LEARNING SCIENCES PROGRAM

Department of Educational Psychology
University of Utah

Handbook for Students
and
Guide to Graduate Programs

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Program Faculty

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CLIFFORD J. DREW, PH.D., Professor; Associate Dean, College of Education	University of Oregon
MICHAEL K. GARDNER, PH.D., Professor Area Head, Research Methods	Yale University
DOUGLAS J. HACKER, PH.D., Professor; Chair, Teaching & Learning Department	University of Washington
JOHN C. KIRCHER, PH.D., Professor	University of Utah
DAN J. WOLTZ, PH.D., Professor	Stanford University
ROBERT Z. ZHENG, ED.D., Assistant Professor; Area Head, Instructional Design & Educational Technology	Baylor University
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Learning Sciences Program

Introduction

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

Learning and Cognition

Overview

The Learning and Cognition area is broad, involving basic and applied research in several areas, including: the psychology of reading, the psychology of writing, the cognitive skill acquisition, memory processes, human intelligence, applications of psychological principles to learning contexts, psychophysiology, and credibility assessment (e.g., the use of polygraph techniques).

The Learning and Cognition area grants the following degrees: Master of Arts (MA), Master of Science (MS), Master of Philosophy (M.Phil.), and Doctor of Philosophy PhD). Students in this area acquire theoretical knowledge of psychological and/or educational principles, and the methodological skills necessary to conduct original research on a variety of topics such as those outlined above. A cognitive framework is used in approaching issues. That is, mental processes and structures are postulated to account for learning and the effects of instruction. However, within this cognitive framework there is a great diversity in the kinds of research questions that can be pursued and in the particular methodologies used to explore them.

Career Options

Graduates of the Learning and Cognition area are prepared for several career paths. Those receiving the doctoral degree are prepared for university and college teaching and research. Other options include employment in research and development centers, government and human service organizations, professional schools, school systems, and other types of applied settings. Additionally, businesses, industry, and the military need people who are skilled in cognitive analysis and applied cognitive research.

Program Model

Students in the Learning and Cognition area work closely with a faculty member under a mentorship model, a principal focus of which is conducting research, including but not limited to theses and dissertation projects. The program consists of four parts. First, students complete a set of required core courses that ensure a thorough foundation in

psychology and educational psychology, research methodology, and learning and cognition. Students who enter the program without sufficient background may need to complete additional coursework beyond the requirements outlined in this document. In addition to substantive courses in psychology and education, this includes a strong background in statistics and research design. Second, students complete a set of courses tailored to their individual interests and career goals. These courses are selected with the approval of the student's major advisor. Third, the student works in collaboration with a faculty member on research projects. This provides the student with "hands on" experience conducting research under close supervision of an experienced researcher. Fourth, the students conduct independent doctoral (and possibly master's) research on a topic chosen in collaboration with his or her major advisor. Students who are admitted for the Ph.D., but who have not completed an empirical M.S. or M.A. thesis, are required to earn the M.S. degree en route to the Ph.D.

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

Laboratories

The Learning and Cognition area operates three research laboratories: the Laboratory on Learning and Cognition, the Eye-Tracking Laboratory, and the Psychophysiology Laboratory. These laboratories are overseen by department faculty and are used by both students and faculty to explore theoretical and applied research questions.

Laboratory on Learning and Cognition. The Laboratory on Learning and Cognition is directed by Professors Dan J. Woltz and Michael K. Gardner. The Laboratory features eight IBM PC compatible data collection computers, as well as office space for graduate students and research assistants. Reaction time experiments are programmed using the E-Prime experimental authoring system. Research subjects (for studies approved through the University of Utah's Institutional Review Board) are recruited from the Department's introductory educational psychology courses. Research conducted in the Laboratory on Learning and Cognition has involved the acquisition of cognitive skills, undetected errors in cognitive skills, and priming processes in memory.

Eye-Tracking Laboratory. The Eye-Tracking Laboratory is directed by Professors Anne E. Cook and Douglas J. Hacker. The Laboratory features an ASL Model 501 head-mounted eye-tracker with eye-head integration. Students receive extensive training before using the eye-tracker for research projects. Research conducted in the Eye-Tracking Laboratory has involved the psychology of reading, the psychology of writing, and the detection of deception.

