



College of Education

2026-2027

**EDUCATIONAL PSYCHOLOGY
GRADUATE PROGRAM HANDBOOK**

The College of Education respectfully acknowledges the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O’odham and the Yaqui. The University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

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INTRODUCTION

Graduate programs in Educational Psychology prepare students for productive roles in research, teaching, and many other areas in which educational psychology is applied. We apply psychological science to improve the learning process and promote educational success for all students. We offer both an M.A. in educational psychology and a Ph.D. with a major in educational psychology (see separate Handbook for MEd in School Counseling). Student programs in each area are individualized with a wide range of courses, internships, and research offerings. In order to fulfill the requirements for a Ph.D. in Educational Psychology, students must have a Master's degree.

DIRECTOR OF GRADUATE STUDIES

The Director of Graduate Studies (DGS) conducts new student orientations, coordinates program requests or requirements with the Graduate College, and maintains the Graduate Handbook. The position is currently held by:

Dr. Jessica Summers
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GRADUATE COORDINATOR

The Graduate Coordinator provides administrative support to the DGS and serves as the liaison between the students and the Graduate College. The position is currently held by:

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GRADUATE COMMITTEE

The Graduate Committee is composed of all faculty in the Department of Educational Psychology. The Graduate Committee manages the recruitment, admission, and assessment of graduate students. It also has responsibility for the internal evaluation of the graduate program. The DGS chairs the Graduate Committee.

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PURPOSE OF THIS HANDBOOK

The objective of this handbook is to provide Educational Psychology graduate students with straightforward information and guidance on navigating the Educational Psychology graduate program. Students are held to the graduate program requirements as described in the graduate handbook for the academic year in which they were admitted. However, students should note that University of Arizona and College of Education processes and policies do change. These changes in policies and procedures are considered each year and are reflected in the graduate handbook. Students should refer to the most recent EDP Graduate Handbook (revised annually) for the most current policies. [The University of Arizona General Catalog of Policies](#) and [Graduate College website](#) provide comprehensive details on current policies and procedures that pertain to all graduate students at the University. **While substantial effort goes into communicating changes to students, it is the student's responsibility to be aware of current policies and to adhere to them.** Additionally, it is intended that graduate faculty refer to the graduate handbook when mentoring and advising students. The graduate handbook works to promote expectations that are shared by students, faculty, and staff.

If, at any time, you have questions or concerns about specific Educational Psychology issues, do not hesitate to contact the Graduate Coordinator. Although the Graduate Coordinator, along with staff and faculty from the Department of Educational Psychology and Graduate College, are here to support student progression through our degree program, **students are ultimately responsible for completing all degree requirements and paperwork.**

The College of Education and Educational Psychology staff and faculty welcome you and we look forward to working with you!

PROGRAM OVERVIEW

The doctoral and master's programs include basic and applied courses, which provide broad exposure to relevant theories and research methods and requires ongoing student involvement in research, including but not limited to the thesis or report and dissertation. In addition to major coursework, according to UA policy, each doctoral student is required to choose a minor outside of the major to enhance the student's ability to solve problems from an interdisciplinary perspective. Through the doctoral program a student will acquire a firm foundation in theory and research methods relevant to their emphasis area and will also become competent in advanced statistical techniques and qualitative analysis necessary for conducting research. The Department of Educational Psychology also supports an Accelerated Master's Degree Program (AMP), two certificate programs ([Educational Research Methods](#) & [Motivating Learning](#)

[Environments](#)) and an MEd in School Counseling. Please visit the program websites for more information.

A primary expectation for all entering graduate students (including international students) is that their written communication skills in the English language are at an appropriate level for the graduate program. Therefore, students should possess appropriate knowledge of, and proficiency in, academic formal writing, including mastery of English grammar and punctuation, ability to organize ideas, and logical presentation of ideas. Students wishing to hone skills in writing may avail themselves of a variety of graduate writing tutorials, institutes, and workshops offered by the Graduate College (see <https://grad.arizona.edu/new-and-current-students>). Students may also be requested to enroll in specific courses or workshops by the Graduate Committee if deficiencies are identified in their writing skills.

GRADPATH

GradPath is the Graduate College's paperless degree audit process for submitting and approving all academic forms. Students fill in and submit forms online through UAccess Student Center (<https://uaccess.arizona.edu>). Forms have some automatic checking built in that prevents common errors (e.g., typos in course numbers, illegible faculty names, etc.). There is also some built-in logic to notify students when there is a problem with a form, such as courses outside the time limit. Such messages include links to policy. The GradPath automated workflow engine routes the electronic forms to everyone who needs to see or approve them. Students can check the status of their forms at any time, and GradPath lets students know what forms need their attention next. Please note GradPath forms are revisited throughout students' time in the program in relation to milestones. For help with GradPath see the Graduate Coordinator. See here for guides <https://grad.arizona.edu/degree-services/gradpath/gradpath-user-guides>

TRANSFER COURSE APPROVAL

Graduate coursework completed at other institutions may be transferred to apply toward EDP degree requirements, but will not be included in the calculation of the University of Arizona G.P.A. More information can be found in the [Course Catalog](#) and [Graduate College Policy](#) websites

Required Educational Psychology graduate degree courses in the areas of theory, research methods and statistics, as well as professional development, cannot be waived without approval from the Graduate Committee. With approval from the DGS, these courses may be substituted by other graduate level courses taken outside of the College of Education, for which the student received a grade of a B or higher. When seeking approval for credit for a required course, the procedure is as follows:

- Within the first year of graduate study, in consultation with their major advisor, the student must provide a course syllabus for the proposed substitution course to the DGS.
- The DGS, with the instructor of the corresponding Educational Psychology course, will review the syllabus to assure that it meets the Educational Psychology course goals and objectives.
- The DGS will make a final determination on the recommendation.

The Graduate College encourages students to request evaluation of prospective transfer coursework before the end of the first year of graduate study. Requests are made using the Evaluation of Transfer Credit form available on UAccess Student under Academics/GradPath Forms. The Graduate Degree Services office will evaluate the courses and inform the student of which courses are eligible for transfer and their unit worth. The transfer award is then made when the Graduate College approves the student's Plan of Study listing eligible transfer coursework. The Graduate Committee recommends that students

who enter the program with a Master's degree from another institution, with the intent of transferring coursework to apply toward their Educational Psychology degree requirements, initiate the course transfer process as early as possible, including at the time of their application to the program or shortly after their acceptance into the program.

MINIMUM CREDIT LOADS

Students supported by teaching or research assistantships (TA/RA) through the College of Education or other unit on campus are required to enroll in a minimum of 6 units during each of fall and spring semesters.

For students not supported by TA/RA assignments in COE or another unit on campus, the Graduate College requires all students to enroll for a minimum of 1 unit per fall and spring semesters to be considered active in the University system. More information can be found in the [Graduate College Handbook](#).

Note: While these enrollment requirements apply to all students without regard to nationality, international students may face a higher minimum requirement for their visas or other requirements of the international students' office. Specifically, international students without a TA/RA appointment need to enroll in 9 credit hours of in-person/hybrid classes each semester. See the [International Student Services Website](#) for specific information.

For further information pertaining to university policies regarding minimum credit loads for graduate students, see <http://grad.arizona.edu>.

HUMAN SUBJECTS TRAINING CERTIFICATION AND IRB APPROVAL

During their first semester of enrollment in the graduate program, all students are expected to complete University of Arizona approved training on research with human subjects and to submit the Responsible Conduct of Research Statement form through GradPath. All research on human subjects, regardless of degree (M.A. or Ph.D.), whether funded or not, and regardless of the source of funding, must fully comply with Federal human subjects rules, regulations, and requirements.

Information on the UA Human Subjects Protection Program (HSPP) is available at <https://research.arizona.edu/tags/human-subjects-protection-program-hspp?page=1>. Students who plan to conduct research involving human subjects must complete an application through the [eIRB system](#). The HSPP makes the final determination as to whether the project safeguards the privacy, confidentiality, and basic rights of human individuals involved in the project. HSPP may require changes before final approval is granted. All key personnel on projects involving human subjects must also complete an online training course before final approval is granted for the project. Students who are conducting research that may be exempt from HSPP review must still complete a form that can be found on the HSPP website.

In the case of graduate students working on theses/dissertations that could be covered by an existing approved protocol, such students may simply be listed on or added to the HSPP form along with a clarification of their research role. This is typically the case where a graduate student develops a dissertation/thesis as part of a faculty member's broader research project. If the student's research protocol differs from that of the PI (e.g., additional or altered procedures or survey questions), or the student is carrying out an independent research project involving human subjects, then the student must gain separate HSPP approval. Responsibility for ethical research behavior and for compliance with

regulations belongs to the student researcher and the research advisor.

ADDITIONAL REQUIRED TRAININGS

There are several mandatory online trainings that each graduate student must complete. These include:

1. UA Harassment & Discrimination Prevention Training
2. Conflict of interest training
3. Required training for teaching assistants
 - a. 3.1 FERPA training
 - b. 3.2 TATO training
4. CATE TA training - this is held in the Fall right before the semester begins. All graduate students who will TA are required to complete this training. RSVP information will be sent out by COE.

Please find the details and links to these trainings at the [Graduate College webpage on mandatory trainings](#). Additional trainings may be required, please see the [Graduate Assistant manual for updates](#). Students may also find training and professional development opportunities on the [EDGE system](#).

PROGRAM REQUIREMENTS: Doctoral Degree

DEGREE REQUIREMENTS

EDP requirements for the Ph.D. degree include the completion of:

- A master's degree with an empirical master's thesis or report.
- Written and oral comprehensive examinations covering the major and minor emphasis areas of study (depending on the requirements of the minor).
- A dissertation.

Additional Graduate College requirements for the Ph.D. degree include:

- At least 36 units (not including dissertation) in the major area and 9 units in the minor area, including any eligible transfer courses approved by the major or minor department. At least half of these credit units must be in courses for which ABC grades are given, with a minimum of 12 units of regular grades taken at The University of Arizona (note that this refers to 50% of the total units listed on the Doctoral Plan of Study). Students may take any courses they wish beyond those on the Plan of Study without regard to grading format
- 18 units of earned dissertation credit (e.g., EDP 920).
- Required units must be at the 500-level or above at The University of Arizona.
- A minimum of 30 units must be taken at the University of Arizona (the total includes the 18 required dissertation units); a minimum of 12 units of regularly graded coursework must be taken at the University of Arizona.

COURSE REQUIREMENTS

All courses are 3-unit courses unless otherwise indicated. Research (i.e., independent study; EDP 695; EDP 693c, etc.) courses can be worth varying units of credit. Students should discuss the number of units expected for independent study courses at the time of enrollment with the supervising faculty member.

Students are expected to attend all graduate class sessions. Excused absences may be granted for

extenuating circumstances, but students should be proactive and discuss these situations with the instructor at least two weeks ahead of time, and preferably sooner when possible. If for health reasons, students should need to miss a class, it is strongly suggested they make arrangements with instructors to attend virtually. Regardless of the reason, missing a graduate class means missing substantial course content, and that content needs to be made up (as per the instructor's directions).

EDP Ph.D. Degree

Doctoral students need to pursue rigorous studies through advanced coursework and are required to take at least 36 major credits hours, 9 minor credit hours, and 18 dissertation credit hours. In consultation with their advisor and committee, students need to design areas for advanced concentration and coordination that best fit their goals.

