2 additional EDPR faculty members.	After passage of Comprehensive Exam
ii. Develop a proposal and present it to the committee.	Submission: 2 weeks before Proposal Meeting
iii. Perform the research (include IRB approval for human subjects prior to data collection), write, revise, and complete thesis.	IRB submission after Proposal Meeting
iv. Present and defend thesis before committee	Submission: 2 weeks before Thesis Meeting
B. Project Option EDPR 7000	
i. The student works closely with the advisor to develop a project	After passage of comprehensive exam

Milestone in Program	When?
ii. Perform the research, write, revise, and complete project.	IRB submission after comprehensive exam
iii. Receive approval from advisor.	At end of project
8. Follow Graduate School calendar.	Due dates vary—3 months to 3 weeks—before Commencement (see website)
9. Complete Program Exit Assessment and return it by e-mail.	Before submission of thesis or project to Graduate School
10. Graduation—CONGRATUATIONS!	End of the Fall, Spring or Summer semester

Department of Counseling Educational Psychology and Research

Educational Psychology and Research Doctoral Program

Procedure to Complete Doctoral Program

*Many of the required forms are available online. Check out the Appendix of the College of Education Graduate Student Handbook, the Graduate School website, and Appendix J.

Milestone in Program	When?
1. Receive a notification of acceptance and the name of an adviser.	Middle of a semester
Get a copy of the College of Education Graduate Student Handbook. 2.	After acceptance
3. Meet with adviser to (1) get to know each other, (2) plan first semester, and (3) learn about the requirements for attending student orientation in Fall and for taking part in Educational Psychology Colloquium, a biweekly event in Spring and Fall.	Before first semester
4. Meet with adviser to (1) form a 3-member Doctoral Committee; (2) begin planning Program of Studies; (3) discuss Residency Plan for course enrollment and Residency Project (Residency *Scholarly Product*).	Within first semester
5. Meet with doctoral committee members to plan Program of Studies.	Within first semester
6. File Residency Form.	No later than last registration day in semester designated to count as residency
7. File Doctoral Committee Appointment Form.	End of first academic year
8. Get Program of Studies Form approved by the committee members and file it with the College.	End of first academic year
9. Complete End-of-First-Year Student Assessment and return it to adviser.	End of first academic year
10. Complete Annual Student Evaluation.	End of *every* spring semester
11. Plan Residency *Scholarly Product* with adviser and follow departmental procedures for approval of *Scholarly Product* proposal and final product.	During coursework
12. Meet with adviser to plan for 9-hour Written Comprehensive Exam (Comps)	At completion of Residency Project

Milestone in Program	When?
13. Take Written Comps and schedule a date for Oral Comps.	After approval of Residency Project
14. Meet with committee for Oral Comps.	After Written Comps
15. File Dissertation Committee Appointment Form. (Change any member already on Doctoral Committee and add a 4th member to form Dissertation Committee)	After passage of Oral Comps
16. Submit dissertation proposal and meet with Dissertation Committee to discuss proposal and get approval	Submission, 2 weeks before Prospectus Meeting
17. File Proposal Approval Form with the College of Education's Office of Graduate Programs.	After approval of dissertation prospectus
18. Perform the research, including IRB approval prior to data collection), write, revise, and complete dissertation.	After approval of dissertation prospectus
19. Schedule Dissertation Committee Meeting, fill out appropriate announcement forms in college graduate office, and defend dissertation before the Dissertation Committee.	After adviser approves a full draft of dissertation Submission to committee, 2 weeks before dissertation defense Meeting
20. Follow Graduate School deadlines available on their calendar to complete paperwork for graduation. • Intent to Graduate Card • Doctoral Candidacy Form • Cap and Gown Order • Final Copy of Dissertation for Binding	Due dates vary—3 months to 3 weeks— before Commencement (see website)
21. Following Committee's suggestions, revise dissertation and submit to Graduate School in time.	Before Graduate School due date
22. Complete Program Exit Assessment.	Before submission of dissertation to Graduate School
23. Graduation—CONGRATUATIONS!	End of Fall, Spring, or Summer semester

