Educational Psychology
Program Handbook

2018-2019
# Table of Contents

I. **EDUCATIONAL PSYCHOLOGY PROGRAM OVERVIEW** 3

II. **GRADUATE ADVISEMENT** 3
   - *Director of Graduate Studies* 3
   - *Major Professor* 3
   - *Advisory Committee* 4

III. **MASTER’S DEGREE REQUIREMENTS** 4
    - *Master’s Advisory Committee* 4
    - *Master’s Program of Study* 4
      - *Master’s Coursework* 4
      - *Thesis Option* 5
      - *Scholarly Paper Option* 6
    - *Suggested Timeline for Completion of the Master’s Degree* 8

IV. **DOCTORAL DEGREE REQUIREMENTS** 9
    - *Doctoral Advisory Committee* 9
      - *Establishing an Advisory Committee* 9
      - *Advisory Committee Meetings* 10
    - *Doctoral Program of Study* 10
      - *Doctoral Coursework* 10
      - *Research Portfolio* 13
      - *Internship* 13
      - *Qualifying Examination* 14
      - *Dissertation Proposal* 15
    - *Ongoing Participation in Professional Activities* 17
    - *Suggested Timeline for Completion of the Doctoral Degree* 18

V. **EVALUATION OF STUDENT PROGRESS** 19
    - *Student Documentation of Progress* 19
      - *Coursework and Grades* 19
      - *Progress Toward Degree Program Milestones* 20
      - *Teaching and Presentation Skills* 20
      - *Service and Professionalism* 20
    - *Faculty Evaluation of Student Progress* 21
    - *Program Termination* 21
    - *Leave of Absence* 21
    - *Appeals* 21

VI. **ADDITIONAL INFORMATION** 22
    - *Program Communications* 22
    - *Registration and Deadlines* 22
    - *Writing Style Guidelines* 22
    - *Scholarly Community and Professional Decorum* 22
    - *Research With Human Subjects* 23
    - *Libraries and Computing* 23

APPENDIX 24
I. EDUCATIONAL PSYCHOLOGY PROGRAM OVERVIEW

The Educational Psychology program in the department of Educational, School, and Counseling Psychology (EDP) at the University of Kentucky (UK) focuses on preparing Educational Psychologists who have strong theoretical, conceptual, and practical ties to educational psychology, while possessing exceptional skills in the areas of measurement, statistics, assessment, and research methodology. We prepare students for professional positions not only in academic institutions but also in a variety of public and private agencies in positions as policy makers, education advisers, and research consultants. Our graduate program in Educational Psychology reflects a collaborative apprenticeship model that encourages students to go beyond taking courses and checking off requirements. Our aim is to help educational psychology students to develop the knowledge, skills, and tools to be effective consumers and creators of educational research and to raise thoughtful questions that guide their inquiry. We believe that the best way to learn how to do research, analyze data, communicate results, and teach others is to get directly involved with faculty mentors and advanced doctoral students as early as possible in one’s graduate program. Graduate students entering the program will select a program of study focusing on one of four areas of specialization: multicultural education, quantitative methods, motivation, and development.

This handbook is designed to outline the expectations for the completion of the Master’s and PhD graduate degree programs offered in educational psychology. This document contains descriptions, requirements, procedures, and guidelines related to educational psychology students’ training in these degree programs. Students are responsible for becoming familiar with the materials contained in this handbook and for accessing and understanding the standards and policies set forth by the University of Kentucky Graduate School, as posted in the current Graduate School Bulletin (http://gradschool.uky.edu/graduate-school-bulletin) and on the EDP web site (http://education.uky.edu/EDP). It is our hope that this handbook and the Graduate School Bulletin will help educational psychology students stay on track while pursuing their graduate degrees.

II. GRADUATE ADVISEMENT

Director of Graduate Studies

Once a student has been admitted to a program in Educational Psychology, the Director of Graduate Studies (DGS) for all programs in the EDP department keeps track of the status of the student and all matters involving the Graduate School. It is imperative, therefore, that the major professor, the Educational Psychology Program Chair, and the student submit information to the DGS at each step in the student’s program.

Major Professor

An initial advisor is appointed for each student upon the student’s acceptance into the program. This advisor serves as the student’s major professor. Once the student has had an opportunity to become acquainted with the professional interests of the program faculty, and the faculty members have become familiar with the student’s professional interests, two options are available: (1) by mutual agreement, the student and major professor may elect to continue their professional relationship, or (2) by mutual agreement, the student may ask another faculty member to serve as major professor.

Once the first year of graduate study is complete, it is desirable that the same faculty person continue to serve as major professor for the duration of the program; however, with the advice and consent of the DGS, and in consultation with the faculty members involved, a student may at any point during the
program select another member of the faculty to serve as major professor. There is no penalty or repercussion incurred by the student for opting to work with another major professor.

The major professor assists the student in planning course selections and in selecting members of the student’s Advisory Committee. The major professor also serves as a professional and research mentor for the student and encourages the student toward a timely and meaningful completion of the program. To maintain good standing, all graduate students are expected to meet with their major professor, either in person or via phone/video conference, no less than once per semester throughout their degree program. Meeting with the major professor on a regular schedule helps graduate students meet their time-to-degree goals.

Advisory Committee

Educational psychology students are guided by a major professor and an Advisory Committee throughout their graduate studies. The purpose of the Advisory Committee is to give continuity of direction and counsel and to provide role models and intellectual stimulation to the student from the beginning of the program to the completion of the degree. A student’s full Advisory Committee must be convened, either in person or via video/phone conference, once per academic year during the second year of study and each year thereafter. Information on the formation of Advisory Committees specific to each degree program can be found under the program degree requirements below.

III. MASTER'S DEGREE REQUIREMENTS

Master's Advisory Committee

At the Master's level, the Advisory Committee consists of the major professor, one other member of the Educational Psychology program faculty, and another professor outside of the EDP department. The three-person Committee is formed collaboratively by the major professor and the student during the second term of study. The Committee convenes at least twice during the student’s program of study: once to approve the proposal for the thesis or the scholarly paper and again to facilitate the oral defense of the thesis or scholarly paper.

Master's Program of Study

The Master’s program of study is designed by the major professor and the student either before or during the first term of study and includes projected dates for completion of the degree. The program requires 36 hours of graduate work. Students may choose one of two options: a Thesis Option (30 hours of coursework plus a 6-hour thesis) or a Scholarly Paper Option (33 hours of coursework plus a 3-hour scholarly paper). Students are encouraged to pay close attention to Graduate School deadlines as they plan their program of study. A list of required courses is included on the Master's Program advising sheet, which is provided to students in their first semester.