Strongly encouraged core curriculum (19 credits):

- EDP 501: Advanced Child Development (3 credits)
- EDP 502: Motivation and Development in the Classroom (3 credits)
- EDP 505: Seminal readings in Education and Educational Psychology (3 credits)
- EDP 510: Learning Theory (3 credits)
- EDP 520: Design and Application of Qualitative Research in Education (3 credits)
- EDP 541: Statistical Methods in Education (4 credits)
-

Required curriculum (15 credit hours):

- EDP 641: Selected Applications of Statistical Methods (4 credits)
- EDP 667: Research Design and Techniques (3 credits)
- EDP 696A: Professional Issues in EDP (2 credits)
- EDP 699/799: Comprehensive exams (6 credits)

Choose three (9 credits)

- EDP 602: Teacher Motivation (3 credits)
- EDP 615B: Self-Regulated Learning (3 credits)
- EDP 620: Analysis and Representation of Qualitative Data (3 credits)
- EDP 660: Mixed Methods (3 credits)
- EDP 661: Grounded Theory (3 credits)
- EDP 646A: Multivariate Research Methods (3 credits)

Independent Study for Comprehensive Examination (6 units with major advisor)

EDP 699 and EDP 799. Students must enroll in these independent study classes with their primary advisor to complete the proposal, written, and oral exam portions of their major Comprehensive Examination. These are intended to be taken in a series each semester; thus, the proposal should be completed during the semester the student is enrolled for 699, while major written and oral exams should be completed during the semester that the student is enrolled for 799. To receive a passing grade, students must pass the written portion of their major Comprehensive Exam and pass their oral examination before the grade is due before the end of the semester (Note, that in order to hold the oral exam, the student will also need to have passed their written minor exam by the end of this semester). As is true for all Independent Study work, this requirement will be written into an Independent Study Proposal Form ([Appendix A](#)) that is used to describe the student's plans and goals for their independent work over the semester. If there are extenuating circumstances and the

student does not complete the written portion of the major Comprehensive Exam before grades are due, a student can take an Incomplete (I) for the course, given the approval of their major advisor.

EDP 920. Dissertation research units. Students may not enroll in more than 9 dissertation units per semester. These units are to be taken during semesters when working specifically on dissertation relevant research.

Ph.D. Minor

All PhD students are required to complete a Minor area of study. Students may choose one of the following two ways to meet the minor area requirements:

External Minor

In consultation with their minor area advisor(s), students will take 9—12 graduate units of minor coursework as required/approved by the minor department/program, all of which may be transfer units from prior graduate study. The rules governing the external minor are determined by the minor department/program.

EDP Thematic Minor

In consultation with the minor area advisor(s), students may construct a thematic minor that includes 9 graduate units. The EDP Thematic Minor is an appropriate option when the minor is a subarea of the major and will include some EDP classes. Students who pursue an EDP Thematic Minor in Statistics (our “in-house” Statistics Minor) are permitted to apply stats/methods course taken in fulfillment of the major degree that are not in the core curriculum (i.e. “choose three” can be all methods/statistics courses) toward fulfillment of their minor requirements as well.

For assistance, the main point of contact for a starting point would be your major advisor or the DGS.

DEGREE TIMELINES

The following is a list of the official forms that must be filed with the Graduate College via GradPath in progress toward completion of the Ph.D. (Forms subject to change; check Graduate College web site at <https://grad.arizona.edu/degree-services/degree-requirements> for current information. Forms are available through UAccess Student under Academic/GradPath forms.

- Responsible Conduct of Research Form
- Evaluation of Transfer Credit (If applicable)
- Change of Degree (to add MA degree; not applicable to those entering with an approved MA)
- Master's Plan of Study
- Master's Committee Appointment Form
- Master's Completion Confirmation Form: The Graduate Coordinator submits this form on behalf of the student
- Doctoral Plan of Study
- Comprehensive Exam Committee Appointment Form
- Announcement of Doctoral Comprehensive Examination
- Results of the Oral Comprehensive Examination for Doctoral Candidacy (submitted by committee chair)
- Verification of Prospectus/Proposal Approval (i.e., Dissertation Proposal Approval, [Appendix B](#); submitted by Graduate Coordinator)

- Doctoral Dissertation Committee Appointment Form
- Announcement of Final Defense
- Results of Final Defense (submitted by committee chair)

Recommended timeline for students pursuing a Ph.D., who have not yet earned an M.A.:

- Year 1:
 - File Responsible Conduct of Research Form
 - File Evaluation of Transfer Credit form if applicable
 - Change of Degree forms to add M.A. degree if applicable
 - File Master's Plan of Study
 - Identify research areas of interest
 - Form thesis committee; file Master's Committee Appointment Form
 - Begin work on thesis proposal
 - Take 6 units to be considered full time, or 9 for international students without an assistantshipⁱ
- Year 2:
 - Propose thesis; begin data collection
 - Complete data meeting for thesis
 - Defend completed thesis
 - File Master's Completion Confirmation form
 - Take 6 units to be considered full time
- Year 3:
 - Identify an area of interest for minor and a minor advisor
 - File Doctoral Plan of Study form
 - Identify comprehensive examination committee, format, and content
 - File Comprehensive Exam Committee Appointment Form
 - Take 6 units to be considered full-time (unless you are an international student without an assistantship, then 9 units are considered full-time)
- Year 4:
 - Schedule oral comprehensive exam and file Announcement of Doctoral Comprehensive Exam
 - Pass written and oral comprehensive examination for minor and major (see [Appendices L-M](#) for rubrics)
 - File Results of Oral Comprehensive Exam for Doctoral Candidacy form
 - File Doctoral Dissertation Committee Appointment form
 - Propose dissertation and file Verification of Prospectus/Proposal Approval
 - Take 6 units to be considered full-time (unless you are an international student without an assistantship, then 9 units are considered full-time)
- Year 5:
 - Complete final dissertation
 - File Announcement of Final Defense form (at least one week before dissertation defense)
 - Pass final defense and submit dissertation to Graduate College by deadline for graduation term with copyright form (see [Appendix K](#) <https://grad.arizona.edu/degree-services/degree-requirements/important-degree-dates-and-deadlines>).

- Take 6 units to be considered full time (unless you are an international student without an assistantship, then 9 units are considered full-time)

Recommended timeline for students pursuing only a Ph.D., post a master's degree:

- Year 1:
 - File Responsible Conduct of Research Form
 - File Evaluation of Transfer Credit form if applicable
 - Identify research areas of interest for the major
 - Identify an area of interest for the minor and a minor advisor
 - Take 6 units to be considered full-time (unless you are an international student without an assistantship, then 9 units are considered full-time)
- Year 2:
 - Email the DGS to request the formation of a pre-candidacy committee
 - Complete pre-candidacy meeting
 - File Doctoral Plan of Study form
 - Identify comprehensive examination committee, format, and content
 - File Comprehensive Exam Committee Appointment Form
 - Take 6 units to be considered full-time (unless you are an international student without an assistantship, then 9 units are considered full-time)
- Year 3:
 - Schedule oral comprehensive exam and file Announcement of Doctoral Comprehensive Exam
 - Pass written and oral comprehensive examination for minor and major r (see [Appendices L-M](#) for rubrics)
 - File Results of Oral Comprehensive Exam for Doctoral Candidacy form
 - File Doctoral Dissertation Committee Appointment form
 - Propose dissertation and file Verification of Prospectus/Proposal Approval
 - Take 6 units to be considered full-time (unless you are an international student without an assistantship, then 9 units are considered full-time)
- Year 4:
 - Complete final dissertation
 - File Announcement of Final Defense form (at least one week before dissertation defense)
 - Pass final defense and submit dissertation to Graduate College by deadline for graduation term (<https://grad.arizona.edu/degree-services/degree-requirements/important-degree-dates-and-deadlines>) with copyright form (see Appendix K) .
 - Take 6 units to be considered full-time (unless you are an international student without an assistantship, then 9 units are considered full-time)

TIME LIMITS ON COMPLETION

[All requirements for the Ph.D. must be completed within 5 years of passing the Comprehensive Examination.](#) Students who take longer than 5 years from the completion of the oral comprehensive exams must repeat both sections of the comprehensive exam. In the case of transfer coursework, note that the Graduate College allows 6 years from the date of the earliest coursework to be used toward the

degree (that is, coursework listed on the Plan of Study).

A student who will be unable to complete the PHD degree within the allowed time can request an extension of time from the Graduate College by way of a Graduate Petition. Petitions for additional time may be granted by the Graduate College with the advisor's consent, but only under exceptional circumstances "above and beyond the student's control," and permission may be denied.

COMMITTEE FORMATION

During the course of graduate study, the student works with three or four sequentially constituted committees:

- The Comprehensive Examination Committee, selected by the student in consultation with the major advisor, conducts the examination that establishes candidacy for the Ph.D. degree. This consists of at least 3 members of the major and at least 1 for the minor.
- The Dissertation Committee, at least 3 members selected by the student in consultation with the faculty advisor, oversees the Ph.D. dissertation project and conducts the final oral defense.

Major advisors serve as committee chairs and are expected to work closely with the student to ensure that the student follows a meaningful program that is completed within a reasonable time limit. Students are expected to submit materials to committee members at least two weeks prior to scheduled meetings (e.g., thesis proposal meeting). All committee members are expected to return any related materials given to them for review within a reasonable time (2 to 3 weeks, unless a longer period has been agreed upon with the student). Expectations for involvement from committee members will vary and should be discussed at the time of committee formation. Students are required to submit materials for committee members to review at least two weeks prior to the defense.

COMPREHENSIVE EXAMINATIONS

The comprehensive exam is an opportunity for doctoral students to demonstrate the capacity to conceive and execute research independently. The comprehensive exam serves as an important indicator of students' readiness to start the dissertation phase of their graduate training. The comprehensive exam tests students' capacity to utilize and integrate what they have learned in coursework and readings so they may independently develop their ideas for research and execute them in their specialized area.

Students are expected to have completed most of their required coursework before advancing to the comprehensive phase. Passing the Comprehensive Examination establishes candidacy for the Ph.D. degree (assuming all required coursework on the Plan of Study has been completed). Students must not register for dissertation credits with their advisor (EDP 920) until they have successfully passed their written and oral comprehensive examinations.

Comprehensive exams include three components: An empirical paper, an oral exam, and whatever outcome assessment is required by the minor. The comprehensive exam committee is made up of 3 major members and 1 minor member (see section on Committee Compositions for full details). The major committee members are responsible for grading the major written exam, while the minor member is responsible for grading the minor written exam. All 4 members must be present at the oral exam (Zoom is acceptable if members cannot be present in person). Note that it is the responsibility of the student to

ensure that the committee administering the comprehensive exams is valid under Graduate College Policy. Students can check with the Graduate Coordinator if there is any question about the planned committee's validity.

The department requires that students submit an empirical paper for their comprehensive exam using original or secondary data to write a full-scale study that applies quantitative, qualitative, or mixed methods. Students are encouraged to write a manuscript-quality paper that can be submitted for conference presentation or publication after receiving feedback from the committee during the oral exam. Rubrics for the three different kinds of exam types (qualitative, quantitative, and mixed methods) will be used to score the paper based on relevant criteria and submitted to the student's advisor to determine if the exam is a "pass" or "fail" prior to the oral examination (see Appendices L-M). The purpose of the oral examination is to test the student's comprehensive knowledge of the major and minor subjects of study, both in breadth across the general field of study and in depth within the area of specialization. The examination, therefore, should not take place until the student has completed all, or almost all, of their coursework.