Psychophysiology Laboratory. The Psychophysiology Laboratory is directed by Professor John C. Kircher. The Laboratory features a Biopac MP 100 polygraph that allows data collection of up to sixteen channels of psychophysiological data. Data extraction is accomplished via CPS Laboratory, a software package developed by Professor Kircher to extract predefined psychophysiological features from psychophysiological data streams. Professor Kircher is one of the nation's leading experts on the computerized detection of deception. Research conducted in the Psychophysiology Laboratory has involved the detection of deception, childhood psychopathology, and client/counselor interactions.

Curriculum

MS/MA Required Coursework (minimum 39 semester hours)

Cognition (minimum of 9 credit hours from the following)

EDPS 6410/7510 Cognition, Learning, and Behavior (3)
EDPS 6451/7451 Foundations of Learning (3)
EDPS 6050 Life Span Development: Childhood & Adolescence (3)
-or- EDPS 6051 Life Span Development: Early to Late-Adulthood (3)
-or- PSY 6220 Cognitive Development (3)

Methodology (14 credit hours)

EDPS 7010 Quantitative Methods I: Foundations of Inferential Statistics (3)
EDPS 7020 Quantitative Methods II: ANOVA and Multiple Regression (5)
EDPS 7300 Psychometric Theory (3)
EDPS 7400 Advanced Research Design (3)

Specialty Area and Thesis Research (minimum 16 credit hours)

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

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

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

Basic Psychological Processes (minimum 12 hours from the following)

EDPS 6050 Life Span Development: Childhood & Adolescence (3)
EDPS 6051 Life Span Development: Early to Late-Adulthood (3)
EDPS 6712 Reading Research (3)
EDPS 7160 Neuropsychological Bases of Behavior (3)
EDPS 7415 Human Memory (3)
EDPS 7520 Psychology of Reading (3)
EDPS 7850 Seminar in Human Intelligence (3)
EDPS 7880 Advanced Seminar on Theory and Methods of Psychophysiology (3)

Advanced Methodology (minimum of 9 hours from the following)

EDPS 7570 Multivariate Statistics (3)
EDPS 7870 Seminar in Methodology (3)
EDPS 7320 Scale Development (3)
EDPS 7460 Program Evaluation (3)
EDPS 7790 Practicum in College/University Teaching (1-3)

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

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

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

Supervisory Committee

Students pursuing a Master's Degree must form a supervisory committee of three faculty members. Students pursuing a Ph.D. must form a supervisory committee of five members. The supervisory committee form (see Forms and Deadlines) for either the Master's or Ph.D. must be submitted during the beginning of the second year of their program.

Program of Study

Master's Degree candidates must file an application for admission to candidacy at least one semester prior to finishing their degree requirements. Ph.D. candidates must file a program of study form at least one semester prior to finishing their degree requirements.

Ph.D. Qualifying Examination

All Ph.D. students must pass a Qualifying Examination, as specified by the Graduate School. The Qualifying Exam consists of two parts, a written examination and an oral examination. The written portion of the Qualifying Examination will be constructed by the student's supervisory committee. The written examination will consist of at least three papers or written descriptions of projects and will be designed to contribute to the student's preparation for postdoctoral work. Examples include theoretical or methodological papers, integrative literature reviews, meta-analysis, journal articles, research projects, or grant proposals. Examples of projects include program evaluations, data-base development or programming, development of instructional materials, or Monte Carlo experiments. The papers or project descriptions may not be used as the dissertation proposal. The supervisory committee will evaluate the written portion of the examination and indicate if the student will be allowed to proceed to the oral portion of the Qualifying Examination. The oral portion of the Qualifying Exam will be a defense of the candidate's written proposal for the dissertation. At the proposal meeting, the supervisory committee may ask follow up questions relating to the written portion of the exam.

Each member of the supervisory committee will each cast a Pass / Fail vote on the examination as a whole. An overall passing grade should be given to candidates who demonstrate that they are well prepared to conduct independent research in their specialty area. The overall exam Pass / Fail grade will be determined by majority vote of the supervisory committee. Based on those results, the student may be discouraged from further participation in the program or encouraged to complete the dissertation.

The Graduate School requires that the Qualifying Examination be completed at least one semester prior to defense of the dissertation and that the Report of the Qualifying Examination for the Ph.D., Ed.D., or M.Phil. Degree and Recommendation for Admission to Candidacy form be submitted to the Graduate School at least 2 months preceding the semester of graduation.