Master's Coursework

Master’s students in educational psychology must fulfill minimum course requirements in the following areas:

   Educational Psychology Core. Fifteen (15) semester hours. These core courses are designed to enrich and support students' evolving understanding and appreciation of research and teaching in
educational psychology. As a part of this requirement, students must successfully complete each of the following courses:

- **Educational Psychology (EDP 548)**
- **Multicultural Psychology (EDP 616)** [a course on human development (e.g., EDP 600) is a prerequisite for this course]

**And three** of the following courses:

- **Human Lifespan Development (EDP 600)**
- **Human Cognitive Development (EDP 603)**
- **Theories of Learning in Education (EDP 610)** [EDP 548 is a prerequisite for this course.]
- **Motivation and Learning (EDP 614)**

**Research Methodology Core.** Nine (9) semester hours. As part of this requirement, students must successfully complete each of the following courses:

- **Gathering, Analyzing, and Using Educational Data II (EDP 558)**
  Course should be taken within the first year of master’s study.
- **Methodology of Educational Research (EDP 656).** Course should be taken within the first year of master’s study.

**And one** of the following courses:

- **Psychological and Educational Tests and Measurement (EDP 522)**
- **Survey Research Methods (EPE 619)** [EDP 557 is prerequisite for this course.]
- **Research Design and Analysis in Education (EDP 660)** [EDP 558 is a prerequisite for this course.]
- **Other appropriate methodology courses as approved by the student’s advisory committee.**

**Area of Specialization.** At least six (6) semester hours. Courses in this area should be selected in the service of informing the student’s thesis or scholarly paper research and must be approved by the student’s advisor. Note that courses taken to fulfill the core requirements listed above may not also be used to fulfill the Area of Specialization requirement. No more than three independent study hours may be used to meet the Area of Specialization requirement. Where appropriate, the student may in part fulfill the Area of Specialization requirement by enrolling in relevant courses in other departments at the University of Kentucky, including those outside of the College of Education.

**Ongoing Professional Development.** Students may also choose to enroll in:

- **Problems in Educational Psychology (EDP 658)**
  This is a seminar with first-year doctoral students that provides an overview of the educational psychology field, history, and profession. This seminar is recommended for students who are considering a doctoral program in educational psychology.
- **Independent Study: Research Lab (EDP 782)**
  Students are encouraged to take part in established research labs with faculty members as part of their ongoing professional training and engagement in research. Credit hours vary by lab.

**Thesis Option**

The major professor (Advisor) works closely with the student in formulating ideas and choosing a topic to propose for the thesis study. In consultation with their Advisor, students will develop a thesis proposal.
describing the work to be accomplished. The proposal should include as many of the following components as the Advisor and Committee members believe are applicable:

- Statement of the Problem
- Purpose and Rationale of the Study
- Theoretical Framework, Perspective, or Line of Inquiry
- Comprehensive Review of the Literature
- Questions/Hypotheses
- Methodology, Procedures, or Modes of Inquiry
- Data Sources or Evidence
- Expected Results (theoretically grounded)
- Educational or Scientific Importance (Significance of the Study)
- List of References
- Appendixes with Instruments, Interview Protocols, or other data gathering means
- Information regarding Informed Consent Process to be followed (if appropriate)

The proposal for a Master's thesis follows the same format as the doctoral dissertation, but is briefer and addresses a narrower topic than a dissertation. For suggestions on writing the proposal and the thesis, students are encouraged to follow the guidelines put forth by the Graduate School and to work closely with their major professor. It is expected that a student will submit several drafts to the Advisor before the proposal is ready for presentation to other members of the Committee. If necessary, the Advisor will refer the student to resources for assistance with writing or with APA (or other appropriate) guidelines as well as provide model proposals from former students. The expectation is that, when other committee members receive the student’s proposal, it should require only minor revisions.

The student will present the written proposal to the full Advisory Committee at least two weeks prior to a scheduled proposal meeting with the Committee. The proposal meeting must be held at least one term prior to the thesis defense. It is the student’s responsibility to schedule the proposal meeting and to reserve a meeting room. If the study involves human subjects, the student and Advisor must also obtain permission from the UK Institutional Review Board (IRB).

Following approval of the thesis proposal, the student will carry out the thesis study and write the thesis paper. It is expected that a student will submit several drafts of the thesis study to the Advisor before it is ready for presentation to other members of Committee. Once the Advisor has approved the study for circulation, the student will give copies of the thesis to the other Committee members prior to scheduling a final oral defense of the thesis (see Final Examination section below).

During work on their thesis, students may enroll in EDP 768: Residency Credit for the Master’s Degree for up to six credit hours to meet the 36-hour Master’s requirement. Students who have completed all course requirements and have taken six hours of EDP 768 may need to enroll in EDP 748 to remain in full-time status. Permission from the student’s major professor, Program Chair, and the DGS is required to enroll in EDP 748.

**Scholarly Paper Option**

During the final year of study, a Master’s student opting to write a scholarly paper will choose a topic under the guidance of the major professor (Advisor). The scholarly paper, consisting of a minimum of 20 pages of text, plus references, will be a conceptual-type paper with a review of the literature and will be of publishable quality (i.e., an identifiable theoretical framework, statement of the problem, critical review of the literature, and implications for research and/or practice). It will not be an empirical research study conducted by the student.
In consultation with their Advisor, students will develop a proposal describing the work to be accomplished. The proposal should include as many of the following components as the Advisor and Committee members believe are applicable:

- Statement of the Problem
- Purpose and Rationale of the Paper
- Guiding Questions
- Theoretical Framework, Perspective, or Line of Inquiry
- List of the Literature to be Consulted/Included
- Method for Identifying Relevant Literature
- Scope of the Work
- Educational or Scientific Importance (Significance of the Study)
- List of References

For suggestions on writing the proposal and the scholarly paper, students are encouraged to follow the guidelines put forth by the Graduate School and to work closely with their major professor. It is expected that a student will submit several drafts to the Advisor before the proposal is ready for presentation to other members of the Committee. If necessary, the Advisor will refer the student to resources for assistance with writing or with APA (or other appropriate) guidelines as well as provide model proposals from former students. The expectation is that, when other committee members receive the student’s proposal, it should require only minor revisions.

The student will present the written proposal to the full Advisory Committee at least two weeks prior to a scheduled proposal meeting with the Committee. The proposal meeting must be held at least one term prior to the scholarly paper defense. It is the student’s responsibility to schedule the proposal meeting and to reserve a meeting room.

Following approval of the proposal, the student will write the scholarly paper. It is expected that a student will submit several drafts of the paper to the Advisor before it is ready for presentation to other members of Committee. Once the Advisor has approved the paper for circulation, the student will give copies of the scholarly paper to the other Committee members prior to scheduling a final oral defense (see Final Examination section below).

During work on their scholarly paper, students should enroll in EDP 782: Independent Study in Educational Psychology for three credit hours to meet the 36-hour Master’s requirement.

**Final Examination**

Whether completing a thesis or a scholarly paper, when the student has completed the procedures outlined above, and with permission from the Advisor, the student will schedule a final oral examination to which all EDP faculty and graduate students are invited. It is the student’s responsibility to schedule the final examination meeting time and place with Committee members, with the Graduate School, and with the assistant to the DGS. At least two calendar weeks before the scheduled examination date, an abstract of the paper and time/place of the defense should be sent to the assistant to the DGS who will share it with the EDP community.