Comprehensive Examination Process and Requirements

The comprehensive exam process is to be completed in a 2-semester sequence in *one* academic year. In the first semester, doctoral students have the option of registering for EDP 699 (e.g., independent study with their major advisor). During this time, the student and major advisor should work collaboratively to select the overall focus for the paper and the corresponding literature that will be reviewed. Students may also seek advice from committee members and/or other resources (e.g., peers, collaborators). The student then creates a proposal that is 3-5 pages (excluding references, tables, and figures), double spaced, 12-point font, 1-inch margins. The proposal should provide an outline of the proposed paper, including the goals of the paper and a conceptual model (if applicable), as well as references. The outline should be sufficiently detailed so that the committee can evaluate the literature review, methodology, and provide feedback and guidance. The advisor or committee members may provide feedback and comment on the student's written proposal draft.

After submitting the proposal to committee members, a **proposal meeting** is scheduled with the committee (see [Appendix B](#)). At the comprehensive exam proposal meeting, students will receive feedback from the advisor and committee members regarding the soundness and feasibility of the study. The goal of the initial proposal meeting is to make sure the student feels prepared and capable of pursuing the full paper independently. Any concerns about the topic or scope of the paper should be addressed in this meeting. If the proposal is not approved, the student must revise it based on the committee members' feedback/recommendations. Note that the proposal must be sent to committee members at least 2 weeks before the students' scheduled meeting. Students may prepare and give oral presentations at the meeting.

Your written comprehensive exam can be a pilot study for a future dissertation, as long as comps study informs the final dissertation study. (e.g., It cannot be a completely identical study with a larger sample size). The comprehensive exam proposal meeting should mirror the dissertation proposal meeting, by proposing beforehand a written summary of the (i) study goal and background, (ii) research questions, and (iii) methodology, with full paragraphs. The outcome of the comprehensive exam proposal meeting **should serve as a contract**, and students independently complete the study.

Upon completion of the proposal meeting and acceptance of a final version of the proposal by the committee, students will begin the writing phase. This will typically begin in the second semester of the process, but the student can begin writing sooner if they have had their proposal accepted earlier.

During this 2nd semester of the comprehensive exam the student must register for EDP 799. Students may continue to seek advice from the advisor and/or committee members. In this process of communication, the advisor and committee members may answer questions from the student or raise key concerns through general questions (e.g., "Did you report all relevant statistics for your analysis approach?" and "Have you taken steps to address trustworthiness of your data collection and analysis?"). It is then the student's responsibility to address those concerns. The student is solely responsible for the written product of the comprehensive exam paper. The advisor or committee member will not read drafts of the paper prior to the oral exam. The student is expected to complete the major written exam and hold the oral examination by the end of this semester. Note that students must allow their committee 2 weeks to review the final paper, so students and faculty should plan accordingly. Also note that the student will need to have completed their minor written exam by the end of this semester in order to hold the oral exam. Students are expected to prepare and give oral presentations at the oral exam.

Meeting and Grading Procedures

In order to successfully complete the comprehensive examination, students must pass both the written examination and the oral examination. The written examination decision is given after the committee reviews the students' completed document. Students must pass the written exam before the oral exam can proceed. The oral examination grade is given after the students' oral examination meeting.

Grading of Written Examination

Members of the Committee representing the major are responsible for grading the major written portion of the examination using the rubrics provided ([Appendices L-M](#)) and voting to determine whether the examination grade is *pass*, *revise and resubmit* (with full committee review), or *fail*.

The voting process is conducted before the defense, with each committee member informing the Committee Chair of their vote. If the examination grade is *fail* (defined as more than one negative or abstaining vote), the student has one chance to retake the written examination. If they fail the written a second time, there will not be an additional option to resubmit; the student will be dismissed from the doctoral program. The Committee members for the repeat examination must be the same as those present at the first examination. The Committee Chair must inform the student of the examination outcome in writing.

In the case of a grade of fail with option to rewrite, only one rewrite will be allowed; the major Committee will determine a time limit on the rewrite, and the Committee Chair is required to present the student with formal written feedback summarizing deficiencies of the written examination. After the rewrite, a vote will be taken by the committee to determine whether the student has passed the written major examination; there can be no more than one negative or abstaining vote.

Grading of Oral Examination

After receiving a "pass" on the written exam, the student will be responsible for logging into GradPath and filling out the Announcement of Doctoral Comprehensive Examination form and for arranging with their committee a time and place for the oral exam. It is the obligation of the Committee to ensure that the student displays a broad knowledge of the general field of Educational Psychology, and sufficient depth of understanding in areas of specialization; the student must demonstrate the level of knowledge expected of a junior academic colleague. The examination is conducted in closed session; it is not open to the public. All examiners must be present for the full length of the examination. The oral comprehensive examination must be at least one hour in duration and may not exceed three hours. For the student to pass the oral comprehensive examination, there can be no more than one negative or abstaining vote.

If the student fails the oral examination by Committee vote, the Committee allows the student to re-take the oral comprehensive examination once after a specified preparation period. The Committee approves exceptions to this rule prior to the repeat examination. If the student fails the repeated oral examination, the student is terminated from the Ph.D. program. Requests for appeal of this decision should be directed to the Graduate College.

ADVANCEMENT TO CANDIDACY

When a student passes the comprehensive examinations, they are advanced to doctoral candidacy by the Graduate College assuming they are qualified. The Graduate College checks for the following qualifications before advancing a student to doctoral candidacy: completion of coursework on the Plan of Study, successful completion of written and oral comprehensive examinations, regular graduate standing (RGS status), and appropriate graduate GPA (3.00 required for graduation). When the student is advanced to doctoral candidacy, the Graduate College assesses the graduate candidacy and (in advance) the dissertation processing and archiving fees. Students are notified by the Graduate College when they are advanced to candidacy, and will be charged a [one-time fee](#) for processing.

COMMITTEE COMPOSITION

Comprehensive Examination Committee

The Graduate College's stated policy for the doctoral comprehensive examination committee is as follows: At least one member of the committee must be tenured, or tenure track (or approved by the Graduate College as tenure equivalent).

- The fourth member may be tenured or tenure-track, or a member of the Graduate College. Special members must be pre- approved by the Dean of the Graduate College. Any of the following could serve as approved "special members": retired or emeritus faculty, adjunct or continuing faculty, or members from outside UA. Please reach out to the Graduate Coordinator if you have a request for a Special Member. The Graduate Coordinator will submit the request to the Graduate College.
- Any members beyond the fourth can also be tenured, tenure-track, or special approved members.

The EDP degree program has the additional requirements that:

- The major advisor for doctoral student committees must be a member of the graduate faculty. Faculty with a courtesy appointment in EDP may serve as a co- chair, but not as the sole chair, of doctoral student committees.
- Two out of the four members must have a formal EDP appointment and be members of the graduate faculty. A third member must have either a formal or courtesy EDP faculty appointment.
- There must be at least three committee members from the major and at least one committee member representing the student's minor. The Minor Advisor, even if from a different department, must attend the oral portion of the exam.

Dissertation Committee

The Graduate College's stated policy for the doctoral [Dissertation Committee](#) is as follows:

- The Graduate College requires a minimum of 3 members, all of whom must be members of the Graduate College. If a committee has only three Members, all must approve the dissertation. If the committee includes 4 or 5 members, there may be one dissenting vote.
- The fourth member may be tenured or tenure-track, or a special approved member. Special members must be pre- approved by the Dean of the Graduate College. Any members beyond the fourth can also be tenured or tenure-track, or special approved members. Any of the following could serve as approved "special members": retired or emeritus faculty, adjunct or continuing faculty, or members

from outside UA. Please reach out to the Graduate Coordinator if you have a request for a Special Member. The Graduate Coordinator will submit the request to the Graduate College.

COMMITTEE APPOINTMENT FORM

Once a student has been advanced to candidacy, the student should submit the Doctoral Dissertation Committee Appointment form via GradPath. The form should be submitted to the Graduate College at least six months prior to the dissertation defense. The Committee Appointment form informs the Graduate College of a student's expected graduation date, planned Dissertation Committee, dissertation title, and whether the dissertation research involves human subjects. A student whose research involves human subjects should attach a copy of the HSPP approval letter/document when submitting the Committee Appointment form to the Graduate College. (If approval is pending, the Graduate College can accept evidence of approval later, but it must be submitted prior to scheduling the dissertation defense.)

Any of this information can be updated by e-mail to Graduate Degree Services if needed. The Committee Appointment form must be approved by the Graduate College before scheduling the dissertation defense (i.e., final oral examination). Note that approval of the Committee Appointment form depends, in part, on the validity of the Dissertation Committee listed under Graduate College policy and described above in the section on Committee Composition. The Graduate College also checks the planned graduation date considering the time-to-degree policy. A student who needs extra time to complete the program must make the request by submitting a Graduate Petition.

STAGES FOR DISSERTATION

The dissertation demonstrates the ability to conduct original research on a significant topic. It should contribute new knowledge to the discipline of Educational Psychology and is chosen in consultation with the student's major advisor. The dissertation proposal and the completed dissertation must be defended before the student's Dissertation Committee. Students may not defend their dissertation proposals until written and oral comprehensive examinations have been passed.

Dissertation Proposal

After passing the oral comprehensive examination, students submit a dissertation proposal to the major advisor and Dissertation Committee members; it is expected that the dissertation proposal will be completed within six months of passing the oral comprehensive examination. Students are required to submit the dissertation proposal to the committee for review at least two weeks prior to the proposal defense date. Students are required to prepare and give an oral presentation.

The dissertation proposal should contain:

- A statement of the research question(s) to be investigated; and
- A review of the previous literature (theoretical, methodological, and substantive area) from which the dissertation problem emerges, and
- A discussion of the methods and plan of analysis; and
- A statement of how the research will contribute to the chosen field of study.

The dissertation proposal should be considered a contract between the candidate for the Ph.D. and the Dissertation Committee. Therefore, it is imperative that the dissertation proposal clearly outlines the goals and objectives of the dissertation project to remove ambiguity about the scope and scale of the

work that is proposed to meet the dissertation requirement.

Upon approval by the Dissertation Committee, a memorandum should be submitted by the Dissertation Committee chair via email to the Graduate Coordinator indicating the completion of the dissertation proposal. In selecting a dissertation format, major advisors and Dissertation Committee members are encouraged to discuss the relative benefits and limitations of the two formats in the context of the student's research area and professional goals.

The traditional dissertation format customarily includes a conceptual framework for the study; a comprehensive review of related literature; a detailed description of the study methods; a presentation of study findings; and a thorough discussion of the study findings, limitations, and areas for future research.

The requirements for the multiple manuscript format will be determined by the Dissertation Committee following the guidelines below:

- The multiple manuscripts dissertation will include at least two manuscripts.
- The manuscripts will include empirical analyses. Committees may choose to allow students to include one non-empirical article (e.g., a conceptual analysis of a literature, etc.).
- The manuscripts should be conceptually related (e.g., in content, theoretical orientation, etc.) and together should define the student's area of expertise.
- The dissertation will also include an introductory chapter that conceptually frames the manuscripts, as well as a concluding final chapter that synthesizes the articles included in the dissertation.
- Students may not use manuscripts that have been used to meet other requirements of the student's graduate program (e.g., master theses, comprehensive exam papers), although extensively reworked and extended versions may be considered for inclusion with Dissertation Committee approval.
- Students may include published as well as unpublished manuscripts, pending approval by the Dissertation Committee. While acknowledging that research is most often a collaborative process, students must be the sole author on each manuscript included in the dissertation. Please see the APA 7th Edition Style manual for guidelines concerning manuscript authorship.
- Manuscripts must be written while the student is enrolled in the graduate program.