Instructional Design and Educational Technology (IDET)

Overview

Students admitted to the Instructional Design and Educational Technology (IDET) program, are admitted for the Master of Education (MEd) degree. There is also a Master of Science (MS) degree offered, but students must make a special application for this degree. The core course work is the same for the two degrees, but the MS degree requires 6 additional semester hours of thesis research (EDPS 6970), and it requires the successful completion of a thesis. In addition, students wishing to pursue the MS degree must have a graduate course in statistics (e.g., EDPS 6010), which can be substituted for the research design course (EDPS 6030) in the MEd curriculum.

The MEd is a professional degree designed for educational practitioners. The emphasis is on acquiring knowledge and skills that can be applied in educational practice. The MS is a research oriented degree that covers the same body of knowledge and skills, but prepares students to conduct research on instructional design and technology issues and in some cases prepares them for research-oriented doctoral training. Most research-oriented doctoral programs require thesis research in the student's Master's degree. However, there are many doctoral programs in the field of education that are less research oriented and will accept either a MEd or MS degree as preparation.

The IDET faculty requires a special application process for the MS degree to ensure that this option is the right one for a student. The MS degree requires considerably greater effort on both the part of the student and faculty, and it requires a greater familiarity with research methods than does the MEd.

Career Options

Students completing the MEd program will have expertise that is beneficial in public education, higher education, and corporate training settings.

Program Model

The program prepares students to analyze, design, develop, implement, and evaluate technology-based instruction for educational contexts. The instructional design "*ID"* component of the program provides students with the knowledge and skills necessary to identify learner needs and goals and to develop instructional systems to meet those needs and goals. The educational technology "*ET"* component provides students with knowledge and skills necessary to create technology-based learning environments in which learner needs and goals are met with and supported by technology.

Students focus much of their course work on school-based or work-related instructional design projects. Courses are offered during the evening hours and during the University's summer session. A cohort of students begins each year, and students should be able to complete the program in less than two years. Each cohort takes two 3-hour courses for five consecutive semesters, one of which is a summer term. Courses paired in the same semester typically coordinate project assignments so that different areas of study are brought to bear on the same instructional design projects. As a cumulative activity in

the final semester, students enroll in a capstone in which a final is designed and presented to faculty.

Curriculum

M.Ed. in Instructional Design and Educational Technology (minimum 30 semester hours)

ED PS 6030 Introduction to Research Design (3)
ED PS 6430 Foundations of Instructional Design (3)
ED PS 6431 Advanced Instructional Design Theory (3)
ED PS 6440 Human-Computer Interaction & Emergent Technology (3)
ED PS 6445 Leadership in Instructional Design & Educational Technology (3)
ED PS 6446 Integration of Instructional Design & Ed. Tech. in the Classroom (3)
ED PS 6447 Web-based Tools and Applications (3)
ED PS 6451 Foundations of Learning (3)
ED PS 6560 Multimedia Presentations and Tools (3)
ED PS 6750 Advanced Projects in Instructional Design (3)

M.S. in Instructional Design and Educational Technology (minimum 36 semester hours)

ED PS 6010 Introduction to Statistics and Research Design (3)
ED PS 6430 Foundations of Instructional Design (3)
ED PS 6431 Advanced Instructional Design Theory (3)
ED PS 6440 Human-Computer Interaction & Emergent Technology (3)
ED PS 6445 Leadership in Instructional Design & Educational Technology (3)
ED PS 6446 Integration of Instructional Design & Ed. Tech. in the Classroom (3)
ED PS 6447 Web-based Tools and Applications (3)
ED PS 6451 Foundations of Learning (3)
ED PS 6560 Multimedia Presentations and Tools (3)
ED PS 6750 Advanced Projects in Instructional Design (3)
ED PS 6970 Graduate Thesis: Masters (6)

Scheduling order of courses:

Fall	Spring	Summer	Fall	Spring
EDPS 6430 (Inst Des)	EDPS 6030 (Research)	EDPS 6560 (Multimed)	EDPS 6431 (Ad Ins De)	EDPS 6750 (Capstone)
EDPS 6451 (Learning)	EDPS 6446 (Integ)	EDPS 6446 (Tools)	EDPS 6445 (Leader)	EDPS 6440 (HCI)

Capstone Project

Purpose. A requirement for completion of the Instructional Design and Educational Technology (IDET) program is the construction and presentation of a final project. The purpose of the final project requirement is twofold: (a) The project is to be a culminating experience in which you can demonstrate and reflect upon the skills and knowledge that you acquired since you began your IDET course work, and (b) it can serve as a means to demonstrate to your current or potential employer your skills and abilities using both instructional design principles and applications of educational technology. With both these goals in mind, your project becomes evidence that reflects not just your work as a student in the IDET program but your overall professional skills.