The student should consult all published Graduate School deadlines when planning. The final examination must be scheduled with the Graduate School at least two weeks before the final examination. A copy of the paper should be submitted to each member of the Advisory Committee at least two weeks before the final oral exam. Students should plan ample time for major revisions to their written work and for faculty input on multiple drafts. Ultimately, work quality, not institutional or personal deadlines, will drive the timeline to completion.
A suggested timeline for a spring Master’s graduation is:

- By February 1: Submit first full draft of final thesis or scholarly paper to Advisor on or before February 1 to determine readiness for a May degree
- By February 15 (specific deadlines vary around this date each year): With Advisor’s approval, file Notification of Intent to schedule a final oral examination with The Graduate School
- Ongoing: Respond to feedback through multiple drafts with Advisor
- By March 15: With Advisor’s approval, schedule final examination with Advisory Committee and Graduate School (Note: deadlines for holding final examination typically fall around April 15 but vary by year)
- Distribute paper to Advisory Committee two weeks prior to scheduled examination.
- After examination: Make any revisions to the written work required by Advisory Committee
- Following post-exam revisions: Submit paper to Director of Graduate Studies for approval and make any necessary edits
- Following DGS revisions: Submit final paper to DGS and Advisory Committee

This timeline is meant as a guide and may not be appropriate for students who need more time in the draft stages of their writing. Students should plan specific timelines in consultation with their Advisor and Graduate School deadlines.

**Suggested Timeline for Completion of the Master’s Degree**

Faculty are committed to the thorough preparation of Master’s students and understand that the time required to accomplish this preparation may differ depending on numerous factors. Except under extraordinary circumstances, a full-time Master’s student should complete the program within two years. The following is a suggested timeline that students can use to gauge their progress toward degree completion.

**Year 1:** Partial completion of required coursework—18 hours of formal coursework, including

- survey of educational psychology (3 hours)
- two development and/or learning theories courses (6 hours)
- two research methods courses (6 hours)
- one area of specialization course (3 hours)

Selection of Advisory Committee. Discussion with Advisory Committee regarding goals and objectives for final Master’s project. Attendance at professional meetings and departmental colloquia. Participation in a research lab.

**Year 2:** Continued progress on completion of required coursework—21 hours of formal coursework, including

- multicultural psychology (3 hours)
- one or two development and/or learning theories courses (3 hours)
- one area of specialization course (3 hours)
- one research methods course (3 hours)
- thesis research, independent study, or residency credit (credit will vary)

Thesis or scholarly paper proposal meeting with Advisory Committee (fall of Year 2). Completion of thesis or scholarly paper (late fall/early spring of Year 2). Oral examination of thesis or scholarly paper (spring of Year 2). Presentation at professional meetings and departmental colloquia.
Students should keep an up-to-date Master’s program advising sheet throughout their program of study, which they should present to the Advisory Committee at annual meetings (see “Evaluation of Student Progress”). Any exemptions from required core coursework must be agreed upon by the program faculty and should be noted as such on the “course work” section of the advisory sheet.

IV. DOCTORAL DEGREE REQUIREMENTS

**Doctoral Advisory Committee**

The doctoral Advisory Committee approves the program of study, research portfolio, and internship; administers the written and oral qualifying exam; and approves the dissertation proposal, the written dissertation, and the final oral examination. The Advisory Committee has four core members. This core consists of the major professor as Advisor, at least one other member from the educational psychology program area, and two other members. At least one committee member must be from another department. All members of the Advisory Committee must be members of the Graduate Faculty of the University of Kentucky and three, including the major professor, must have “Full Graduate Faculty” status. All decisions of the Advisory Committee are by majority vote of its Graduate Faculty members.

**Establishing an Advisory Committee**

The Advisory Committee is normally appointed no later than upon completion of 18 credit hours of graduate work (typically within the first full year of study). Students are required to form the EDP portion of the Advisory Committee (i.e., at least two members from educational psychology area) within this timeframe.

The full, four-member Advisory Committee must be appointed no later than the end of the student’s fourth term of study (spring semester of Year 2) and must be kept at its full complement throughout the graduate career of the student. The full Advisory Committee must be appointed at least one year prior to the qualifying examinations. In the event of a vacancy on the Committee (e.g., resignation, faculty leave, or inability to serve), an appropriate replacement must be made prior to the making of any Committee decision (i.e., portfolio, internship approval, qualifying examination, dissertation proposal, and the final dissertation examination). When all committee members have been confirmed, the student must complete the electronic “Formation of Advisory Committee” form with the Graduate School to make the advisory committee official ([http://www.research.uky.edu/gs/forms.html](http://www.research.uky.edu/gs/forms.html)). This form should be completed in consultation with the DGS. Modifications to the committee can also be made via this form.

The student’s first step to establishing an advisory committee is to set up an appointment with the major professor to discuss the process. The student’s interests as well as relevant input from the major professor are then used to generate a list of possible committee members. Next, students should arrange to meet individually with faculty members. During these individual meetings, the student should be prepared to explain to the prospective committee member what the member’s role would be in facilitating the student’s professional and academic development. Once a faculty member has agreed to serve on the student’s advisory committee, the student should send a follow-up email formalizing the agreement, expressing appreciation, and informing the major professor of the agreement. Educational psychology students have been successful in securing advisory committee members from other departments within the College of Education as well as from other UK colleges and departments, including Anthropology, Behavioral Sciences, Family Studies, History, Interdisciplinary Human Development Institute, Nursing, Psychology, Social Work, and Sociology.
**Advisory Committee Meetings**

Doctoral students who are in their second year and beyond of study are required to hold at least one full advisory committee meeting per academic year (August 15-May 15) in order to remain in good standing. It is often advantageous to the student if committee meetings are scheduled early in the semester. That allows for changes in the program to be corrected early. Meetings must be held in person or via telephone or video conference with all members present. It is the student’s responsibility to contact each committee member and arrange a meeting time and place that is convenient to everyone. All meetings should be documented on the student’s advising sheet.

Students are expected to meet regularly (no less than once per semester) with their major professor to discuss their doctoral program progress, which includes proposed coursework and a timetable for the completion of the coursework, portfolio, internship, qualifying examination, and dissertation. Although the major professor will chair the advisory committee meeting, it is the responsibility of the student to prepare and have available for each committee member the proposed coursework plan and a proposed sequence of coursework, qualifying examination, and internship. The student should also maintain an up-to-date advising sheet, which is used by program faculty to monitor student activities and progress toward degree completion (see “Evaluation of Student Progress” below).