To be accepted by the Graduate College, the final dissertation document must conform to guidelines specified in the Manual for Theses and Dissertations. These requirements can be found online at the Graduate College website at <https://grad.arizona.edu/degree-services/dissertations-theses/dissertation-and-thesis-formatting-guides>

Dissertation Defense

Upon approval of the final draft of the completed dissertation by the Dissertation Chair, the student may schedule the final oral examination following Graduate College guidelines. Students are required to submit the final dissertation to the committee for review at least two weeks prior to the oral defense date. If that timeline is not met, the committee may request the meeting be rescheduled. The time and location are scheduled with the Graduate Degree Services Office at least seven working days in advance using the Announcement of Final Oral Examination form and announced publicly.

Following a public presentation of the dissertation, the final examination is closed to the public.

The final examination is an oral defense of all elements of the dissertation, and it may include any general questions from the committee related to the broader field of Educational Psychology. By this time, all elements of the program must have been completed, except for the final acceptance of the dissertation

document. This means no incomplete grades or unfinished coursework. The student is responsible for ensuring that all members of the committee will be available for the scheduled defense. In an emergency (usually the serious illness of a faculty member), a member substitution can be approved for the defense, but this is undesirable. Dissertation defenses should be conducted in the summer only as a last resort, and members of the committee have a right to refuse to be available for summer defenses, or for defenses during sabbatical leaves. (It is possible, by arrangement with the Graduate College, for a committee member to participate in the defense remotely via video or telephone conference.)

A dissertation defense should be a stimulating experience. The student should prepare a well-executed lecture (illustrations are encouraged) no longer than 30 minutes, and feel free to invite friends and family to the public presentation. The public lecture is followed by a closed-door (committee and student only) exam lasting one to two hours. The student is responsible for reserving a room for the defense. The defense is formally scheduled by submitting the Announcement of Final Oral Examination form to the Graduate College. The Announcement should be submitted to the Graduate College Degree Services office no later than seven working days prior to the defense.

All members of the Dissertation Committee (a minimum of three per Graduate College requirements) participating in the exam must approve the announcement form. The student should not ask members of the committee to approve this form if they have not received revised drafts of all chapters of the dissertation. If the Dissertation Committee is composed of only three members, all of them must attend and approve (vote to pass) the defense and dissertation. If the committee includes four or five members, one may be a special member, and all must attend the defense; the student can still pass if one member of the committee abstains or votes to fail the dissertation. Note that regardless of who may have advised the student during preparation of the dissertation, the official Dissertation Committee (as recorded by the Graduate College, as well as with the archived dissertation) comprises those members who attend and administer the final oral examination.

Immediately after the exam, the major advisor returns the exam report, called the "Notice of Completion" form, along with a "Grade Change" form, to Degree Services. Any additional final revisions requested by the committee are also recorded on the form. The dissertation advisor need not sign the line on the Notice of Completion form for final approval at this time, although they should sign as a committee member, indicating that the examination was passed. If the committee requests dissertation revisions following the defense, they also elect whether the dissertation director(s) alone or the full committee will review the revisions and grant final approval of the dissertation.

Submitting Final Dissertation

The student makes final corrections to the dissertation document as requested by the committee. The final version of the dissertation is due in the Graduate College well before the end of the graduating semester (see <https://grad.arizona.edu/degree-services/degree-requirements/important-degree-dates-and-deadlines>). The final step a Ph.D. student takes is to submit the dissertation to the Graduate College for format review and archiving. The submission may be made electronically after the defense, once the Dissertation Committee grants final approval to the dissertation (i.e., after completion of any revisions requested at the defense). The initial dissertation submission must be made in time to meet the Graduate College deadline for the specific graduation semester. If the submission is made after the stated deadline, the student will instead graduate in the following term and will be required to register for that term.

The University has an electronic system for submitting dissertations. Instructions are available at <https://grad.arizona.edu/degree-services/dissertations-theses/submitting-your-dissertation>. The Graduate College will determine if the dissertation format is correct for submission to the University of Arizona Library and UMI/ProQuest; they will not provide copy editing, however. If the format is not correct you will have to re-submit your final version with the changes. When all requirements (dissertation formatting, supporting forms for the submission, final grades, etc.) are met, the dissertation is sent to the Library and UMI/ProQuest to be archived. Fees for processing and archiving the dissertation are charged at the time a student advances to candidacy (e.g., after completing the comprehensive exams). The only other fees that may be charged at the time the dissertation is submitted are the copyright fees, which are assessed if the student elects to copyright the dissertation, and the fee for open access publishing.

The degree is officially awarded (i.e., added to the student's official record) once (a) the graduation term has concluded, AND (b) the submission is complete, with formatting approved and supporting documents on file with the Graduate College. A student who completes the submission prior to the end of the term may request a Certificate of Completion of Degree Requirements from the Graduate College Degree Services office. Note that summer is considered a single graduation term, so summer degrees are awarded following the end of Summer Session II.

PROGRAM REQUIREMENTS: Master's Degree

COURSE REQUIREMENTS

All courses are 3-unit courses unless otherwise indicated. Research (i.e., independent study; EDP 695; EDP 693c, etc.) courses can be worth varying units of credit. Students should discuss the number of units expected for independent study courses at the time of enrollment with the supervising faculty member.

Students are expected to attend all graduate class sessions. Excused absences may be granted for extenuating circumstances, but students should be proactive and discuss these situations with the instructor at least two weeks ahead of time, and preferably sooner when possible. If for health reasons, students should need to miss a class, it is strongly suggested they make arrangements with instructors to attend virtually. Regardless of the reason, missing a graduate class means missing substantial course content, and that content needs to be made up (as per the instructor's directions).

EDP MA Degree

The following courses are required and core to the Master's degree program in Educational Psychology (at least 17 credits):

- EDP 505: Seminal Readings in Education and Educational Psychology (3 credits)
- EDP 520: Qualitative Data (3 credits)
- EDP 541: Statistical Methods in Education (4 credits)
- EDP 560: Introduction to Educational Research (3 credits)
- EDP 695: Conversations in Educational Psychology (2 credits)
- EDP 900: Research (2 or more credits)

Choose two (6 credits total):

- EDP 501: Advanced Child Development (3 credits)
- EDP 502: Motivation and Development in the Classroom (3 credits)
- EDP 503: Adolescent Development (3 credits)

- EDP 510: Learning Theory in Education (3 credits)

Choose one (3 credits total):

- EDP 557: Designing Questionnaires (3 credits)
- EDP 558: Educational Tests and Measurements (3 credits)
- EDP 582: Educational Evaluation (3 credits)

Choose one (3-6 credits total):

- EDP 909: Master's Report (3 credits)
- EDP 910: Thesis (6 credits)

TIME LIMITS ON COMPLETION

For the M.A. degree, time-to-degree begins with the earliest course to be applied toward the degree, including credits transferred from other institutions. All requirements for the master's degree must be completed within **6 years** to ensure currency of knowledge. Time-to-degree begins with the earliest course listed on the Plan of Study, including credits transferred from other institutions. [Work more than 6 years old is not accepted toward degree requirements.](#)

A student who will be unable to complete the MA degree within the allowed time can request an extension of time from the Graduate College by way of a Graduate Petition. Petitions for additional time may be granted by the Graduate College with the advisor's consent, but only under exceptional circumstances "above and beyond the student's control," and permission may be denied.

COMMITTEE FORMATION

During the course of graduate study, the student works with three or four sequentially constituted committees:

- The Master's Committee, at least 3 members selected by the student in consultation with the major advisor, guides and evaluates the student's work through completion of the M.A. degree, if applicable.

Major advisors serve as committee chairs and are expected to work closely with the student to ensure that the student follows a meaningful program that is completed within a reasonable time limit. Students are expected to submit materials to committee members at least two weeks prior to scheduled meetings (e.g., thesis proposal meeting). All committee members are expected to return any related materials given to them for review within a reasonable time (2 to 3 weeks, unless a longer period has been agreed upon with the student). Expectations for involvement from committee members will vary and should be discussed at the time of committee formation. Students are required to submit materials for committee members to review at least two weeks prior to the defense.

MASTER'S THESIS/REPORT

A thesis is a formal document that adheres to guidelines set forth in the [Graduate College Manual for Theses and Dissertations](#). At a minimum, the report or thesis should include a statement of the research question, a review of relevant theoretical and empirical literature, and a discussion section. The thesis should also include a statement of the methods of study and plans of analysis, a presentation of results, and the discussion section should summarize the results of the study and its implications for the field. The thesis requires 6 credits of 910 with their advisor. The Master's report option allows the student to either write a synthesis of literature or conduct a project for 3 credit hours of 909 with their advisor. When the

student and advisor have agreed on a thesis or Master's report topic, the student should share a written proposal document (approved by the advisor) with committee members for their review and approval. Once committee approval is obtained, a *Report on the Proposal* form is filed with the department's graduate coordinator (see [Appendix D](#)).

MA Proposal Meeting

Early in the process of preparing for the Master's Thesis/Report, students need to submit a written Master's proposal to their major advisor and Master's committee members. Although the details of the Master's Thesis/Report proposal are determined in consultation with the major advisor and committee members, the proposal should include a review of relevant literature, clear statement of research question or hypotheses, proposed research methods, and a plan of analysis. The Master's Report proposal should include the goals of the report (e.g., addressing a gap in the research, developing an argument for practice based on theoretical knowledge, combining literatures from seemingly unrelated constructs to form a comprehensive model of understanding, etc.), a relevant overview of literature to provide context for the report, and suggestions for testing these ideas in future research. After submitting the written proposal, it is the student's responsibility to schedule a proposal meeting with their committee members to receive feedback on the proposal and approval to proceed. Students are required to submit the thesis proposal to the committee for review at least two weeks prior to the proposal meeting date. If that timeline is not met, the committee may request the meeting to be rescheduled. Students are required to prepare and give an oral presentation at the meeting. The Master's Thesis committee may ask for revisions of the proposal.

Final Defense

An oral defense is required upon completion of the final draft of the thesis. Students are required to submit the final thesis/report to the committee for review at least two weeks prior to the oral defense date. If that timeline is not met, the committee may request the meeting be rescheduled. The defense of the Master's Thesis/Report is closed to the public; however, a final presentation may be scheduled to immediately precede the thesis/report defense, and may be open to the public. Upon successful completion of the Master's Thesis only, students are required to file their final papers with the UA library using the copyright form ([Appendix K](#)).

COMMITTEE COMPOSITION

Master's Thesis/Report Committee

The Master's committee consists of the student's major advisor (chair or co-chair) and two other graduate faculty members. The major advisor for a Master's committee must have a formal College of Education appointment in EDP and be a member of the graduate faculty. Faculty with a courtesy appointment in EDP may serve as a co-chair, but not as the sole chair. At least one member must be tenured, tenure-track, or approved as tenure equivalent.

ANNUAL PERFORMANCE EVALUATION

The Educational Psychology Graduate Committee evaluates graduate students at the end of each calendar year and with evaluation rubrics at the completion of each performance outcome (see [Appendices E-J](#)). This process is designed to promote the academic and professional development of graduate students, and to ensure broad faculty input into the advising and progress of graduate students

in the program. It may also be used to inform teaching and research assignments or other funding decisions for the following year. The Committee will assess each student's academic, research, and assistantship performance using the criteria specified in the annual performance evaluations (**To Be Developed**).

STUDENT ANNUAL REVIEW (SAR) PURPOSE/PROCESS

The purposes of the student annual review (SAR) are to (a) ensure that each student is achieving progress toward degree, (b) assist each student in the creation, assessment, and adaptation of an individual professional development plan to ensure post-degree success, and (c) provide opportunities for each student to receive professional development feedback from multiple sources (i.e., beyond the major advisor). Summaries of student evaluations are compiled by the Graduate Committee and presented at the annual review meeting of the faculty. The final summary is then shared with major advisors to approve before it is sent to each student. Each student will receive a letter that summarizes these discussions, highlights major achievements, and makes recommendations for professional development.