Goal statement. Your project should start with a short and concise statement of your professional and personal goals as they relate to IDET. As a starting point for this statement, candidates should revisit their goal statements that they wrote upon admission to the IDET program and reflect on how the goals described in those documents have or have not been met and explain why or why not. In addition, the goal statement should include a description of how you expect what you have learned in the program will be implemented in your profession and how you expect it to influence your teaching or other performance activities. Last, the goal statement should explain to your supervisory committee how your project is going to be used and what you are trying to convey in it.

Advanced program guidelines. Educational Computing and Technology Leadership (TL) advanced programs meeting International Society for Technology in Education (ISTE) Standards will prepare candidates to serve as technology directors, coordinators, or specialists. Special preparation that you have received in computing systems, instructional program development, staff development, and other advanced applications of technology to support student learning and assessment will prepare you to serve in technology-related leadership positions at district, regional, and/or state levels.

ISTE recognizes that educational computing and technology foundations are essential for all teachers. ISTE also acknowledges educational computing and technology specialty areas beyond these foundations and has established program standards for initial and advanced programs. These program standards will assist teacher education units, and professional organizations and agencies in understanding and evaluating the educational preparation needed for specialization within the field.

Overview of the MS Thesis Process

For those considering applying for the IDET MS option, it is important to consider which degree fits your background and professional goals as described above. It is also useful to have a clear understanding of the work involved in completing a master's thesis. An overview is provided here of the process after a student's application for the MS option has been approved. Interested students are encouraged to also look at completed theses from the Department of Educational Psychology that are in the Marriott Library and in Room 322 MBH.

Committee formation. A student must complete Department and University forms identifying faculty members who agree to serve on the thesis committee. The committee must be approved by the Department Director of Graduate Studies and meet University regulations for thesis committees as described in the University's General Catalog.

Proposal submission. A formal proposal for the thesis research must be submitted to the student's committee. This proposal is developed with guidance by the chair of the student's committee. The proposal should include a review of relevant theory and research literature, a clear articulation of the research question(s), a thorough explanation of the research methods and procedures to be used, an overview of the proposed methods of data analysis, and a clear description of the expected findings and how they would contribute to the existing literature.

Colloquium. After completing the written proposal with guidance by the committee chair, the student distributes the document to all three committee members. The student then schedules a colloquium to make an oral presentation of the proposed research. The committee members then discuss the proposal with the ultimate goal of approving a project for the thesis. In some cases, approval is contingent on substantial modification to the original ideas and methods.

Conduct of the research project. Thesis projects in the Department of Educational Psychology are almost always empirical studies. For IDET students, thesis projects will most often take the form of an empirical evaluation of the impact of various instructional design or technology applications. Data collection and analysis will be prescribed by what methods are approved in the proposal process. Prior to the collection of any data, the student must obtain approval by the University Institutional Review Board (IRB), a committee that reviews all research with human subjects (links to the IRB are found on the University web page).

Thesis writing. The thesis project culminates in a written thesis that follows American Psychological Association (APA) format. A typical thesis has at least four chapters that cover a literature review, the research methods, the analyses and results of the empirical evidence obtained, and a discussion of the results in relation to existing theory

and evidence. The preparation of the written thesis is done with the guidance of the student's thesis committee chair.

Thesis defense. When the thesis committee chair is satisfied with the written thesis, it can be distributed to the other committee members and a defense time can be scheduled. In the oral defense, the student presents the thesis project and fields questions from the committee. A successful defense of the thesis is a university requirement for the degree.

Graduate school approval of the thesis. After the thesis committee passes the student on the written thesis and defense, the thesis must be sent to the Graduate School office in the University for review. Here the thesis editor makes sure that the format of the thesis conforms to university standards.

Application procedure for the MS option. See the appendix for the application form.

Application Form. There is a brief 1-page application form in which a student describes their reasons for pursuing the MS degree, research-related background, and career goals that relate to research.