**Doctoral Program of Study**

**Doctoral Coursework**

The doctoral program of study is designed jointly by the student and the major professor and includes projected dates for completion of coursework, research portfolio, internship, qualifying exams, and the dissertation. The total number of coursework hours depends on the recommendation of the advisory committee. Prior to completing the qualifying examination, most doctoral students are required to take approximately 60 hours above the Master’s degree. In planning their program of study, students should be aware that 500-level courses and transfer credits may constitute no more than 25% of the required doctoral coursework. Any additional 500-level courses taken will not count towards the degree.

The Graduate School Bulletin states that doctoral students must complete the equivalent of two years of residency, at least one of which is “full time,” prior to taking the qualifying examination. Full time is defined as either two consecutive semesters of nine (9) credit hours each or three consecutive semesters of six (6) credit hours each. Doctoral students in educational psychology must fulfill minimum course requirements beyond the Master's degree in the following areas:

**Educational Psychology Core.** Eighteen (18) credit hours. These core courses are designed to enrich and support students’ evolving understanding and appreciation of research and teaching in educational psychology. As a part of this requirement, students must successfully complete each of the following courses:

- Educational Psychology (EDP 548)
- Human Lifespan Development (EDP 600)
- Human Cognitive Development (EDP 603)
- Theories of Learning in Education (EDP 610) [EDP 548 is a prerequisite for this course.]
- Motivation and Learning (EDP 614) Multicultural Psychology (EDP 616) [EDP 600 is a prerequisite for this course.]

**Professional Training in Educational Psychology.** Nine (9) minimum credit hours.

- Problems in Educational Psychology (EDP 658) [1-credit]
  Seminar taken within the first two years of doctoral studies (required when offered).
• **Independent Study: Research Writing in Educational Psychology (EDP 782)**
  Writing project conducted under supervision of the student’s major professor.

• **Independent Study: Teaching Requirement (EDP 782)**
  Taken during the semester in which students are teaching or serving as a teaching assistant (this includes teaching activities such as syllabi preparation, evaluation of student work, and supervised teaching).

• **Independent Study: Research Lab Participation (EDP 782/765)**
  Documented participation in and contribution to an established research lab. Taken for variable credit for at least two semesters of the doctoral program.

**Research Methodology Core.** Twenty-one (21) credit hours. As part of this requirement, students must successfully complete at least six (6) of the following upper-level methodology courses and one additional course appropriate to the student’s research area. A suggested flow chart for research methodology course work is provided in the Appendix. Where appropriate, and with approval from the Advisory Committee, the student may in part fulfill portions of the Research Methodology Core requirement by enrolling in equivalent courses in other departments at the University of Kentucky, including those outside of the College of Education.

**Please note:** Some background with research methodology is needed prior to enrolling in many of the courses below (i.e., EDP 660 and beyond). Students should consult with their major professor and program faculty to determine whether previous coursework is sufficient to serve as a prerequisite. Those who have no or little formal coursework in statistics must first take EDP 558, “Gathering, Analyzing, and Using Educational Data II” or equivalent prior to enrolling in EDP 660 and beyond. However, EDP 558 does not count toward the research methodology core requirement.

**Required core courses:**

• **Methodology of Educational Research (EDP 656)**
  Course should be taken within the first term of the first year of doctoral studies.

• **Research Design and Analysis in Education (EDP 660)**
  EDP 558 is a prerequisite for this course.
  Course should be taken within the first year of doctoral studies.

• **Field Studies in Educational Institutions (EPE 663)**
  Course should be taken within the first two years of doctoral studies

• **Introduction to Measurement Theory and Techniques (EDP 679)**
  EDP 660, or equivalent, is a prerequisite for this course (Note, if a student has never had any measurement coursework, then it is strongly advised that Psychological and Educational Tests and Measurement (EDP 522) or Survey Research Methods (EPE 619) be taken prior to enrolling in EDP 679)
  Course should be taken in the first term of the second year of doctoral studies.

• **Multivariate Analysis in Educational Research (EDP 707)**
  EDP 660, or equivalent, is a prerequisite for this course.

• **Advanced Quantitative Methods (EDP 711; e.g., Multilevel Modeling, Longitudinal Data Analysis, Hierarchical Linear Modeling, Meta-Analysis, Advanced Regression Techniques, Categorical Data Analysis, Missing Data Handling)**
  EDP 660, or equivalent, is a prerequisite for this course.

• **Advanced Psychometric Methods (EDP 712; e.g., Structural Equation Modeling, Item Response Theory, Rasch Analysis, Latent Variable Modeling)**
  EDP 660, or equivalent, is a prerequisite for this course.
Students should select one additional course in research methodology that is appropriate to their research area. Possibilities include:

- **Survey Research Methods (EPE 619)**
  - Course is recommended to be taken after EDP 522 or concurrently with EDP 679.
- **Topics and Methods of Evaluation (EDP 620)**
- **Advanced Topics and Methods of Evaluation (EDP 621)**
- **Field Studies in Educational Institutions (EPE 663) (Introduction to Qualitative Research)**
- **Advanced Field Studies (EPE 763) (Advanced Qualitative Research)**
- **Advanced Quantitative Methods (EDP 711; e.g., Multilevel Modeling, Longitudinal Data Analysis, Hierarchical Linear Modeling, Meta-Analysis, Advanced Regression Techniques, Categorical Data Analysis)**
- **Advanced Psychometric Methods (EDP 712; e.g., Structural Equation Modeling, Item Response Theory, Rasch Analysis, Latent Variable Modeling)**

**Area of Specialization.** Nine (9) semester hours. Courses in this area should be selected in the service of informing the student’s dissertation research and must be approved by the student’s major professor. We encourage students to consider classes that help situate and broaden their knowledge base in their professional and scholarly pursuits. Taking courses outside of EDP can facilitate relationships with faculty experts who might be well suited to serve on the student’s Advisory Committee. For example, a student interested in middle school education might enroll in a Curriculum and Instruction course pertaining to advanced instructional applications for the early adolescent learner. A student whose work focuses on gender or race might consider taking a course from related disciplines (e.g., Sociology, Gender and Women’s Studies, African American & Africana Studies). Courses relevant to all aspects of teaching and learning (e.g., philosophy, neuroscience) are also encouraged.

Note that courses taken to fulfill the core requirements listed above may not also be used to fulfill the Area of Specialization requirement. No more than three independent study hours may be used to meet the Area of Specialization requirement. Where appropriate, the student may in part fulfill the Area of Specialization requirement by enrolling in relevant courses in other departments at the University of Kentucky, including those outside of the College of Education.