Students complete a Student Annual Review Survey. This form is completed and turned into the Graduate Committee along with an updated curriculum vita. Faculty who serve in any advising role to graduate students (as a member of any student committee, or as a supervisor for a teaching or research assistantship) will complete a structured evaluation for each student (See [Appendix B](#)). Based on these materials, as well as input from the full faculty, the Graduate Committee provides written feedback for the student in consultation with his or her major advisor. The faculty may note minor concerns about a student's progress in one or more areas, or in overall performance. Reasons for concerns will be identified in the written feedback, along with recommendations for improvement.

Students who have not made appropriate progress toward their degree or who have not demonstrated academic competency and/or professionalism will be notified by the Committee and may be subject to disqualification from the program. If a student receives an "overall development" rating lower than a 2 on their Student Academic Review (SAR) Evaluation the Department Graduate Committee will specify in writing remedial steps that the student must take by a specified date (Note: When deciding on what remedial steps the student must take, the Department Graduate Committee will get specific input from the student's major advisor). If the student fails to meet the expectations by said date, there will be a vote by the faculty on whether to terminate the student from the graduate program. Termination must be approved by a majority of voting-eligible, tenure-track and career-track faculty and, in taking the vote, the faculty will take into consideration any extenuating circumstances. Student appeals to termination should be directed to the DGS. A student who is removed from the graduate program becomes academically disqualified but may still apply to the Graduate College as non-degree seeking status.

In addition to the student annual evaluations, the Graduate College also requires End of Term Evaluations (i.e., TA Conversations, RA Conversations, and OA Conversations). Students are required to complete these written performance evaluations with their faculty supervisor at the end of *each* fall and spring semesters as per the [End of Term Evaluation information in the Graduate Assistantship Manual of the Graduate College](#). Note that the SAR serves as the required end-of-term evaluation for the spring semester.

SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress is defined as:

- Coursework: Cumulative grade point average (GPA) of 3.00 or higher with core course grades of A or B (in graded courses) and S or P (in ungraded courses).
- Professional Skills: Maintaining active and satisfactory engagement in research and teaching activities appropriate for level as evaluated by the student annual review.
- Master's Thesis/Master's Report/Comprehensive Exams/Doctoral Dissertation: Maintaining satisfactory progress toward completion of degree through the development of a sound topic, demonstration of substantive knowledge, and methodological and statistical competence.

Students are strongly encouraged to complete the Educational Psychology MA program in two years, and the PhD program within five years based on full-time status. Students who are progressing toward completion of their degree within the recommended time frame will be granted priority in awarding graduate assistantships and other financial support. Students not making satisfactory academic progress may be asked to leave the graduate program and/or relinquish assistantship funding. Please refer to Annual Evaluation section above for specifics of this procedure.

EXIT INTERVIEW

When students leave the program for any reason, whether they are graduating, choosing to leave, or being terminated due to unsatisfactory progress, they are encouraged to complete a survey and optional exit interview with the DGS, or any other faculty or staff member of their choosing. The purpose of the survey and optional exit interview is to provide the program with feedback about the student's experience, whether good or bad, to inform changes that could be made to improve the program and to enhance the experience of future students. The DGS or the student may initiate this process.

COE Convocation

The college convocation ceremony information may be accessed on the following webpage: <https://education.arizona.edu/convocation-information> Please note that the hooding ceremony of Doctoral and Master's candidates is conducted at the COE Convocation.

University of Arizona Commencement

The UA university-wide commencement ceremony happens only once each year in May. December graduates are welcome to attend the Commencement ceremony either before or after their graduation date. Note, however, that a student's name will only appear in the commencement program after the student's degree has conferred.

Per university rules (<https://commencement.arizona.edu>), August graduates, on the other hand, are welcome to participate only in the preceding May commencement and will have their names listed in that commencement program. To view the university-wide commencement ceremony schedule, please see the University of Arizona academic calendar page: <https://catalog.arizona.edu/calendar>

FINANCIAL ASSISTANCE

GRADUATE ASSISTANTSHIPS

Assistantships provide employment in teaching and/or research and include a waiver of non-resident tuition. Priority for positions will be given to students who are making satisfactory academic progress towards the completion of their degree within the recommended time period. To be eligible for an EDP graduate assistantship, including Teaching Assistantship (TA) and Research Assistantship (RA), students must:

- Be currently admitted to the Educational Psychology graduate degree program,
- Enroll for a minimum 6 units of graduate credit (audited courses are not included) thereafter, while classes are in session for Fall and Spring semesters,
- Maintain a 3.00 cumulative GPA³ for all UA graduate credit courses, and
- Receive satisfactory annual evaluations in both academic progress and graduate assistantships.

General Policies for EDP Graduate Assistants (GAs/TAs/RAs)

Students are expected to be familiar with the [Graduate College Graduate Assistant and Associate Workload Policy](#)

Students should notify the DGS and Director of Undergraduate Studies if they are thinking of taking on any additional work beyond their RA/TA assignments, inside or outside the department, either paid or unpaid, because the Graduate College stipulates that “All GAs are required as part of their Notice of Appointment (contract) to keep any and all departments for which they work apprised of any and all other work, on or off campus.” Students are also strongly encouraged to inform their primary advisor if they are considering taking on additional commitments.

All graduate assistants should treat their work assignment as a professional job and part of their graduate education. Supervisor requests should be honored and carried out in a professional manner. As per Policy 6 in the Graduate College workload policy, *As salaried employees, FTE (full time equivalency) corresponds to the following average weekly work hours, as defined by the Federal Labor Standards Act (FLSA). Actual hours per week can vary, so long as the average number of hours across the employment contract corresponds to these numbers. As salaried employees, GAs are expected to complete work assignments as assigned and work with their supervisors to set expectations and duties that will result in this average.*

- .50FTE = 20 hours
- .33FTE = 13.2 hours
- .25FTE = 10 hours

³ Note that for financial assistance, the 3.0 cumulative GPA requirement does not need to consist of only A and B grades as required for satisfactory academic progress.

There may be weeks a student will work depending on the assignment, but over the term they should average the appropriate number of hours. It is recommended that students keep a record of their hours and tasks and provide a copy to their supervisor as agreed upon at the beginning of the contract. If a student is unable to complete the expected number of hours in one or more weeks, or there are uncompleted hours at the end of the semester, then those hours need to be made up. The student and supervisor should come to a written agreement about the number of hours to be made up and the timeline for doing so prior to the end of that semester. The student will be expected to honor that agreement and to document in writing how and when the hours are completed.

The printer is available for assistantship use only. All supplies needed for an assistantship should also be obtained from a supervisor.

If a student has concerns or complaints about their employment or their supervisor, please contact the Department Head or the Graduate Director. If a resolution cannot be achieved, this matter will then be forwarded to the Associate Dean of Academic Affairs for the College of Education.

Distinguishing Research Assistantship Obligations from Professional Development

Research Assistantships are paid positions (either 10 hours per week [.25 RA] or 20 hours per week [.50 RA]). These positions may include a variety of research-related tasks as deemed appropriate by the research supervisor (e.g., study recruitment, data collection, data cleaning, data analysis, manuscript writing/co-authorship). For a given semester, students and advisors (and/or research supervisors) should come to a clear agreement, in writing, regarding what RA activities are expected. In addition to these paid RA positions, it is recommended that the student enroll for independent study units (and complete an independent study form; see [Appendix A](#)) to cover some or all of the additional hours required to complete their own manuscripts (as well as any additional time spent on theses or dissertations). Independent study units involve specialized training related to research and teaching. These activities must clearly and directly advance students' development. For a given semester, students and advisors (and/or research supervisors) should complete an independent study form to indicate in writing the professional development activities that are expected. This distinction between Research Assistantships, Teaching Assistantships, and Independent Study units is sometimes blurred, however, for example when a student is hired as a Research Assistant to collect data that they will then use for their own thesis, dissertation or manuscripts. In this case, the student and advisor (and/or Research supervisor) should come to a clear agreement in writing regarding what portions of the work will be covered by the paid research assistantship versus independent study credits.

Guidelines for EDP Graduate Teaching Assistants (GTAs)

The hiring announcement for GTAs is sent by email around midterm of the semester prior to when there are anticipated GTA positions available. Students must meet university requirements and have satisfactory performance in each semester to be hired and continue as GTAs. Students may serve up as EDP GTAs to 8 fall/spring semesters. Positions are contingent on budgets, enrollments, and schedules.

These are meant only as guides to responsibilities that may accompany GTA and is not as comprehensive listings. Specific responsibilities differ depending on needs of supervisors and situations.

- Support role GTA duties include
 - treating all students with respect and fairness.
 - ensuring course content is accurate, complete, and accessible to all students.

- regularly meeting with course instructors to discuss course issues, needs, and progress.
- guaranteeing consistent, timely, and accurate grading and communications with students.
- attending class meetings and/or reviewing lecture recordings.
- creating materials for and leading discussion section meetings.
- maintaining at least two office hours per week to meet with students. For in-person courses, at least one hour must be in person on campus.
- updating online course announcements, grades, content, and other materials.
- assisting with exam and quiz administration.
- helping develop class materials and assignments.
- covering classes when faculty member is absent.
- enrolling in and participating in EDP 693c.
- completing initial and ongoing university training requirements.
- Lead role teaching assistantship duties may include all duties listed for the support role. In addition, lead GTAs are tasked with
 - reviewing support GTA grading for accuracy and consistency with guidelines, rubrics, and other graders.
 - creating and regularly updating course materials to align with current research and best practices in content matter and pedagogy.
 - communicating deadlines and expectations clearly to students and support GTAs.

Guidelines for EDP Research Graduate Assistants (GRAs)

- Research Assistantship Obligations and/or Duties:
 - Assist with all research related responsibilities for current research projects (i.e., administrative tasks related to the research, supervising data collectors, development of questionnaires, preparation of mail surveys, contacting data collection sites, etc.).
 - Assist with library work for current and new projects (i.e., finding articles, updating table of contents of books, conducting literature searches, abstracting articles).
 - Assist with coding, data input, statistical programming and analysis, and summarizing data.
 - Assist with report writing and editing.
 - Assist with identifying grant and other funding opportunities and in the development of research proposals.
 - Help with developing visual materials and reports for conference presentations.

ADDITIONAL INFORMATION

SCHOLARSHIPS

The entire process is conducted online via [Scholarship Universe](#) (SU). If you have any questions, please contact the Graduate Coordinator.

RESEARCH & TRAVEL FUNDING

Please contact the DGS for details on any available funding. At times when the College of Education website is able to support student travel, information can be found at <https://education.arizona.edu/graduate-student-travel-awards>

GRADUATE COLLEGE FUNDING

A variety of financial resources are available from the Graduate College. Go to their website at <https://grad.arizona.edu/funding> for more information on eligibility requirements and application procedures.

FEDERAL FINANCIAL AID

Federal financial aid (i.e., loans and grants) is awarded through the University of Arizona's Office of Scholarships and Financial Aid (OFSA). Application requests for financial aid should be made in the semester prior to the anticipated funding needs. Further information can be found on the [OFSA website](#). The Office of Scholarships and Financial Aid can be reached by telephone at (520) 621-1858, or by email at AskAid@email.arizona.edu. Information about Federal Student Aid can be found at <https://studentaid.gov/h/apply-for-aid/fafsa>

COLLEGE OF EDUCATION AND UA INFORMATION TECHNOLOGY RESOURCES

- **COE IT Resources:** Send a detailed email with your issue to COE-TechSupport@email.arizona.edu
- **UA IT Resources:** Call 520-626-TECH (8324) or 877-522-7929, or chat with them at <https://support.arizona.edu>.