Appendix F

Department of Counseling, Educational Psychology and Research

University of Memphis

Dissertation Guidelines for Ph.D. Students

Doctoral Committee

1. Committee membership. The dissertation doctoral committee consists of four members including the designated committee chair. It is strongly encouraged that at least one member be from outside the core program and students are encouraged to consider members outside the College of Education. The Chair is selected first and may make suggestions about committee member selection, but the student has the final choice. If there is a faculty member in or outside the department who is knowledgeable in the area chosen to be studied, it is strongly recommended that said person be placed on the committee.

2. Role of the Committee Chair. The Chair is the primary faculty person responsible for the student's program and research. The Chair monitors the progress of the doctoral student, but the student retains the responsibility for their academic performance, dissertation research, and compliance with all university rules and regulations.

3. Role of the Committee Member. Each committee member serves as a consultant to the student and committee Chair. All committee members share the responsibility for the overall quality of the dissertation. Members participate in the development of the research study, the prospectus, and the dissertation.

4. Committee Selection. Generally, the temporary advisor becomes the Chair. Students are encouraged to consider other faculty to be Chair when areas of interests change or do not match those of their advisor. Students meet with a number of faculty members in their first year. The four-person committee needs to be formed by the end of the fall semester first year.

Pre-prospectus

1. Research ideas. Early in the student's program, and by the end of the second year, the student identifies potential dissertation ideas and/or interests. At this point, the doctoral committee should be in place.

2. Data collection. Data collection is not to begin until the prospectus has been approved and permission from IRB has been obtained.

3. Enrollment in dissertation hours is to be continuous once work on a prospectus has begun. Students enroll for a minimum of three credit hours of dissertation a semester. Exceptions to that standard are made only when a student will defend and complete all revisions in the first few weeks of a semester.

Prospectus

1. Contents of prospectus. A prospectus in this department consists of the first three chapters of the dissertation: Chapter One, Introduction to the Study; Chapter Two, Literature Review supporting the study; Chapter Three, proposed methodology and method, and short outlook of potential analysis, interpretation, and representation. In addition, the prospectus contains a reference list of all citations in the prospectus and appendices with all questionnaires developed, the subjects informed consent procedures, and any other study forms.

2. Prospectus meeting.

   a. A prospectus meeting is scheduled when the chair and the student are satisfied that the proposed research is ready to be implemented. The student schedules the meeting when all members can attend (full committee attendance required). All committee members are to receive the final draft of the prospectus 10 working days before the scheduled meeting. Failure to adhere to this time schedule will result in postponement of the meeting.

   b. The prospectus meeting is moderated by the committee Chair. The student makes a brief presentation of the proposed research followed by faculty questions and discussion. When all concerns are addressed, the student leaves the meeting while the committee makes a decision to pass the prospectus as is, pass it with required changes specified, or decline to pass until revisions are made and another meeting held. The Chair is responsible for circulating the decision and changes, if required, in writing to all committee members and the student.

   c. The student must bring the Thesis/Dissertation Proposal Defense Form to the meeting.

Data Collection and Dissertation Preparation

1. Data collection. Once the prospectus is approved and subjects' permission is obtained, the student may initiate data collection. Students must receive permission from the University IRB even if data will not be collected at The University of Memphis or are archival.

2. Drafting the dissertation. The student and committee Chair work closely during data collection and preparation of the dissertation. Committee members may review the rough drafts of Chapter 4, Results, and Chapter 5, Discussion, if the student, Chair, and committee members agree.

Dissertation Defense

1. Meeting. When the student and Chair deem the dissertation to be in final form, the student schedules the oral defense meeting and meets all university and college requirements.