**Internship in Educational Psychology.** Three to six (3-6) credit hours. Students are required to complete an internship (described in more detail below) of at least one semester in duration, the purpose of which is to provide opportunity for further development of the student’s professional skills. The internship placement must be approved in advance by the student’s committee and should provide an opportunity for the student to apply professional knowledge and skills acquired during the doctoral program. Students should enroll in the following course the semester(s) during which they complete the internship:

- **Internship in Educational Psychology (EDP 708)**

**Qualifying Examination.** The qualifying examination (described in greater detail below) should be completed satisfactorily at the end of program coursework and within five years from the date of admission to the doctoral program. Typically, students complete the qualifying examination during their final semester of coursework. Students may (but are not required to) enroll in the following course for two (2) credit hours (i.e., this is equivalent to full-time status) the semester during which they complete their qualifying exam:

- **Dissertation Residency Requirement (EDP 767)**
**Dissertation Research.** Variable credit. After passing their Qualifying Exam, students should enroll in the following course for two credit hours (this is equivalent to full-time status) each semester until they have completed their dissertation:

- *Dissertation Residency Requirement (EDP 767)*

Students should keep an up-to-date PhD Program advising sheet throughout their program of study, which they should present to the advisory committee at annual meetings (see “Evaluation of Student Progress”). Any exemptions from required core coursework must be agreed upon by the program faculty and should be noted as such on the “course work” section of the advisory sheet.

**Research Portfolio**

Doctoral students in EDP are required to submit a research portfolio before they are permitted to proceed to the qualifying examination. The purpose of this requirement is to *permit students to demonstrate their competence in contributing to empirical research and submitting empirical work for presentation to a professional audience*. This research portfolio requirement serves as a *preliminary examination* in that students must successfully complete the three components to be permitted to continue in their doctoral program of study. Component 1 is an empirical research project manuscript. Component 2 involves the student’s independently written responses to a set of summative questions about the empirical research. Component 3 is a first-authored conference proposal along with evidence of its submission to a professional conference. Specific guidelines for completing and submitting the research portfolio are available on our web site ([https://education.uky.edu/edp/educational-psychology-overview/educational-psychology-forms-and-handbooks/](https://education.uky.edu/edp/educational-psychology-overview/educational-psychology-forms-and-handbooks/)).

**Internship**

Doctoral students in the educational psychology program are required to complete an internship of at least one semester in duration. The purpose of the internship is to provide opportunity for further development of the student’s professional skills. It is expected that the internship placement provide an opportunity for the student to apply professional knowledge and skills acquired in the doctoral program. Generally, the internship should be a position within some agency or organization where the skills of the doctoral student are seen as a valuable contribution to the work of that unit.

The doctoral student and the Advisory Committee are responsible for locating a suitable internship assignment. Assignments often include collaborative research projects outside of the department, program development and evaluation, or other activities related to the student’s interests and skills. Internship opportunities are available in many of the units and agencies at UK. Past educational psychology students have landed internship assignment with organizations such as the Evaluation Center, Kentucky Center for Education Workforce Statistics, Fayette County Board of Education, ACT, State Departments of Education, Grockit, American Board of Family Medicine, and the Metropolitan Educational Research Consortium (MERC) at Virginia Commonwealth University, Robinson Scholars Program, the Psychology Department, the College of Nursing, the College of Allied Health Professions, the Sanders-Brown Center on Aging, the Department of Behavioral Science, the Appalachian Center, and the Human Development Institute.

The internship and enrollment in EDP 708 should commence toward the end of the student’s coursework (typically around the beginning of the third academic year). However, it is possible for students to register for internship early if they have secured a placement and have received approval by their Advisory Committee.
**Internship Proposal.** The student and her or his Advisor should carefully plan the internship activity. The student is required to prepare a formal written proposal for the internship that must be approved by the Advisory Committee prior to the start of the internship period. The proposal for the internship should be a short but well-organized and clear statement of the proposed work and its relevance to the student’s program of study. This two- to three-page document should include the following:

- A statement of the purpose and specific professional goals of the internship for the student.
- A description of how these goals relate to the student’s program.
- A description of the agency in which the internship is to be completed.
- A description of the professional activities in which the student is to be involved.
- Time commitment involved and the date range of the internship.
- The names, roles, and qualifications of the agency personnel who will supervise the student’s performance during the internship.
- The names of faculty advisory committee members who will supervise the internship and the frequency and manner in which they will do so.
- A description of the expected results from the internship that may serve as evidence of competent professional performance by the student. (Products of internship usually include one or more completed professional papers, identifiable contributions to research proposals or projects, teaching and/training assignments completed and evaluated, test instruments developed, etc.)

**Internship Product.** The internship will culminate in a product agreed upon by the student, Advisory Committee, the agency, and the supervisors of the internship. The student is responsible for gathering and/or summarizing in written form the products and/or experiences at the end of the internship. A formal written evaluation of the student’s internship performance by the supervisor(s) from the agency or unit in which the work was completed is required as one of these products. The written internship summary and any supporting documentation must be presented to the advisory committee for review and approval. The Committee will submit an evaluation of the internship experience (as pass or fail) to the Advisor who will in turn notify the student of the overall evaluation.

**Qualifying Examination**

The qualifying examination consists of a comprehensive paper and an oral defense. The Program Faculty believe that the qualifying examination should be written as a comprehensive review of the literature in the student’s research area of interest. It is the Faculty’s expectation that the qualifying examination will become part of the student’s dissertation proposal. Therefore, the written component of the examination will be devised by the student’s Advisory Committee and based on the student’s articulated research interest.

**Articulated Research Interest.** Before the qualifying examination is planned, the student is required to submit a short paper of no more than five single-spaced pages (excluding references) articulating a clear dissertation research interest. This paper should be written as a mini-proposal and should include a brief review of the literature, a list of research questions of interest, proposed research methods/statistical procedures that might be used in this area, and a rationale for why research in this area is needed. This paper should be sent to the Advisory Committee at least one week prior to a meeting scheduled by the student and the committee for the purpose of planning the qualifying exam. The Advisory Committee will use information from this document...
and meeting to develop specific questions for the student’s qualifying examination. The student will be given access to these questions at the start of the agreed upon exam writing period.

**Qualifying Examination Components.** The written portion of the examination must be completed within a six-week period and at least two weeks prior to the oral defense. The oral defense is a dialogue with the Advisory Committee that typically lasts two hours. This dialogue is focused on the student’s responses to written portions of the qualifying exam but may also include other topics relevant to the student’s research interests.

**Qualifying Examination Evaluation.** The majority of the Advisory Committee must vote to pass the student based on the quality of the student’s written and oral exam performance. Following the qualifying exam, the committee may require remediation on portions of the written paper. If the student fails the oral exam, the student must wait at least four months but no longer than one year before scheduling another exam, in accordance with the rules of the Graduate School. The opportunity to retake the comprehensive exam is offered only once.

**Qualifying Examination Timeline.** The qualifying examination should be completed satisfactorily after the end of program coursework and after successful completion of the research portfolio. The Graduate School requires that this exam be taken within five years from the date of admission to the doctoral program. Any time beyond this five-year limit will require applying for an extension from the Graduate School. A student must schedule the oral examination with the advisory committee and notify the DGS. The DGS will then send a form notifying the Graduate School of the exam. The form to schedule this exam must be received by the Graduate School two weeks before the exam date. This exam meeting should be held within the regular academic year (August 15-May 15).