Software via University Licensing

The University Bookstore manages software titles that are available to students for free or at a discount. For a list of these software, please visit: <https://softwarelicense.arizona.edu/students>

VCAT (Virtual Computing Access Technology)

Use a wide variety of software from home. [VCAT](#) is a virtual computing system for students and faculty that is accessible from anywhere with a broadband internet connection.

VPN (Virtual Private Network)

The [UA VPN](#) provides a secure connection from your home computer, laptop, or mobile device to the UA's network. It is also a valuable security tool when you are on an unsecured wireless network (e.g., coffee shops, airports).

Wireless Internet Access

Wireless access is available throughout and around the College of Education via connection to the UAWifi and UAGuest networks. UAWifi is a secure and fast wireless network that is available across most of the UA campus. Partially funded by the Student Technology Fee, UAWifi brings wireless access for all students, staff, and faculty on campus. Connection to UAWifi requires authentication using your NetID and password. Once connected, the UAWifi network allows students to access on-campus networked resources typically unavailable over the public internet, such as the libraries and [UAccess Student Center](#). Instructions for setting up UAWifi wireless access can be found [here](#). Help for UAWifi can be obtained through the [Office of Student Computing Resources \(OSCR\) Help Desk](#). Call 626-TECH (8324) to schedule an appointment or stop by during walk-in hours. Limited support is available at OSCR computer labs and multimedia labs.

UAGuest is for use by visitors to our campus. A temporary user ID and password are texted back to the user for connection to this network. Additional information about UAGuest is available [here](#).

EMAIL ACCOUNTS

UA requires that all students open email accounts through the UA system. Students are required to use these accounts for all University-related correspondence. Official University, College, and EDPI messages are sent to students via these accounts. Failure to read the UA email account is not an acceptable excuse for not knowing important information. Forwarding an email account means setting up one email account to automatically send emails to another email address. While this can be convenient, it may result in the loss of some information. Therefore, we do not recommend forwarding your UA email account to another email address.

STUDENT SERVICES, RESOURCES, & OPPORTUNITIES

Orientation

The Educational Psychology graduate student orientation, led by the DGS, is held the week before fall classes begin. There will also be an orientation held by the Graduate College the week before classes start. All new students are expected to attend the orientation and workshops.

Advising

Upon admission to the program, each student is assigned to a major advisor (also known as major professor or primary advisor). The major advisor is responsible for helping a student select courses and finalize their plan of study, supervising the student's Master's thesis/report and/or Doctoral dissertation, coordinating the comprehensive exam process for the student, coordinating the dissertation proposal meeting and final defense, and reporting the results of such examinations to the Graduate College within 48 hours. At any time during their program of study, a student may change advisors with the agreement of all parties. *Change of Advisor* forms are available from the Graduate Coordinator (see [Appendix C](#)). Students are also strongly encouraged to seek additional faculty mentors to serve on the student's committees, to provide interdisciplinary experience and training, and for additional publication and collaboration opportunities.

Student Problem Resolution

When students encounter problems, it is imperative that resources and solutions are identified as soon as possible. The DGS is the designated administrator responsible for addressing student concerns and determining the appropriate course of action. Additionally, students can seek counsel from the Associate Dean for Academic Affairs or any other faculty or staff member. Should problems arise between a student and their major advisor, or if their interests diverge, the student is expected to first communicate the issue with the major advisor. Students may seek help facilitating a discussion with their major advisor from the DGS, the Associate Dean, or any other faculty or staff member.

Students who are experiencing sensitive or confidential difficulties are encouraged to schedule an appointment with their major advisor or the DGS. They can offer assistance, guidance, and help identify additional resources to address the issue. Students may also speak to the Graduate College. Please review the Graduate College's [Summary of Grievances webpage](#) for more information.

Disability Resource Center

The UA Disability Resource Center (DRC) is the university's designated department responsible for ensuring access to university classes, programs, and activities for individuals with disabilities. Through an interactive process, the DRC facilitates access by offering either reasonable accommodations or

redesigning aspects of a university experience as needed. The DRC's processes are designed to be convenient for students.

When the design of the academic and campus experiences present barriers, accommodations may be necessary. At the DRC, students will find information on accommodations and other important campus resources to increase access on campus and enhance the overall UA experience. Disabilities appear in many forms (visible and invisible) and each pre-qualified student can discuss accommodations with an assigned Disability Access Coordinator.

Accommodations are available to any pre-qualified student and may involve flexibility with test taking times, test locations, note taking, or course substitutions. For more information, contact the [DRC](#) or visit their website.

Helpful Student Resources

- [COE Graduate Student Resources \(ADD LINK\)](#)
- The [Graduate College's New and Current Student webpage](#)
- The comprehensive Graduate College's New and Current Students [Frequently Asked Questions webpage](#)
- [Counseling & Psych Services](#), also known as CAPS
- [Think Tank](#), The Writing Center (ADD LINK)

Student Input into College of Education Operations

The College of Education administration is interested in understanding the student perspective of the school and its operations. To that end, numerous avenues for students to provide input and share concerns have been developed. First, student members are sought for Educational Psychology committees. Second, the DGS and the Graduate Coordinator conduct regular student check-ins throughout the academic year. Third, students are encouraged to complete university-administered student course surveys as well as course surveys (e.g., midterm course evaluations) administered by faculty. Finally, all graduating students are required to complete a comprehensive exit survey/interview. Ongoing student dialogues with faculty and staff provide a venue for proactive resolution of problems. When there are issues within a particular course, students should first speak with the instructor about their concerns. Course concerns involving multiple students that are not resolved through meeting with the instructor may be addressed with the DGS, the EDP Department Head, or the Associate Dean of Academic Affairs, where a plan of action for resolution of the issues can be developed.

Student Participation on College of Education Committees

Membership on College of Education Committees like College Council or Dean's Advisory Board provides students opportunities to participate in the school's decision-making and governance processes. We encourage students to consider committee membership as a means of familiarizing themselves with College of Education operations, faculty, and staff, and to develop leadership and collaborative skills.

STUDENT ORGANIZATIONS

Graduate and Professional Student Council (GPSC)

The [Graduate and Professional Student Council](#) (GPSC) was founded in 1991 and has its own officers, directors, representatives, and budget. The GPSC has played major roles in improving graduate student life by pushing for programs such as health insurance, childcare, TA and RA benefits, travel grants, and

national advocacy. To find out more about the scope of GPSC activities, visit the [GPSC website](#). Each College elects representatives to serve on GPSC.

University of Arizona Student Organizations

The University of Arizona has over 600 student clubs and organizations which play a key role in student life on campus. There are numerous undergraduate, graduate, and professional organizations fulfilling all aspects of student interests. For more information and contact information, follow our list of student clubs! The [Associate Students of the University of Arizona \(ASUA\) website](#) provides information about these student clubs.

UNIVERSITY OF ARIZONA POLICIES

Academic Policies

College of Education students are expected to adhere to all registration, enrollment, grading, and academic policies outlined in the [UA General Catalog](#) and [Graduate College website](#).

UA Smoking and Tobacco Policy

[The University's Smoking and Tobacco Policy](#) is designed to promote the health and wellness of all members of the University community, including visitors to campus, and prohibits the use of tobacco and nicotine-containing products on property owned or controlled by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, are permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - are prohibited.

Weapons Policy

Arizona Board of Regents policies 5-303 and 5-308 prohibit the use, possession, display or storage of any Weapons, Dangerous Instruments, Explosive Devices, or Fireworks, among other things, on The University of Arizona campus and on all land and in all buildings owned or under the control of The University of Arizona on behalf of the Arizona Board of Regents, except as provided in Section 12-781 of the Arizona Revised Statutes. **No concealed carry permit exempts a person from these policies.** These policies apply to all University of Arizona students, employees, visitors, and guests.

UNIVERSITY POLICIES GOVERNING ACADEMIC INTEGRITY, CONDUCT & NON-DISCRIMINATION

Academic Integrity Code

Integrity and ethical behavior are expected of every UA student in all academic work. This academic integrity principle stands for honesty in all class work and ethical conduct in all labs and clinical assignments. This principle is furthered by the student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308 through 5-404, all provisions of which apply to all UA students.

The procedures for reviewing a suspected violation are found in the complete Code of Academic Integrity, administered through the UA Dean of Students Office.

College of Education students are provided with numerous online resources for understanding plagiarism, developing citation skills, and learning strategies to avoid plagiarism. University sanctions may be imposed on a student following an academic integrity infraction. In addition, College of Education financial support (scholarships and assistantships) will be withdrawn, and future awards prohibited.

Student Code of Conduct

The UA Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions to promote their own personal development, to protect the university community, and to maintain order and stability on campus. [The UA Student Code of Conduct](#) outlines these standards and sanctions.

Disruptive Behavior in an Instructional Setting Policy

The University seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Faculty members and teaching staff have the authority and responsibility to effectively manage their classroom environments. Instructors may determine the time and manner for student questions and expression of points of view in the instructional setting. Accordingly, instructors should establish, communicate and enforce reasonable rules of classroom behavior and decorum via the syllabus and classroom discussion. This policy is not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions. Please review the full description of the [Disruptive Behavior in an Instructional Setting Policy](#).

Non-Discrimination and Anti-Harassment Policy

The UA is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages all who believe themselves to have been the subject of discrimination to report the matter immediately as described in the link below on Reporting Complaints to University Offices. All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations. Please review the full description of the [UA Non-Discrimination and Anti-Harassment Policy](#).

Threatening Behavior by Students Policy

The UA seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety, or welfare. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to oneself. Threatening behavior can harm and disrupt the University, its community and its families. Please review the full description of the [UA Policy on Threatening Behavior](#).

PHYSICAL RESOURCES AND FACILITIES

Student Mailboxes

All graduate students are assigned campus mailboxes. Student mailboxes are in Room 602 organized by letter of last name.

UA Libraries

The UA offers five [campus libraries](#) with study spaces, research materials, and technology resources. Specific resources available to graduate students may be found at <https://lib.arizona.edu/grads>. Each college/department has a designated librarian. For COE, the designated librarian is [Leslie Sult](#).

BICYCLES, BICYCLE PARKING, AND BICYCLE VALET SERVICE

UA students, faculty, and staff who ride their bicycles to school are encouraged to register their bicycles with the [University of Arizona Parking and Transportation Services](#). Bike registration provides the owner with discounts on selected bicycle supplies and services from participating bike shops, free lock cutting service for UA-registered bikes on campus, and a record of ownership and documentation for insurance carriers. Registration facilitates the return of stolen bikes to their owners.

Detailed bicycle parking, free bicycle valet service, and other information may be found on the UA [Bicycle Services website](#). Please note bicycles are not allowed in the McClelland Park building.

SAFETY

The safety and security of our students is of utmost importance. Emergency Blue Light phones, which automatically route calls to UAPD, are located throughout the campus and in the parking lots and garages. UAPD can be reached by dialing 520- 621-UAPD (8273). In an emergency, dial 9-1-1 for assistance. The on-campus university hospital, Banner University Medical Center, has around the clock security patrol.

[UAlert](#) is a free service that delivers emergency alerts to registered UA students, faculty and staff – as well as their friends and family – via their cell phones, mobile devices and/or email accounts during a campus emergency. UAlert is the most efficient and timely way to receive notifications about critical incidents affecting any of the UA campuses. To register for this service, please visit this [webpage](#).

[Safe Ride](#) provides a safe, night-time method of transportation to all university-affiliated persons on and around the main campus.