2. The student completes the Doctoral Final Exam Announcement (http://www.memphis.edu/coe/doctoral-final-exam-announcement.php) and submits it for approval.

3. Committee. All members must attend and are to receive the final draft of the dissertation at least 10 working days before the meeting.

4. Procedures. The committee chair moderates the meeting. The student makes a brief presentation on the research area, methodology, results, and implications of results. Committee members ask questions and discuss the research. The student and any non-committee members in attendance step out and the committee decides to pass, delay decision by suspending the defense until a later date, or fail on the final exam. The student will be informed orally of the decision at the end of the defense.

5. Signatures. The student is responsible for bringing the necessary forms and the signature pages of the defense.

6. To meet the University deadlines, the final defense must be held no later than 6 weeks before the end of the semester, if the student wishes to graduate that semester.

7. The final copies of the dissertation are submitted to the Graduate School by the dates specified in the Schedule of Classes. Both student and committee Chair must sign off on the manuscript checklist for users of the APA Publication Manual style form. This form is to be included with the review copy to the Graduate School. See the Graduate School webpage for necessary forms and dissertation guidelines (Graduate School website).

ANNUAL PERFORMANCE REVIEW FORM
Educational Psychology and Research Master's of Science Program

Name: **Date:**

Program Information

Year entered program	
Current major professor	
Research interest	

Academic Progress during Past Calendar Year

Courses completed – Spring Semester

Course #	Title	Required? (Yes – No)	Grade

Courses completed – Summer Semester

Course #	Title	Required? (Yes – No)	Grade

Courses completed – Fall Semester

Course #	Title	Required? (Yes – No)	Grade

Educational Psychology Program Course Requirements Completed

<table>
<tr><td colspan="4" align="center">EDUCATIONAL PSYCHOLOGY AND RESEARCH
Master's Program in Educational Psychology and Research