**Dissertation Proposal**

In consultation with their major professor, students will develop a dissertation study proposal describing the work to be accomplished. The proposal is a written explanation of the rationale for the study. It explains the basis for the research and the specific procedures the student will follow. The proposal should include as many of the following components as the Advisor and committee members believe are applicable:

- Statement of the Problem
- Purpose and Rationale of the Study
- Theoretical Framework, Perspective, or Line of Inquiry
- Comprehensive Review of the Literature
- Questions/Hypotheses (theoretically grounded)
- Methodology, Procedures, or Modes of Inquiry
- Power Analysis (or evidence that sample size is sufficient for planned effects to be tested)
- Data Sources or Evidence
- Planned Analyses
- Educational or Scientific Importance (Significance of the Study)
- List of References
- Appendices with Instruments, Interview Protocols, or other data gathering means
- Information regarding Informed Consent Process to be followed (if appropriate)

Studies involving human subjects require approval both from the EDP department and from the Institutional Review Board (IRB). When appropriate and required, and before substantive work on the
dissertation has been conducted, students will obtain approval from the IRB and from other relevant authorities to conduct research involving the use of human subjects.

Doctoral students should plan to spend several months writing the proposal. Once the first draft is written and submitted to the major professor, students may need to do multiple revisions before the proposal is ready to be submitted to the full committee. If necessary, the Advisor will refer the student to resources for assistance with writing or with APA (or other appropriate) guidelines as well as provide model proposals from former students. The expectation is that when other committee members receive the student’s proposal, it should require only minor revisions.

Once the major professor has approved the final draft of the proposal, the student will arrange a meeting of the Advisory Committee to discuss and approve the proposal. The student should give each committee member sufficient time to read the proposal, keeping in mind that the time required by a faculty member to read a student’s work and provide feedback will depend on the faculty member’s previous commitments and schedule. A copy of the final draft of the proposal should be given to each committee member at least two weeks before the proposal meeting. It is the student’s responsibility to schedule the proposal meeting and to reserve a meeting room. Students are strongly encouraged to contribute to our scholarly community by inviting members of the EDP community to attend their dissertation proposal meeting. They may do this by announcing the time and place of the proposal meeting via the LISTSERV (edp-all@lsv.uky.edu).

At the dissertation proposal meeting, the committee will evaluate the study proposal, raise questions, and make suggestions. The committee will subsequently determine whether the proposed study is ready to be carried out or whether further revisions are required. Dissertation proposal meetings should be held within the regular academic year (August 15-May 15).

**Dissertation**

Dissertations may be written using one of two general formats—a traditional format or a multiple-manuscripts format. Students will work with their Advisory Committee to decide which format is most appropriate given the nature of their research question(s). This format decision should be made prior to beginning work on the dissertation proposal.

**Traditional Format.** The traditional dissertation format typically includes five chapters focused on a single study (Ch. 1: Introduction and Statement of the Problem; Ch. 2: Comprehensive Literature Review; Ch. 3: Method; Ch. 4: Results; Ch. 5: Discussion and Conclusions).

**Multiple-Manuscripts Format.** The multiple manuscripts format also typically includes five chapters reflecting a common focus. Three of these chapters, a comprehensive literature review and two stand-alone empirical studies, will be written in a format suitable for journal submission (e.g., Ch. 1: Introduction, Ch. 2: Comprehensive Literature Review, Ch. 3: Study 1, Ch. 4: Study 2, Ch. 5: Synthesis of Findings and Discussion). The student’s previous empirical work can provide a basis for conducting the dissertation studies but may not be used to replace the dissertation studies. Examples of successful multiple-manuscript dissertations are available online and may vary in format.

**Dissertation Defense.** Once the final working draft of the dissertation has been approved by a student’s Advisor and Advisory Committee, a formal defense will be scheduled to which all program faculty and graduate students are invited. It is the student’s responsibility to schedule the final examination meeting time and place with committee members, with the Graduate School, and with the assistant to the DGS. Dissertation defenses should be held within the regular
academic year (August 15-May 15). At least two calendar weeks before the scheduled date of the dissertation defense, an abstract of the paper and time/place of the defense should be sent to the assistant to the DGS who will share it with the EDP community. An electronic version of the dissertation draft must be made available.

At the final examination, the doctoral candidate defends the dissertation orally in a dialogue with the advisory committee that lasts approximately two hours. The advisory committee will meet to decide if the dissertation is acceptable, and, if not, what revisions the student must undertake. The doctoral candidate might also be asked to respond to questions addressing other topics relevant to the student’s research. The majority of the advisory committee must vote to pass the student based on the quality of the student’s written and oral examination performance. Following the examination, the committee may require remediation on portions of the written dissertation.

**Dissertation Timeline.** The student should plan carefully to meet departmental and Graduate School deadlines for the completion of the doctoral degree (see Graduate School website for details). Students should carefully note that the quality of the dissertation will not be compromised or driven by these deadlines. Students should plan ample time for major revisions to their written work and for faculty input on multiple drafts.

A suggested timeline for a spring graduation is:

- By January 15: Submit first full draft of dissertation to Advisor to determine readiness for a May degree
- Ongoing: Respond to feedback through multiple drafts with Advisor
- By February 15 (specific deadlines vary around this date each year): With Advisor’s approval, file Notification of Intent to schedule a final oral examination with The Graduate School
- By March 15: With Advisor’s approval, schedule final examination with Advisory Committee and Graduate School (Note: deadlines for holding final examination typically fall around April 15 but vary by year)
- Distribute dissertation to Advisory Committee two weeks prior to scheduled examination.
- After examination: Make any revisions to the written work required by Advisory Committee
- Following post-exam revisions: Submit dissertation to Director of Graduate Studies for approval and make any necessary edits
- Following DGS revisions: Submit final dissertation to DGS and Advisory Committee

This timeline is meant as a guide and may not be appropriate for students whose studies are more complex or who may need more time in the draft stages of their writing. Indeed, the program faculty encourage students to work in advance of these deadlines so as to have time to prepare and submit their work for publication during the final semester. Ultimately, work quality, not institutional or personal deadlines, will drive the timeline to degree completion.

**Ongoing Participation in Professional Activities**

In addition to formal coursework, students are expected to attend professional meetings that are offered in the department and across the university. Meetings may take the form of presentations made by faculty or students within the department or College, lectures by guest speakers, colloquia on specific issues in psychology and education, informational meetings, or research lab meetings.
Suggested Timeline for Completion of the Doctoral Degree

Faculty are committed to the thorough preparation of doctoral students and understand that the time required to accomplish this preparation may differ depending on numerous factors. Except under extraordinary circumstances, a full-time doctoral student should complete the program within five years. The following is a suggested timeline that students can use to gauge their progress toward degree completion.