[LiveSafe](#), an app available for iOS and Android phones, provides real-time interaction for UA students and employees reporting security and safety concerns. All UA students and employees have free access to the app's secure platform.

A comprehensive list of safety tips for students can be found on the [UAPD website](#).

[Active Shooter Training](#), link to online active shooter training.

APPENDICES

APPENDIX A: Independent Study Proposal Form



INDEPENDENT STUDY PROPOSAL FORM

Please complete this form and obtain signatures of approval BEFORE registering. Return the form to the main office of the department that is administering the independent study. This form is for department records and is used to assign a grade at the end of the semester. Some academic departments will register you for Independent Study. If not, you must complete a Registration/Change of Schedule Form and submit it to the Office of the Registrar, Administration Building, Room 210, to be officially enrolled. **Reminder:** The last day to register for courses without a \$250 late charge in the Fall/Spring Semesters is the 21st day after the first day of classes; for Winter/Summer Sessions (to avoid a \$50 late charge) register by the day before the last day to drop with deletion from the record.

Student Name _____ Student ID # _____

Student Phone # _____ Student E-mail _____

Course Number (circle one) 199 199H 299 299H 399 399H 499 499H
599 699 799 Other _____

Number of Units _____ [Note: The University and Board of Regents have set a standard of 45 hours of course work for each unit of credit awarded.]

Semester _____ Year _____

Project Advisor _____

Department _____

Title of Project _____

Estimated hours per week Student will spend on project _____

Estimated Project Advisor/Student contact hours per week _____

Description of project, including anticipated product (see policy #5): (syllabus or project plan may be attached) _____

SIGNATURES:

Required:

STUDENT _____ DATE _____

PROJECT ADVISOR _____ DATE _____

Suggested:

DEGREE ADVISOR _____ DATE _____

DEPT. HEAD _____ DATE _____

APPENDIX B: Report on the Proposal Meeting Form

REPORT ON THE PROPOSAL MEETING Department of Educational Psychology

(Check One)

MA Thesis []
 MA Report []
 PhD Comprehensive Exam []
 PhD Dissertation []

Title/Description: _____

Student Name: _____

Student ID No: _____

Date of Meeting: _____

PROPOSAL APPROVED []

PROPOSAL NOT APPROVED []

Committee:

 Committee chair Date

 Committee member Date

 Committee member Date

 Committee member Date

APPENDIX C: Change of Advisor Form**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
UNIVERSITY OF ARIZONA****Notice of Change of Advisor**

This form is to be submitted to the department administrative associate in the Educational Psychology office, Room 602, in order for the change of advisor to be registered with the Department.

Date _____

Student's Name _____

Degree Program _____

Previous Advisor _____

New Advisor _____

Student's Signature _____

Previous Advisor's Signature _____

New Advisor's Signature _____

Department Head's Signature _____

Appendix D: Results of the MA Outcome/Thesis Exam

RESULTS OF THE MA OUTCOME/THESIS EXAM

Department of Educational Psychology

(Check One)

MA Thesis

MA Master Report

Title/Description _____

Student Name: _____

Student ID No: _____

Date of Meeting: _____

If doing a thesis, do you plan to archive the thesis with the graduate college? If so, please let the EDP admin know. Be aware of the due date for archiving as well as the fee that will be charged to your bursar account.

EXAM PASSED _____
FAILED _____

Committee:

X _____ (chair)
(signature/date)

X _____)
(signature/date)

X _____)
(signature/date)

Appendix E: PHD Dissertation Outcome Assessment

EDP PhD Rubric: **Written Outcome Assessments**

Students Name: _____

Outcome	Exceeds Expectations (Pass) 3	Meets Expectations (Revise & Resubmit) 2	Does Not Meet Expectations (Fail) 1	Rating
1) Demonstrate broad knowledge of educational psychology.	Writing demonstrates broad knowledge of theories, concepts, topics, and constructs in educational psychology.	Writing demonstrates broad knowledge of theories, concepts, topics, and constructs in educational psychology but may contain minor errors that can be revised.	Writing does not demonstrate accurate knowledge of theories, concepts, topics, and constructs in educational psychology.	_____
2) Critically analyze published research results in educational psychology.	Writing demonstrates the ability to critically analyze research and associated results related to their chosen topic(s).	Writing demonstrates the ability to critically analyze research and associated results related to their chosen topic(s). May contain some minor errors or misinterpretations requiring revision.	Writing does not demonstrate the ability to critically and accurately analyze research and associated results related to their chosen topic(s).	_____
3) Conduct research related to a significant issue in educational psychology.	Writing demonstrates the ability to frame, conduct, carry out, and interpret research in educational psychology.	Writing demonstrates the ability to frame, conduct, carry out, and interpret research in educational psychology. May contain some minor errors or misinterpretations requiring revision.	Writing does not demonstrate the ability to frame, conduct, carry out, and interpret research in educational psychology.	_____
4) Effectively communicate and defend results of research to peers and broader academic audiences.	Writing is clear and concise, follows APA guidelines, and is of publishable quality.	Writing is somewhat clear and concise, follows APA guidelines, and is of publishable quality following revisions.	Writing is not clear and concise and is not of publishable quality.	_____

Appendix F: Dissertation Proposal Written Assessment

EDP PhD Rubric- **Written Dissertation**

Students Name: _____

Outcome	Exceeds Expectations (Pass)	Meets Expectations (Revise & Resubmit)	Does Not Meet Expectations (Fail)	Rating
1) Conduct research related to a significant issue in educational psychology.	Writing demonstrates the ability to frame, conduct, carry out, and interpret research in educational psychology.	Writing demonstrates the ability to frame, conduct, carry out, and interpret research in educational psychology. May contain some minor errors requiring revision.	Writing does not demonstrate the ability to frame, conduct, carry out, and interpret research in educational psychology.	_____
2) Effectively communicate and defend results of research to peers and broader academic audiences.	Writing is clear and concise, follows APA guidelines, and is of publishable quality.	Writing is clear and concise, follows APA guidelines, and is of publishable quality following revisions.	Writing is not clear and concise and is of publishable quality.	_____

Appendix G: Dissertation Proposal Oral Assessment

EDP PhD Rubric- **Oral Defense Outcome Assessments**

Students Name: _____

Outcome	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Rating
Demonstrate broad knowledge of educational psychology.	Presentation demonstrates broad knowledge of theories, concepts, topics, and constructs in educational psychology.	Presentation demonstrates broad knowledge of theories, concepts, topics, and constructs in educational psychology but may contain minor errors that can be addressed.	Presentation does not demonstrate accurate knowledge of theories, concepts, topics, and constructs in educational psychology.	_____
Critically analyze published research results in educational psychology.	Presentation demonstrates the ability to critically analyze research and associated results related to their chosen topic(s).	Presentation demonstrates the ability to critically analyze research and associated results related to their chosen topic(s). May contain some minor errors or misinterpretations that can be addressed.	Presentation does not demonstrate the ability to critically and accurately analyze research and associated results related to their chosen topic(s).	_____
Effectively communicate and defend results of research to peers and broader academic audiences.	Presentation & following discussion is clear and concise, follows APA guidelines, and is of conference quality. The student is able to answer key questions effectively.	Presentation & following discussion is somewhat clear and concise, follows APA guidelines, and is of conference quality. The student is able to answer the majority, but not all key questions effectively.	Presentation is not clear and concise and is not of conference quality. The student is unable to answer the majority of key questions.	_____

Appendix H: PHD Dissertation Oral Assessment

EDP PhD Assessment Rubric- **Dissertation Oral Defense**

Students Name: _____

Outcome	Exceeds Expectations 3	Meets Expectations 2	Does Not Meet Expectations 1	Rating
Conduct research related to a significant issue in educational psychology.	Presentation demonstrates the ability to frame, conduct, carry out, and interpret research in educational psychology.	Writing demonstrates the ability to frame, conduct, carry out, and interpret research in educational psychology. May contain some minor errors requiring that can be addressed.	Presentation does not demonstrate the ability to frame, conduct, carry out, and interpret research in educational psychology.	_____
Effectively communicate and defend results of research to peers and broader academic audiences.	Presentation & following discussion is clear and concise, follows APA guidelines, and is of conference quality. The student is able to answer key questions effectively.	Writing is clear and concise, follows APA guidelines, and is of publishable quality following revisions. The student is able to answer the majority, but not all key questions effectively.	Presentation is not clear and concise and is not of conference quality. The student is unable to answer the majority of key questions.	_____

Appendix I: MA Thesis/Report Oral Assessment

EDP MA Rubric- Report/Thesis Oral Defense

Students Name: _____

Outcome	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Rating
1) Demonstrate general knowledge of educational psychology.	Presentation demonstrates general knowledge of theories, concepts, topics, and constructs in educational psychology.	Presentation demonstrates general knowledge of theories, concepts, topics, and constructs in educational psychology may contain errors that can be addressed.	Presentation does not demonstrate general knowledge of theories, concepts, topics, and constructs in educational psychology.	_____
2) Critically analyze research and practice in educational psychology.	Presentation displays the student's the ability to critically analyze research or practice related to their chosen topic(s).	Presentation displays the student's ability to critically analyze research or practice related to their chosen topic(s). May contain some minor errors or misinterpretations that can be addressed.	Presentation does not display the ability to critically and accurately analyze research or practice related to their chosen topic(s).	_____
3) Effectively discuss and communicate knowledgeably about issues related to educational psychology.	Presentation is clear and concise, follows APA guidelines, and <i>is of conference quality</i> . The student is able to answer key questions effectively.	Presentation is somewhat clear and concise, follows APA guidelines, and <i>is of conference quality</i> .	Presentation is not clear and concise and is <i>not of conference quality</i> .	_____

Appendix J: MA Thesis/Report Written Assessment

EDP MA Assessment Rubric- **Written Report/Thesis**

Students Name: _____

Outcome	Exceeds Expectations (Pass) 3	Meets Expectations (Revise & Resubmit) 2	Does Not Meet Expectations (Fail) 1	Rating
1) Demonstrate general knowledge of educational psychology.	Writing demonstrates general knowledge of theories, concepts, topics, and constructs in educational psychology.	Writing demonstrates general knowledge of theories, concepts, topics, and constructs in educational psychology but may contain minor errors that can be revised.	Writing does not demonstrate general knowledge of theories, concepts, topics, and constructs in educational psychology.	_____
2) Critically analyze research and practice in educational psychology.	Writing demonstrates the ability to critically analyze research and practice related to their chosen topic(s).	Writing demonstrates the ability to critically analyze research and practice related to their chosen topic(s). May contain some minor errors or misinterpretations requiring revision.	Writing does not demonstrate the ability to critically and accurately analyze research and practice related to their chosen topic(s).	_____
3) Engage (conduct original research or work on existing projects) in research related to a significant issue in educational psychology.	Writing demonstrates the ability to frame, engage in, and interpret research in educational psychology.	Writing demonstrates the ability to frame, engage in, and interpret research in educational psychology. May contain some minor errors or misinterpretations requiring revision.	Writing does not demonstrate the ability to frame, engage in, and interpret original research in educational psychology.	_____
4) Effectively discuss and communicate knowledgeably about issues related to educational psychology.	Writing is clear and concise, follows APA guidelines, and <i>is of publishable quality.</i>	Writing is somewhat clear and concise, follows APA guidelines, and <i>is of publishable quality following revisions.</i>	Writing is not clear and concise and is <i>not of publishable quality.</i>	_____

Appendix K: Graduate College Thesis and Dissertation Copyright Form



THE UNIVERSITY OF ARIZONA
Graduate College

1401 East University Boulevard
Administration, Room 322
P.O. Box 210066
Tucson, AZ 85721-0066
Phone: (520) 621-3471
Fax: (520) 621-4101
grad.arizona.edu

The University of Arizona
Graduate College
Graduate Student Academic Services

Electronic Theses and Dissertations Reproduction and Distribution Rights Form

- Please email this form to your degree counsellor (<https://grad.arizona.edu/tools/degrecounselors>)
- This form is due at the same time the Dissertation/Thesis is submitted.
- This form will be forwarded to the Main Library for permanent filing.