MS Program Advising Sheet[11]
(30 Credit Hours)</td><td></td></tr>
<tr><td colspan="4" align="center">*Core Requirements[12] (12 Credit Hours)*</td><td>*SEM/YR*</td></tr>
<tr><td>1</td><td>EDPR 7521</td><td>Introduction to Research Design and Methodology</td><td>3</td><td></td></tr>
<tr><td colspan="4" align="center">**And**</td><td></td></tr>
<tr><td>2a **or**</td><td>EDPR 7541</td><td>Statistical Methods Applied to Education I</td><td>3</td><td></td></tr>
<tr><td>2b</td><td>EDPR 7561</td><td>Introduction to Qualitative Research</td><td>3</td><td></td></tr>
<tr><td colspan="4" align="center">**And**</td><td></td></tr>
<tr><td>3a **or**</td><td>EDPR 7121</td><td>Learning & Cognition</td><td>3</td><td></td></tr>
<tr><td>3b</td><td>EDPR 7131</td><td>Culturally Diverse Students</td><td>3</td><td></td></tr>
<tr><td colspan="4" align="center">**And**</td><td></td></tr>
<tr><td>4a **or**</td><td>EDPR 7112</td><td>Adolescent Development and Education</td><td>3</td><td></td></tr>
<tr><td>4b</td><td>EDPR 7114</td><td>Psychology of Aging</td><td>3</td><td></td></tr>
<tr><td>4c</td><td>EDPR 7116</td><td>Childhood Development in the Digital Age (Pre: 7521 or 7541)</td><td>3</td><td></td></tr>
<tr><td>4d</td><td>EDPR 7117</td><td>Lifespan Human Development</td><td>3</td><td></td></tr>
<tr><td colspan="4" align="center">*Electives within Major (minimum 9, but up to 12 Credit Hours)*</td><td></td></tr>
<tr><td colspan="4" align="center">**Educational Psychology**</td><td></td></tr>
<tr><td>5a</td><td>EDPR 7109</td><td>Infant Development and Education</td><td>3</td><td></td></tr>
<tr><td>5b</td><td>EDPR 7111</td><td>Child Development and Education</td><td>3</td><td></td></tr>
<tr><td>5c</td><td>EDPR 7112</td><td>Adolescent Development and Education</td><td>3</td><td></td></tr>
<tr><td>5d</td><td>EDPR 7113</td><td>Adult Development and Education</td><td>3</td><td></td></tr>
<tr><td>5e</td><td>EDPR 7114</td><td>Psychology of Aging</td><td>3</td><td></td></tr>
<tr><td>5f</td><td>EDPR 7116</td><td>Childhood Development in the Digital Age (Pre: 7521 or 7541)</td><td>3</td><td></td></tr>
<tr><td>5g</td><td>EDPR 7117</td><td>Lifespan Human Development</td><td>3</td><td></td></tr>
<tr><td>5h</td><td>EDPR 7121</td><td>Learning & Cognition</td><td>3</td><td></td></tr>
<tr><td>5i</td><td>EDPR 7126</td><td>Introduction to Piaget's Work</td><td>3</td><td></td></tr>
<tr><td>5j</td><td>EDPR 7131</td><td>Culturally Diverse Students</td><td>3</td><td></td></tr>
<tr><td>5k</td><td>EDPR 7149</td><td>Seminar in Cognitive Processes (Pre: 7121)</td><td>3</td><td></td></tr>
<tr><td>5l</td><td>EDPR 7150</td><td>Motivation (Pre: 7121)</td><td>3</td><td></td></tr>
<tr><td>5m</td><td>EDPR 7161</td><td>Moral Development and Education (Pre: 7111 or 7112 or 7117)</td><td>3</td><td></td></tr>
<tr><td>5n</td><td>EDPR 7165</td><td>Social Development of Children (Pre: 7111 or 7112 or 7117)</td><td>3</td><td></td></tr>
<tr><td colspan="4" align="center">**Educational Research**</td><td></td></tr>
<tr><td>6a</td><td>EDPR 7011</td><td>Feminist Research Methods in Education</td><td>3</td><td></td></tr>
<tr><td>6b</td><td>EDPR 7511</td><td>Intro to Educational/Psychological Measurement (Pre: 7541)</td><td>3</td><td></td></tr>
<tr><td>6c</td><td>EDPR 7512</td><td>Psychometric Theory (Pre: 7541 & 7511)</td><td>3</td><td></td></tr>
<tr><td>6d</td><td>EDPR 7531</td><td>Intro Modern Stat Packages (Pre: 7541)</td><td>3</td><td></td></tr>
<tr><td>6e</td><td>EDPR 7542</td><td>Statistical Methods II (Pre: 7541)</td><td>3</td><td></td></tr>
<tr><td>6f</td><td>EDPR 7544</td><td>Structural Equation Modeling (SEM) (Pre: 7542)</td><td>3</td><td></td></tr>
<tr><td>6g</td><td>EDPR 7547</td><td>Sampling/Survey Methods (Pre: 7521 & 7542)</td><td>3</td><td></td></tr>
<tr><td>6h</td><td>EDPR 7549</td><td>Multivariate Analysis (Pre: 7542)</td><td>3</td><td></td></tr>
<tr><td>6i</td><td>EDPR 7551</td><td>Program Evaluation (Pre: 7541 & 7521 or 7561)</td><td>3</td><td></td></tr>
<tr><td>6j</td><td>EDPR 7552</td><td>Hierarchical Linear Modeling (Pre: 7542)</td><td>3</td><td></td></tr>
<tr><td>6k</td><td>EDPR 7554</td><td>Nonparametric Stats (Pre: 7542)</td><td>3</td><td></td></tr>
<tr><td>6l</td><td>EDPR 7562</td><td>Designing Qualitative Research (Pre: 7561)</td><td>3</td><td></td></tr>
<tr><td>6m</td><td>EDPR 7563</td><td>Theoretical Frameworks in Qual (Pre: 7561)</td><td>3</td><td></td></tr>
<tr><td>6n</td><td>EDPR 7565</td><td>Qual Methods and Analysis (Pre: 7561)</td><td>3</td><td></td></tr>
<tr><td>6o</td><td>EDPR 7566</td><td>Writing Qualitative Research (Pre: 7561)</td><td>3</td><td></td></tr>
</table>

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[11] Beginning in Fall 2021.
[12] Core Competencies = Research Methods, Stats I or Qual I, Learning & Cognition, and Human Development.