**Year 1:** Partial completion of required coursework—16-20 hours of formal coursework, including

- first-year doctoral seminar (1 hour)
- survey of educational psychology (3 hours)
- human lifespan development class (3 hours)
- one development and/or learning theories class (3 hours)
- two to three research methods classes (6-9 hours)

Selection of EDP members of Advisory Committee. Meeting with Advisory Committee to discuss program goals and objectives. Reflection and discussion with major professor regarding the independent study writing topic and research portfolio. Attendance at professional meetings and departmental colloquia.

**Year 2:** Continued progress on completion of required coursework—21 hours of formal coursework, including

- multicultural psychology (3 hours)
- one development and/or learning theories class (3 hours)
- two classes in area of specialization (6 hours)
- two research methods classes (6 hours)
- independent study writing project with major professor (3 hours)

Selection of full Advisory Committee (by fall of Year 2). Fulfillment of teaching requirement (including corresponding enrollment in EDP 782). Completion of research portfolio. Reflection and discussion with Advisory Committee regarding the proposed internship. Internship proposed to Committee. Presentation at professional meetings and departmental colloquia.

**Year 3:** Completion of required coursework—18-21 hours of formal coursework, including

- two to three research methods classes (6-9 hours)
- one development or learning theories class (3 hours)
- one class in area of specialization (3 hours)
- internship in educational psychology (3-6 hours)

Completion of coursework and internship. Successful completion and oral defense of qualifying examination. Presentation at professional meetings and departmental colloquia. Progress on converting the empirical research study from research portfolio into a publishable manuscript.

**Year 4:** No formal coursework, with the exception of continued enrollment in EDP 767, *Dissertation Residency Requirement*. Submission of empirical study to refereed journal. Completion and defense of Dissertation Proposal. Permission obtained from Institutional Review Board to conduct research. Substantial progress on dissertation data collection. Presentation at professional meetings and departmental colloquia.
Year 5: No formal coursework, with the exception of continued enrollment in EDP 767, Dissertation Residency Requirement. Completion and defense of Dissertation. Submission of dissertation for publication in refereed journal(s).

V. EVALUATION OF STUDENT PROGRESS

The faculty intend to facilitate all students’ progress toward their educational and professional goals. The student, the Advisory Committee, and the DGS will regularly review the progress and provide appropriate feedback. Admission to candidacy in any program includes not only demonstrated skills in the academic and research areas, but also a judgment by the faculty of the program area that the candidate possesses personal and interpersonal characteristics requisite for providing the skills associated with the program and the degree to be conferred. These characteristics include excellence in teaching and general citizenship as a member of our program and department. According to procedures established by the Educational Psychology program faculty, all students enrolled in the program will be formally reviewed by the entire faculty at least once a year.

During the annual review, the members of the faculty in the Educational Psychology program meet to review the progress of every graduate student and suggest goals for the upcoming year. This review culminates in a document sent to students communicating our evaluation of their progress. We provide evaluation in four main areas: academic, research, teaching, and service/professionalism. This evaluation format is also good preparation for review formats commonly used to evaluate faculty members in institutions of higher education. Faculty evaluation depends on the ongoing, accurate documentation by students of their activities, as described below.

Student Documentation of Progress

Students are required to maintain a current record of their progress in their program at all times. An advising sheet will be provided by the Program Chair at the beginning of the student’s program. This sheet will be shared among the student and program faculty via a Google spreadsheet. Students are responsible for keeping their progress sheet up to date at all times and to meet all deadlines for reporting on their activities. The progress sheet should document activities related to program completion, coursework, committee meetings, professional activities, teaching, research, and service.

In addition to maintaining a current advising sheet, the student will submit an annual report by March 31 of each year to the major professor and to the Educational Psychology Program Chair. Program Faculty will review each student’s professional progress, and the Program Chair will provide the student with written feedback to communicate the results of the review.

The student’s continuation in the program is contingent upon successful progress evaluations. Students are encouraged to plan ahead to ensure that they complete all required work in a timely fashion and to stay in regular communication (i.e., at least once per semester meet face to face or video conference) with program faculty to document their progress and goals. Failure to document ongoing progress in the program will result an unsatisfactory annual evaluation.

Coursework and Grades

According to Graduate School policy, students who have completed 12 or more semester hours of graduate coursework with an average of less than 3.0 will be placed on scholastic probation. Students will have one full semester or the equivalent (9 hours) to remove the scholastic probation by attaining a
3.0 average. If this is not reached, students will be dismissed from the Graduate School (see Graduate School Bulletin).

In addition to these guidelines, Educational Psychology students must satisfy the following grade criteria:

- "I" grades. All "I" grades must be completed within two months of the start of the subsequent semester. Should an "I" grade not be completed within that two-month period, the instructor of record may assign a grade commensurate with the work so far accomplished. If the "I" grade is not replaced within 12 months of the end of the semester in which the "I" grade was earned, the Graduate School will direct the Registrar to convert any "I" grade to the grade of "E," unless extenuating circumstances exist. Such circumstances must be determined and verified by the course instructor and the DGS. No students may have more than two pending "I" grades at any time. Should the student earn more than two "I" grades, program faculty will consider the recommendation for termination from the program.

- "C" grades. Students are not allowed to make more than one "C" grade in their program. If a student obtains a "C" in a course, he or she may opt to take the course over and complete the course with a grade of "B" or better. Should the student earn a second "C" grade, program faculty will consider the recommendation for termination from the program. If two "C" grades are earned in the same semester, the student must retake at least one course and complete it with a "B" grade or better.

- "E" grades. An "E" grade in any course may be grounds for dismissal from the Educational Psychology program.

Exceptions to these criteria may be made in exceptional circumstances, in which case a written appeal must be submitted by the student to the Program Chair within 45 days of the end of the semester in question for consideration by the Program Faculty.

**Progress Toward Degree Program Milestones**

Students are expected to show ongoing evidence of progress toward satisfactory completion of their degree program milestones. The Master’s program involves three such milestones: coursework, research proposal, and final research paper/thesis. The doctoral program involves six such milestones: coursework, portfolio, internship, qualifying exam, dissertation proposal, and dissertation. The student should make evident the completion of one or more of these milestones in each academic year.

**Teaching and Presentation Skills**

Students are expected to develop skills as instructors by taking advantage of formal and informal opportunities each year. These opportunities might include teaching assistantships, mentoring undergraduates, conducting workshops, or other forms of instructional communications.

**Service and Professionalism**

Students are given many opportunities to engage in a professional capacity in their local and national communities. Professors and students in the educational psychology program and in EDP have the opportunity to exchange ideas include formal meetings such as students’ defenses, departmental and/or program colloquia, research teams, local and regional conferences, and individual or small-group meetings. Students are expected to avail themselves of these opportunities to maximize their growth and to be good citizens of our local professional community. National service opportunities include co-reviewing for journals and conferences, holding leadership positions, and public outreach. We hold students to the highest level of professionalism and civility in all professional interactions.
As noted above, students are responsible for scheduling at least one meeting per semester with their advisor and per academic year (Year 2 and beyond) with their Advisory Committee. That is, students are expected to meet regularly (i.e., meet at least once per semester meet face to face or video conference with major advisor and committee members). Students are expected to show professionalism in all communications. This includes prompt communication with Program Faculty, meeting submission deadlines of program-related materials, and respectful communications.