Mini proposal. A student applying for the MS option should write a mini proposal of approximately 4-5 pages that describes the research topic of interest. This proposal should include reference to some previous research related to your topic that helps define the topic area and what is already known about it. It should clearly describe a research question and why the question is important with respect to current theory, past research, and possibly issues of educational practice. The mini proposal should also describe a possible research design (including relevant measurement methods and procedures) that could be employed to investigate the research question. Finally, the proposal should address something about how data collected from the proposed design would be analyzed and interpreted to address the question.

IDET faculty will review each mini proposal for appropriateness of the project as a thesis. The faculty may request a meeting with the student to clarify some issues before making a decision. The decision is based on whether a project seems likely to contribute to existing research literature, and whether IDET faculty have the expertise to oversee research in the proposed topic area. The student will hear back from the IDET faculty within 3 weeks of when the application is submitted.

Overview of the IDET MEd to PhD Process

Many students who graduate from the IDET program with a MEd wish to continue on for a PhD in the Learning Sciences Program. Because the Learning Sciences PhD is a strongly research-based degree and the MEd IDET degree is a practitioner-based degree, students wishing to pursue a PhD must receive additional education and training to give them a strong research foundation on which to build their PhD. Therefore, MEd graduates from IDET, upon admission to the PhD program must complete ED PS 7010 and ED PS 7020, and they must register for 6 credits of independent study. The focus of these 6 credits is to complete a "Masters-type" thesis. Although this thesis will not go through the formal approvals required by the Thesis Editor at the University, the thesis must go through the same procedures that are required for the MS thesis described above. These procedures consist of: committee formation, proposal submission, colloquium, conducting the research, writing and defense of the thesis. The 6 addition independent study credits will not count toward the credits required for the PhD.

Research Methods

Research Methods Emphasis

The Research Methods area is concerned with the research methodologies used to investigate learning and educational psychology, broadly defined. Faculty members associated with this area also teach statistics and research methods courses open to students throughout the University of Utah. These same faculty often serve as statistical methodology experts on doctoral dissertation and master's thesis supervisory committees. Students can receive a Ph.D. in Educational Psychology through the Learning Sciences program that emphasizes research methods.

Master of Statistics

Overview. The Master of Statistics (M.Stat.) is a professional inter-department program administered by the University of Utah Statistics Committee. The M. Stat. Degree is for those students whose primary interest lies in statistical methods in educational psychology. Students interested in earning the M.Stat. degree in Educational Psychology apply to the Department of Educational Psychology. The degree is also offered in the Departments of Mathematics, Family and Preventive Medicine, Management, Economics, and Sociology; students interested in earning the M.Stat. degree in any of these departments should contact the relevant department.

All students seeking the M.Stat. degree take a required curriculum of courses in Educational Psychology, Mathematics, and Statistics to ensure a comprehensive background in statistics and research methodology. Students must also demonstrate competency in at least one statistical package, and complete one or more statistical projects under the direction of a supervisory committee.

Career Options. Students receiving the M.Stat. degree are prepared to design experiments, analyze and interpret data, and evaluate programs in the fields of education, psychology, and mental health. Employment is available in a number of applied settings, such as school districts, hospitals, government laboratories, and industrial settings.

Program Model. Students complete the required curriculum and work independently on their statistical projects. Supervision is provided by the student's supervisory committee chair, and, to a lesser extent, by the other members of the student's supervisory committee.

Curriculum

M.Stat. Required Coursework (minimum 35-38 credit hours)

Educational Psychology Courses (17-20 credit hours)

EDPS 7020 Quantitative Methods II (5)
EDPS 7300 Psychometric Theory (3)
EDPS 7400 Advanced Research Design (3)
EDPS 7570 Multivariate Statistics (3)
EDPS 6950 Independent Study and Special Projects (3-6)

Mathematics (9 credit hours)

MATH 5010 Introduction to Probability (3)
MATH 5080 Statistical Inference I (3)
MATH 5090 Statistical Inference II (3)

Statistics (9 credit hours)

STAT 6869 Advanced Methods in Statistics (3)
STAT 5969 Special Topics in Statistics (6) (Cross-listed with EDPS 5969)
or electives approved by student's supervisory committee

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

Admission. Application for admission to the program is made through Graduate School Admissions. With the application for admission, the student must select a specific discipline in an existing department, in this case the Department of Educational Psychology. The department becomes the student's major department upon approval of his/her application. Approval for admission is dependent upon the quality of the student's previous work, test scores, the recommendation of the Director of Graduate Studies of the major department, and the approval of the University Statistics Committee.