Electives Outside of Major[13] (minimum 3, but up to 6 Credit Hours)				
1	Any course	TBD	3	
2	Any course	TBD	3	
Research Project[14] (EDPR 7000) (3 Credit Hours)				
1	EDPR7000		3	
Total				**30**

Degree Milestones

Curriculum Activity	Topics, Members, or Title	Date of Completion
COMPREHENSIVE EXAMS TOPICS		
Committee Members if Thesis		
Thesis or Project Title		

Professional Development

Research Conference(s) or Meeting(s) Attended during Past Calendar Year

Provide title of conference.

Current Membership in Professional Organizations

Provide Name of Organization.

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[13] Students will plan with major advisor.
[14] Master's Research Project: To be planned with major advisor.

Involvement in Professional Organizations during Past Calendar Year

Provide brief description of your role in or contribution to the organization.

Workshops, Presentations, or Other Professional Training during Past Calendar Year

Provide brief description of the event and your role in it.

Professional, Departmental, University or Community Service -

Provide a brief description of volunteer services you provided to the department, the university, the educational psychology profession or to the community

Current Career Goals

Provide brief description of your current career goals.

Planning

Below, identify your specific performance objectives for next year. Please keep in mind your progress in the areas mentioned above and the training objectives in our program.

Academic

Please briefly describe at least one specific academic or coursework objective that you hope to accomplish.

Research

Please briefly describe at least one specific research objective that you hope to accomplish.

Professional Development

Please briefly describe at least one specific professional development activity that you hope to accomplish.

Student's Signature	**Advisor's Signature**	**Date**

Appendix H

ANNUAL PERFORMANCE REVIEW FORM

Educational Psychology Ph.D. Program

(Please fill out this form using MSWord)

NAME	Date

Program Information

Year entered program	
Major professor	
Research area	

Academic Progress in Past Calendar Year

EDUCATIONAL PSYCHOLOGY AND RESEARCH Doctoral Program in Educational Psychology and Research **PhD Program Requirements** **(54 Credit Hours beyond Master's Degree)** **September 2020**				
Core Requirements (24 Credit Hours)				
First Year Requirement[15]				***SEM/YR***
1	EDPR 8171	Proseminar in Educational Psychology/Research	3	
Research Core (15 Credit Hours[2])				***SEM/YR***
1	EDPR 8521	Introduction to Education Research	3	
2	EDPR 8541	Statistical Methods Applied to Education I	3	
3	EDPR 8561	Introduction to Qualitative Research	3	
And (select one)…				
4a **or**	EDPR 8542	Statistical Methods II (Pre: 8541)	3	
4b	EDPR 8562	Designing Qualitative Research (Pre: 8561)	3	
Psychology Core (9 Credit Hours)				***SEM/YR***
5	EDPR 8117	Human Development	3	
6	EDPR 8121	Learning & Cognition	3	
7	EDPR 8131	Culturally Diverse Students (Pre: 8111 or 8112 or 8117)	3	
Electives within Major[16] (12 Credit Hours)				***SEM/YR***
Educational Psychology				
5a	EDPR 8111	Child Psychology Applied to Education	3	
5b	EDPR 8112	Adolescent Psychology Applied to Education	3	

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[15] Note: EDPR 8171 (ProSem) counts toward the core 15 research hours, but is listed separately on this sheet.