**Faculty Evaluation of Student Progress**

The student’s continuation in the program is contingent upon successful progress evaluations. Any student whose progress is deemed “Unsatisfactory” on the annual evaluation must meet with the Advisory Committee the following semester to set up a remediation plan. If the student is still judged to be making unsatisfactory progress on any subsequent annual evaluation, she or he will be asked to meet with the full Educational Psychology Area Committee faculty to make a case as to why she or he should not be removed from the program.

**Program Termination**

If, in the professional judgment of the Educational Psychology Area Committee, a student continues to make unsatisfactory progress for more than one academic year, the Committee has the right to terminate the student from the degree program. Written notification of termination will be sent to the student by the Educational Psychology Program Chair.

**Leave of Absence**

Students wishing to withdraw for a temporary leave of absence are responsible for notifying their Advisory Committee Chair, the Program Chair, and the DGS in writing. These individuals will then consult with the Advisory Committee. This notification letter should state the (a) reason for temporary withdrawal, (b) period of time requested, and (c) long-term plans for completion of the degree requirements.

**Appeals**

The following steps constitute “due process” in the event that a student appeals a decision by the faculty. First, the decision will be issued in written form to the Educational Psychology Program Chair. Second, the student’s understanding of the decision must be checked with the Educational Psychology Program Chair and must be noted in writing, signed by both parties present, and with each receiving a copy of such notation. Third, should the decision of the appeal not meet with the approval of all those involved, further appeals following the procedures already outlined, may be submitted to the following, listed in order: (a) the Educational Psychology Area Committee, as a whole, (b) the Department Chair, (c) the faculty of the department, as a whole, acting as an appeals board, (e) the University of Kentucky Academic Ombud (http://www.uky.edu/Ombud/). In all such cases, written notification by the student of intent to appeal further must be provided to all those so far involved in the appeal process. If the above outlined steps are not followed, the appeal may legitimately not be considered further.
VI. ADDITIONAL INFORMATION

Program Communications

Our departmental web page (http://education.uky.edu/EDP) contains useful information about the Educational Psychology program, the Department, and the University of Kentucky. Students should refer to the site as a first stop for information and program resources. Memoranda, circulars, and announcements are periodically sent electronically via LISTSERVS or personal email. Students should check their official UKY e-mail addresses regularly for important communications. Students should read and respond to all professional communications and requests promptly and in a professional manner. Please also note that the culture in our department is to address all professors as “Dr.” or “Professor.”

Registration and Deadlines

Each semester, specific deadlines for filing appropriate forms with the Graduate School are published in the Schedule of Classes under the heading "Academic Calendar." Students are responsible for checking these deadlines carefully, as many occur quite early in the semester. All students currently enrolled who plan to continue their enrollment at UK the following semester are required to preregister. Newly admitted students (including students who have been on leave) may preregister if admitted before the following (approximate) dates each semester: Spring – November 1, Summer – April 1, and Fall – July 15. Registration takes place online via http://myuk.uky.edu. Students do not need a permit from the department or their Advisory Committee to register, although independent studies do require permission from instructor and must be handled by Phyllis Mosman, our administrative assistant. Additional information is available from the Office of the Registrar.

Writing Style Guidelines

Educational psychology graduate students are strongly encouraged to purchase the current edition of the Publication Manual of the American Psychological Association during their first semester of study to assist them with their writing throughout their course of study. All work completed for EDP classes, unless otherwise specified, should conform to the current writing guidelines of the American Psychological Association (APA). Likewise, all projects, papers, theses, and dissertations completed in fulfillment of degree requirements in the department should follow APA stylistic guidelines and should be prepared according to University of Kentucky Graduate School guidelines (http://www.gradschool.uky.edu/).

Scholarly Community and Professional Decorum

The EDP faculty recognize the importance of formal and informal socialization opportunities for graduate students. Opportunities are available both inside and outside of the department for students to become acquainted with one another and with the faculty, and for the more advanced students to provide guidance and support to those students who are in the initial stages of the program. Advanced students, with the support and encouragement of the faculty, will organize informal gatherings to welcome incoming graduate students and orient them to the nature and expectations of the program.

A graduate student lounge has been set aside for the use of departmental graduate students. Announcements of interest to students are posted in the lounge, and students may use the facility for casual gathering and reading. The lounge and other EDP common areas are intended to be a focal point for the exchange of research, professional, and social interests, which are important components of the
educational program in the Department. Since this student lounge area is near faculty, students, and staff offices, students should be mindful of the volume of their conversations or take their conversations elsewhere to not disturb other faculty, student and staff productivity.

Additional avenues by which professors and students in the educational psychology program have the opportunity to exchange ideas include formal meetings such as students' defenses, departmental and/or program colloquia, research teams, local and regional conferences, and individual or small-group meetings. Students are strongly encouraged to avail themselves of these opportunities to maximize their growth and to be good citizens of our local professional community.

**Research With Human Subjects**

All graduate students in the program are required to pass a short training course on the legal responsibilities of researchers before being allowed to proceed with a study (i.e., CITI training). This course is available online through the Office of Institutional Research (http://www.research.uky.edu/ori/). Any student conducting research directly or indirectly with human subjects must first have the study approved by the University of Kentucky Institutional Review Board (IRB). Students should check with the Office of Research Integrity and their major professor for details about the IRB submission. Students should plan ahead for possible IRB delays, which can sometimes take several months.

**Libraries and Computing**

The three main libraries on campus in which EDP graduate students will be most interested are the Education Library, the Medical Library, and W.T. Young Library, which is the main campus library. The Education Library is located in Dickey Hall, 2nd floor. Psychological and educational abstracts are housed here, as well as the major journals in education and in counseling psychology (as opposed to other branches of psychology, which will not be found here). Students are encouraged to make an appointment with one of the librarians for an orientation to the Education Library and its many services. W. T. Young Library, located on the main campus, houses the greatest number of journals and books in the field of psychology. The Medical Library, located in the Medical Center, contains medical, psychiatric, and physiological journals.

The Office of Information Technology in the College of Education (http://education.uky.edu/technology/) provides services to support the use of media and technology in instructional, research, and service programs of the College of Education. They have a collection of hardware and software that may be checked out for use on various computers. A computer lab run by Information Technology is available in Room 151 of Taylor Education Building. An additional computer lab that houses Mplus, SAS, SPSS, and other statistical software is available on the ground floor of Dickey Hall (Room 044) and is open Monday-Friday from 8 a.m. to 10 p.m.
APPENDIX
Suggested Flowchart for Quantitative, Psychometric, and Qualitative Courses
https://education.uky.edu/edp/courses-and-syllabi/
https://education.uky.edu/epe/epe-courses/courses-and-syllabi/
Note. Double arrow = courses which can be taken concurrently