1. Name _____

2. Student ID _____ Degree _____

3. Major _____

4. Date of Defense _____

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Appendix L: EDP Comprehensive Exam Rubric for Mixed Methods Research

- Comps Empirical Research Rubric (QT) Example
 - In order to pass, students should pass all categories marked as essential (Grey highlights)
 - In the case where students do not pass all grey categories, students need to pass categories with asterisks in order to be considered for passing.
 - Majority vote (N/A can be used for categories that evaluators don't have proper expertise)
 - Students need to know whether they passed the written part prior to the oral exam

	Pass	Fail	Weight
Title	Title reflects the essence of the study.	Title is not reflective of the contents of the study.	
Abstract (200 words limit)	Clear and concise description of study aim, methods, and findings.	Insufficient information to understand the study aim and findings.	
Introduction			
Problem Statement, Significance of the study	Clearly articulated problem statement, referencing gap in the literature, and significance of the study. Persuasive writing that captures readers' interests.	Lack of/vague problems statement and significance of the study. Poor quality of writing	*****
Research Questions, Hypotheses, Research Aims and Objective	<p>Research questions include both quantitative and qualitative approaches.</p> <p>There is an explicit logical connection/reasoning/motivation to ask quantitative research question and qualitative research question under a single study.</p> <p>Clearly articulated research questions and/or hypothesis.</p>	<p>Research questions include only one side of inquiry.</p> <p>There is no clear connection or explicit reason to ask quantitative research question and qualitative research question under a single study.</p> <p>Unclear research questions and/or hypothesis.</p>	*****

	Clear and explicit aims and objectives	Lack of/vague aims and objectives	
Literature Review			
10-15 literature sources	Sufficient number of literature sources	Insufficient number of literature sources	
Literature search parameter & Evaluation of literature quality	Sufficient information on literature search parameter, and robust rationale to select literature sources.	Lack of/vague literature search parameter, and lack of rationale to select literature sources.	
Synthesis of Sources leading to the Identification of Gap in the literature	Strong synthesis of the literature to establish gap and motivate the study. Methodological justification for mixed methods drawn from the literature was explained. Persuasive writing.	Summary of the literature instead of synthesis of literature. Gap is not identified. Methodological justification for mixed methods drawn from the literature was vaguely explained or not explained. Poor quality of writing	*****
Methods			
Theoretical Framework	Philosophical underpinnings (e.g., pragmatism, critical realism, dialectical pluralism, transformative framework) to integrate both assumptions of inquiry for quantitative research and qualitative research were explained clearly and aligned with the study aims/goals.	Philosophical underpinnings (e.g., pragmatism, dialectical pluralism, transformative framework) to integrate both assumptions of inquiry for quantitative research and qualitative research were not explained, incorrectly/vaguely explained, or not aligned with the study aims/goals.	
Design	Correctly specified study design (e.g., Explanatory sequential design, exploratory sequential design, concurrent design), given research	Design statement is missing or incorrectly specified given research questions. Choice of design rationale was not provided.	*****

	questions. Mixing rationale and choice of design rationale was explained.		
Sampling, Data Collection, Procedure, & Data Analysis Description (positionality, trustworthiness for qual)	Refer to respective quantitative and qualitative rubric segments.		
Mixed Methods analysis	Description of how qualitative and quantitative results will be linked and integrated.	No description or vague description of how qualitative and quantitative results will be linked and integrated.	*****
Results			
Description of Findings	Refer to respective quantitative and qualitative rubric segments.		
Integration of findings	Quantitative and qualitative findings are meaningfully integrated (e.g., integration through narrative, integration through data transformation, integration through joint display). Careful consideration is given to how the additional methodological approach adds more comprehensive answer of research questions.	Quantitative and qualitative findings are not meaningfully integrated. Little or no consideration is given to how the additional methodological approach adds more comprehensive answer of research questions.	*****
Discussions			
Implication & Future direction	Implications and future direction were provided.	No implications and future direction	
References	Complete or correct references Aligned with APA style	Incomplete or incorrect references Not aligned with APA style	

Appendix M: EDP Comps Rubric for Quantitative Research

- Evaluation Criteria
 - In order to pass, students should pass all 11 categories marked as essential (Grey highlights)
 - In the case where students do not pass all 11 categories, students need to pass 6 categories with asterisks in order to be considered for passing.
 - Majority vote to pass or fail (N/A can be used for categories that evaluators don't have proper expertise)
 - Students need to know whether they pass written part prior to the oral exam

	Pass	Fail	Weight
Title	Title reflects the essence of the study.	Title is not reflective of the contents of the study.	
Abstract (200 words limit)	Clear and concise description of study aim, methods, and findings.	Insufficient information to understand the study aim and findings.	
Introduction			
Problem Statement, Significance of the study	Clearly articulated problem statement, referencing gap in the literature, and significance of the study. Persuasive writing that captures readers' interests.	Lack of/vague problems statement and significance of the study. Poor quality of writing	*****
Research Questions, Hypotheses, Research Aims and Objective	Precise and testable research questions/hypotheses. Clearly worded aims and objectives	Imprecise research questions/hypotheses Lack of/vague aims and objectives	*****
Literature Review			
10-15 literature sources	Sufficient number of literature sources	Insufficient number of literature sources	
Literature search parameter & Evaluation of literature quality	Sufficient information on literature search parameter, and robust rationale to select literature sources.	Lack of/vague literature search parameter, and lack of rationale to select literature sources.	
Synthesis of Sources leading to the Identification of Gap in the literature	Strong synthesis of the literature to establish gap and motivate the study. Persuasive writing.	Summary of the literature instead of synthesis of literature. Gap is not identified. Poor quality of writing	*****
Methods			
Design	Correctly specified study	Design statement (e.g.,	*****

	design (e.g., correlational study, quasi-experimental design, survey design), given research questions.	correlational study, quasi-experimental design, survey design) is missing or incorrectly specified given research questions.	
Sampling/Participants	Sampling strategy was specified and stated correctly. Informative sample description. Evaluation of sampling characteristics in light of the research questions and generalizability/external validity.	No sampling strategy was identified, or stated incorrectly. Insufficient sample description. No evaluation of sampling characteristics in light of the research questions and generalizability/external validity.	
Measures	Appropriate selection of measure (e.g., alignment, sufficient quality). If no appropriate measure is available, acknowledgment of limitations were addressed. Measure descriptions including reliability and validity	Inappropriate selection of measure (e.g., misalignment, low quality) Lack of measure descriptions including reliability and validity	
Procedures	Sufficient description of procedures	Insufficient description of procedures	
Statistical Analysis	Sufficient or correct description of statistical analysis, and appropriate analysis.	Insufficient or incorrect description of statistical analysis, and inappropriate analysis.	*****
Results			
Descriptive Statistics (including missing data)	Sufficient descriptive statistics to understand inferential analysis	Missing or incorrect descriptive statistics to understand inferential analysis	
Inferential Statistics (including effect size, if applicable)	Correct reporting of statistical results.	Incorrect reporting of statistical results	*****
Discussions			
Summary of results and Interpretation	Clear connection between statistical results and interpretation. Meaningful structure to organize the discussions. Connection to the	No clear connection between statistical results and interpretation Lack of structure to organize the discussions Lack of connection to the	

	literature/theories. Persuasive writing	literature/theories Poor quality of writing	
Generalizability/Limitations	Some discussions on the generalizability/limitations were provided.	Missing or no discussion on the generalizability/limitations	
Implication & Future direction	Implications and future direction were provided.	No implications and future direction	
References	Complete or correct references Aligned with APA style	Incomplete or incorrect references Not aligned with APA style	

Appendix N: EDP Comps Rubric for Qualitative Research

- Comps Empirical Research Rubric (QL) Example
 - In order to pass, students should pass all 11 categories marked as essential (Grey highlights)
 - In the case where students do not pass all 11 categories, students need to pass 6 categories with asterisks in order to be considered for passing.
 - Majority vote (N/A can be used for categories that evaluators don't have expertise)
 - Students need to know whether they pass written part prior to the oral exam

	Pass	Fail	Weight
Title	Title reflects the essence of the study.	Title is not reflective of the contents of the study.	
Abstract (200 words limit)	Clear and concise description of study aim, methods, and findings.	Insufficient information to understand the study aim and findings.	
Introduction			
Problem Statement, Significance of the study	Clearly articulated problem statement, referencing gap in the literature, and significance of the study. Persuasive writing that captures readers' interests.	Lack of/vague problems statement and significance of the study. Poor quality of writing	*****
Research Questions, Research Aims and Objective	Clearly articulated research questions. Clear and explicit aims and objectives	Unclear research questions. Lack of/vague aims and objectives	*****
Literature Review			
10-15 literature sources	Sufficient number of literature sources	Insufficient number of literature sources	
Literature search parameter & Evaluation of literature quality	Sufficient information on literature search parameter, and robust rationale to select literature sources.	Lack of/vague literature search parameter, and lack of rationale to select literature sources.	
Synthesis of Sources leading to the Identification of Gap in the literature	Strong synthesis of the literature to establish gap and motivate the study. Persuasive writing.	Summary of the literature instead of synthesis of literature. Gap is not identified. Poor quality of writing	*****
Methods			

Theoretical Framework	Philosophical underpinnings (e.g., epistemological assumption) aligned with the study were explained clearly.	Philosophical underpinnings (e.g., epistemological assumption) were not explained, or incorrectly/vaguely explained.	
Design	Correctly specified study design (e.g., Basic qualitative design, case study, ethnography, grounded theory, narrative, phenomenological study), given research questions. Choice of design rationale was explained.	Design statement is missing or incorrectly specified given research questions. Choice of design rationale was not provided.	*****
Sampling/Participants	Sampling strategy was specified and stated correctly. Detailed descriptions of participants were provided. Evaluation of sampling characteristics in light of the research questions.	No sampling strategy was identified, or stated incorrectly. Insufficient participant description. No evaluation of sampling characteristics in light of the research questions.	
Data collection	Appropriate data sources and types were identified (e.g., semi-structured individual interview, focus group interview, participant observation).	Data sources and types were not identified or inappropriately identified.	
Procedures	Sufficient description of procedures	Insufficient description of procedures	
Data Analysis	Accurate and detailed description of data analysis	Insufficient or incorrect description of data analysis	*****
Positionality	Positionality relevant to the study was addressed in a meaningful way.	Positionality was not addressed; Positionality irrelevant to the study was addressed.	
Trustworthiness	Ways to ensure trustworthiness were	Trustworthiness was not addressed; insufficient or	

	addressed properly and sufficiently.	improper discussions about trustworthiness	
Results			
Description of Findings	Thick and detailed description of findings were provided with appropriate quotes.	Shallow or thin description of findings; no quotes or irrelevant quotes were included.	
Theorizing/ Interpretation of Findings	Findings were discussed in relation to literature/theories. Further synthesis of findings was made. Meaningful structure to organize the discussions. Persuasive writing	Findings were not discussed in relation to literature/theories. Disparate findings were discussed without synthesis. Lack of structure to organize the discussions Poor quality of writing	*****
Discussions			
Implication & Future direction	Implications and future direction were provided.	No implications and future direction	
References	Complete or correct references Aligned with APA style	Incomplete or incorrect references Not aligned with APA style	