[16] These electives should be taken within the EDPR program and be planned with the major advisor.

5c	EDPR 8113	Midlife & Adult Development	3	
5d	EDPR 8114	Psychology of Aging (Pre: 8111 or 8112 or 8117)	3	
5e	EDPR 8116	Childhood Development in the Digital Age (Pre: 7521 or 7541)		
5f	EDPR 8149	Seminar in Cognitive Processes (Pre: 8121)	3	
5g	EDPR 8150	Motivation (Pre: 8121)	3	
5h	EDPR 8161	Moral & Ethical Development (Pre: 8111 or 8112 or 8117)	3	
5i	EDPR 8165	Social Development in Children (Pre: 8111 or 8112 or 8117)	3	
		Educational Research		
6a	EDPR 8011	Feminist Research Methods in Education	3	
6c	EDPR 8511	Intro to Educational/Psychological Measurement (Pre: 8541)	3	
6d	EDPR 8512	Psychometric Theory (Pre: 8541 & 8511)	3	
6e	EDPR 8531	Intro Modern Stat Packages (Pre: 8541)	3	
6f	EDPR 8544	Structural Equation Modeling (SEM) (Pre: 8542)	3	
6g	EDPR 8547	Sampling/Survey Methods (Pre: 8521 & 8542)	3	
6h	EDPR 8549	Multivariate Analysis (Pre: 8542)	3	
6j	EDPR 8551	Program Evaluation (Pre: 8541 & 8521 or 8561)	3	
6i	EDPR 8552	Hierarchical Linear Modeling (Pre: 8542)	3	
6j	EDPR 8554	Nonparametric Stats (Pre: 8542)	3	
6k	EDPR 8563	Theoretical Frameworks in Qual (Pre: 8561)	3	
6l	EDPR 8565	Qual Methods and Analysis (Pre: 8561)	3	
6m	EDPR 8566	Writing Qualitative Research (Pre: 8561)	3	

		Residency Project[17]		SEM/YR
1	EDPR 8008	Directed Readings with Individual Faculty Member	3	
2	EDPR 8081	Supervised Research with Individual Faculty Member	3	
		Electives Outside of Major (6 Credit Hours[18]*)*		SEM/YR
1	XXXX 8---	TBD—Any 8000-level course outside of EDPR	3	
2	XXXX 8---	TBD—Any 8000-level course outside of EDPR	3	
		POST COURSEWORK & RESIDENCY PROJECT (12 Credit Hours)		SEM/YR
1	COMPS	Comprehensive Examination (Core Competencies[19])	---	
2	EDPR 9000	Dissertation (12 Hours)	12	
Total			54	

Courses completed – Spring Semester

Course #	Title	Required? (Yes – No)	Grade

Courses completed – Summer Semester

Course #	Title	Required? (Yes – No)	Grade

[17] All doctoral degree students are expected to be active in collaborative research with members of the faculty. This includes the research-based residency project approved by the major advisor that must result in a written research paper submitted to a refereed journal or a refereed professional conference presentation. It is recommended that the student complete 3 hours of directed readings (EDPR 8008) and 3 hours of supervised research (EDPR 8081) to complete the residency project. Both courses to be included/counted under the required 12 hours of major electives (i.e., EDPR courses).

[18] These electives can be taken outside for the of EDPR program and should be planned with the major advisor.

[19] Core Competencies = Research, Learning & Cognition/Motivation, and Human Development.