Minimum requirements for admission: Bachelor's degree from an accredited college or university, one year course in calculus, knowledge of matrix theory, and at least two semester courses in basic statistics. Additional knowledge in specialized fields may also be required. Students who have not completed the prerequisites as an undergraduate may have to extend the time required to complete their programs. International applications must also include official TOEFL scores. For admission to some department, students must take either the GRE or GMAT prior to applying for the Master of Statistics degree program.

Graduation requirements. All students in the program are required to take a minimum of 33-36 semester hours. Core courses that are required for all programs are: Math 5010, 5080, 5090, either Stat 6869 or Math 6070 (see discipline requirements), as well as methodology courses in the student's area of specialization. A demonstrated competency in a least one statistical package is also required. The Master of Statistics is a professional, non-thesis, degree program. However, each student is required to complete

one or more statistical projects, pass an oral examination on the project(s) and submit a final written report acceptable to the student's supervisory committee, plus each student must pass a written comprehensive examination. The student's supervisory committee will be selected by the chair of the University Statistics Committee approved by his/her major department and appointed by the Dean of the Graduate School.

Comprehensive Examination. The comprehensive exam is offered once to twice per year, by the committee chair or her or his designee. Dates are set early in the year, with adjustments if necessary. MStat students are invited to take the comprehensive exams soon after they complete the Math 5010-5080-5090 series. No other students are invited to take the exam. Since a year of applied statistics is a prerequisite for this program, the content of the comprehensive exam includes applied statistics through multivariable regression and one-way analysis of variance.

Faculty Research Interests

Anne E. Cook: Research in reading and text comprehension process; eye-tracking methodology to explore questions in reading. [Areas: Learning and Cognition, Instructional Design and Educational Technology, Research Methodology]

Clifford J. Drew: Research in education and psychology; human development and disabilities; graduate and professional training; research methodology. [Areas: Instructional Design and Educational Technology, Research Methodology]

Michael K. Gardner: Human intelligence; reasoning and problem solving; information processing models of analogical reasoning; human memory; acquisition and retention of cognitive skills. [Areas: Learning and Cognition, Instructional Design and Educational Technology, Research Methodology]

Douglas J. Hacker: Writing processes; text comprehension; comprehension strategies; reading and writing connections; metacognition; school and program evaluation. [Areas: Learning and Cognition, Instructional Design and Educational Technology, Research Methodology]

John C. Kircher: Applied and basic psychophysiology; polygraph and the detection of deception; statistics and research design. [Areas: Learning and Cognition, Research Methodology]

Dan J. Woltz: Human memory; acquisition and retention of skills and knowledge; transfer and generalization; implicit memory; priming in memory. [Areas: Learning and Cognition, Instructional Design and Educational Technology, Research Methodology]

Robert Z. Zheng: Multimedia and human cognition. [Areas: Learning and Cognition, Instructional Design and Educational Technology]

Student Information

Financial Aid

Financial Aid & Scholarships Office
http://www.sa.utah.edu/finance/

Graduate School Financial Assistance
http://web.utah.edu/graduate_school/financial.html

Student Advisory Committee (SAC)

The Student Advisory Committee for Educational Psychology
http://edps.ed.utah.edu/SAC/index.html

Student Health

Graduate Student Health Insurance
http://web.utah.edu/graduate_school/hip.html

GM Southwest Insurance
http://www.gmsouthwest.com/

Insurance Declaration
http://web.utah.edu/graduate_school/insurancedeclaration.pdf

Insurance Question and Answer
http://web.utah.edu/graduate_school/shibqa.pdf

Insurance Rates
http://web.utah.edu/graduate_school/insurancerates.pdf

Student Health Services
http://www.studenthealth.utah.edu/

Student Rights

Code of Student Rights and Responsibilities (“Student Code”)
http://www.admin.utah.edu/ppmanual/8/8-10.html

Forms and Deadlines

Students are responsible for submitting the necessary paperwork to complete their degree, as well as completing the necessary curriculum. Some of the academic forms follow this page. For assistance with the academic forms and requirements, please consult with Sherrill Christensen, the Academic Advising Specialist, in the department office (327 MBH or 801-581-7148).

IDET Application for MS Degree

Name _____

Year entered IDET program _____

GPA in IDET courses taken so far _____

Prior Degrees (majors, minors, institutions, years):

Research-oriented Coursework in Prior Degrees

Prior Research Experience

Explain why do you want to pursue the MS rather than Med degree?