Courses completed – Fall Semester

Course #	Title	Required? (Yes – No)	Grade

Educational Psychology Program Course Requirements Completed

Degree Milestones

Curriculum Activity	Project Title When Appropriate	Anticipated Date of Completion	Date of Completion
Residency Plan			
Program of Study			
First Year Assessment			
Residency Project			

Written comps			
Oral Comps			
Dissertation Proposal			
Dissertation			
Exit Assessment			

Research Progress

Conference Presentation(s) of Research (e.g., papers, poster session) during Past Calendar Year

Provide reference for presentation(s) (use APA style)

Manuscript(s) Published or In-Press during Past Calendar Year

Provide reference for manuscript(s) (use APA style)

Grants Proposed or Submitted during Past Year (January to January)

List granting agency, amount requested or awarded, & name of grant

Professional Development

Research Conference(s) including the Colloquium Attended during Past Calendar Year

Provide title of conference.

Current Membership in Professional Organizations

Provide Name of Organization.

Involvement in Professional Organizations during Past Calendar Year

Provide brief description of your role in or contribution to the organization.

Workshops, Presentations, or Other Professional Training during Past Calendar Year

Provide brief description of the event and your role in it.

Professional, Departmental, University or Community Service

Provide a brief description of volunteer services you provided to the department, the university, the educational psychology profession or to the community

Current Career Goals

Provide brief description of your current career goals.

Planning

Below, identify your specific performance objectives for next year. Please keep in mind your progress in the areas mentioned above and the training objectives in our program.

Academic

What are your academic plans for next year?

Research

What specific research objective do you hope to accomplish?

Professional Development

What specific professional development activity do you hope to accomplish?

Student's Signature **Advisor's Signature** **Date**

Appendix I

University of Memphis

Counseling, Educational Psychology and Research

HARASSMENT and DISCRIMINATION STATEMENT

OBJECTIVE

The Counseling, Educational Psychology and Research Department is interested in creating a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. We are committed, therefore, to fostering and maintaining an atmosphere that is free from all forms of discrimination, harassment, exploitation, or intimidation. We have formulated this policy in order to sensitize our students and ourselves to discriminatory behaviors and provide safe procedures through which such behaviors can be explored and dealt with promptly and fairly.

HARASSMENT and DISCRIMINATION

It is against University policy and is illegal to harass or to discriminate against any member of the University Community based on sex, race, color, national origin, ethnicity, religion, age, disabling condition, and/or veteran status.

In this department, we think it is important to attend also to insensitive or inappropriate behaviors. Such attention is consistent with ACA, APA, CRCC, and other ethical codes that guide the behavior of human service providers. Similarly, our intention is to implement this policy with a spirit of collegiality, mutual respect, and professionalism.

WHAT TO DO

If you believe you have been the recipient of harassment due to gender, race, or creed OR if you feel that you have been the recipient of insensitivity to your gender, race, sexual orientation, or cultural group, you have several choices of action.

The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior seemed inappropriate. Or, you may speak to a faculty member, the department chair or Michele Banks (678-2713), the Affirmative Action Officer on campus. You need to be aware that faculty are agents of the university and MUST report harassment to the Affirmative Action Office. Nevertheless, it is important that you speak to someone you feel comfortable with so that the complaint can be handled promptly and fairly.

In addition, you can speak to a personal counselor at the Student Counseling Center (678-2067). The personal counselors are trained to help you with your feelings, can inform you of appropriate action, will maintain confidentiality, and can support you through your decision and questions.

RATIONALE

Remember, we are aspiring to a safe and sensitive working and learning environment. We believe appropriate and sensitive speech and behavior result from an evolutionary process involving education and continuing professional development about learning what is appropriate. Since we are all human and since patterns of discrimination and insensitivity are ingrained, we expect we will all make errors. Therefore, the spirit of this policy is to educate. People are responsible for becoming more aware and learning behavior that is more sensitive. Though we perceive this as a difficult (but possible) task, diversity-sensitive behavior is an important and serious enough issue to merit our attention on both a personal and a professional basis.

Appendix J

List of Necessary Forms

1. Thesis Dissertation Faculty Advisory Form

2. Course Waiver Request Form

3. Dissertation Proposal Defense Form

4. Dissertation Defense Announcement Form

5. Dissertation - Defense Results Form

6. Change of Program Form