EdPsych Online Student Handbook 2022-23

College of Education, Health & Human Sciences

University of Tennessee

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Purpose of the Handbook

The official graduate student handbook of the University of Tennessee, Knoxville is *Hilltopics*. The Educational Psychology and Counseling Department also publishes a supplementary handbook. You can find the most current version of it posted on the Information for Current Students webpage. The purpose of this *EdPsych Online* handbook is to provide information pertaining specifically to the master's degree in Educational Psychology.

Purpose of the *EdPsych Online* Program

The master's degree in Educational Psychology program is offered in a completely online format. We call it *EdPsych Online*. This distance education program is designed for professionals working in school settings, higher education, non-profits, businesses, and government as well as those preparing for work in these and related areas. Program faculty are committed to the creation and study of environments that enhance learning potential and promote lifelong learning for people of all ages, abilities, and backgrounds.

This master's degree may also be used as a stepping stone to doctoral education. Some examples of related doctoral programs are Educational Psychology and Research with a concentration in Adult Learning; School Psychology; or perhaps Applied Educational Psychology.

Overview of the Program

The program requires 36 hours of non-thesis coursework and a comprehensive examination. Students take 24 hours of core courses and choose from two concentrations for 12 additional hours in either Adult Education or Applied Educational Psychology.

While all courses are offered online, nearly all of them are offered through synchronous methodology requiring students to sync up with others at the designated evening and time which is currently Eastern Standard Time. Students are advised to take two courses per semester for six consecutive semesters so they can graduate in two years. We do not admit individuals who do not intend to stick to the two courses per semester model. Finally, students of online programs may not register for any campus based courses regardless of where they live/work.

Program Concentrations

Adult Education

Adult Education focuses on the advanced educational needs of professionals who work with adults in a host of settings. The concentration includes coursework in such areas as adult learning and development, program planning, non-Western perspectives on teaching and learning, adult learning in social context, and professional issues in adult education, research, and teaching adults. Emphasis is on the development of reflective practitioners who actively participate in leadership and service to promote adult learning in a global community.

Applied Educational Psychology

Applied Educational Psychology focuses on concepts, principles, techniques, and models of educational psychology as they are used to facilitate teaching, learning, and the creation of effective classroom environments for learners of all ages. The concentration includes traditional themes in educational psychology (e.g., human development, learning principles, assessment, and psychoeducational intervention).

Synchronous Nature of the Program

Historically and currently, we have been deliberate and committed to the use of synchronous pedagogy in the conduct of *EdPsych Online*. Synchronous class sessions facilitate the development of our learning community over time. These sessions allow us to see/hear one another on a regular and consistent basis. The sessions are designed to engage students in course delivery strategies (e.g., breakout groups) that encourage getting to know one another. Student feedback consistently affirms that it is this getting to know one another that is foundational to their overall positive experience with our master's program and the development of friendly relationships with both faculty and other students.

Consistent with basic adult learning theory, our students bring a wealth of experience and diversity of background to their learning. Synchronous pedagogy honors these experiences/backgrounds and facilitates constructive emergence and use of them as part of course design and delivery.

Synchronous class sessions are facilitative of new student entry into the program and support our rolling admissions process. Every semester's active student enrollment is made up of new students, soon to be graduated students, and everyone else in some stage of advancement through the program (i.e., our veterans). Having new students engaging with veteran students on a regular basis serves as an informal mentoring strategy. Veteran students have consistently been willing to assist new students with tips on the use of our online tools, scholarly research and writing skills, and organizing oneself given the competing demands on student time and psychic energy (e.g., nearly all of our students work full-time).

Given all of the above, attendance and active participation during class sessions is required. It is also an essential part of the system of accountability within the grading environment.

Current Curriculum

All courses are offered during the evening via distance education, catering to the schedule of most working adults. The majority of courses utilize synchronous technology, in which professor and students "sync up" at a designated time for a live, interactive session. The degree can be completed in two years by taking two courses per semester all year round.

Listed below are course descriptions associated with the current *EdPsych Online* curriculum. All university curricula are, nevertheless, subject to change. Should an adjustment to the curriculum be necessary, faculty will work with current students to mitigate impacts and to help them stay on schedule for a planned graduation date.

Core Courses

EDPY 506 Intro to Educational Research Foundations

An introduction to methods and procedures of quantitative and qualitative research with an emphasis on acquiring skills in analyzing scholarly research and developing fundamental research plans.

EDPY 507 Survey of Educational Psychology

Educational psychology is the pivotal point at which scientific psychology and educational practice come together. This course explores the dominant culture of the field, its foundational contributors, major areas of study and dominant perspectives, and the contributions of scholars with alternative perspectives.

EDPY 512 Motivation in Learning

An examination of key theories, constructs, and important research findings that shed light on what motivation is, how it affects learning, and ways it can be applied in practice. Although this course focuses on educational settings, motivation theories can be applied to a wide range of learning situations beyond formal education.

EDPY 523 Adult Learning in Social Context

Examining the social contexts of adult education, and the role of adult education in society, including race, class, gender, sexual orientation, gender identity analyses. Addressing relevant historical, sociological, political, and economic factors that influence adult education theory, practice, and research.

EDPY 521 Program Planning in Adult Education

Theories and methods from research and practice in planning and operating educational programs. The focus is on the practice of planning educational programs. Concepts can be applied in a variety of contexts such as professional development, health education, training in the workplace, or parent education.

EDPY 525 Adult Learning

Key characteristics of adult learners, current theory and research on adult learning, and implications for teaching and learning concepts.

EDPY 538 Non-Western Perspectives on Teaching and Learning

This course explores non-Western perspectives of teaching and learning in formal as well as informal settings. It reviews and analyzes learning and teaching in the context of 10 different societies, cultures, history/traditions, religions, and/or philosophies and discusses their implications for adult learning settings.

EDPY 574 Facilitating Group Change in Educational Settings

Provides graduate level knowledge and skills pertaining to the dynamics of change in educational settings for an internal or external change agent as well as strategies for serving as a facilitator of social construction of knowledge whether a teacher/instructor or a leader of change with colleagues.

**24 credit hours of core courses (listed previously) and
12 additional credit hours from one of the following concentrations**

AND

Adult Education Concentration

EDPY 520 Survey of Adult Education

Historical development, philosophies of adult education agencies, associations, programs, issues, and literature illustrating process of adult education and diversity of continuing education.

EDPY 522 Adult Development

Theory and research in human development and change over lifespan and the implications for learning in formal and informal contexts.

EDPY 527 Ethical Issues in Adult Education

Controversies confronting the field of adult education; development of critical analysis skills by looking at controversies from different perspectives.

EDPY 524 Learning in the Workplace

Theories and concepts on formal and informal learning in the workplace including a focus on major trends in facilitating workplace learning.

OR

Applied Educational Psychology Concentration

EDPY 514 Ecology of Human Learning

Using Urie Bronfenbrenner's bioecological model of development, we explore how the various layers of our sociocultural contexts affect human development, behavior, and learning.

EDPY 572 Theories of Learning in Applied Educational Psychology

Provides graduate level understanding of research and theory pertaining to teaching/learning and as applied in educational settings. The overall goal for this course is to think critically about major theories of learning and implications for teaching/learning. Theoretical ideas of major contributors include neuroscience of learning, behaviorism, social cognitive theory, information processing theory, constructivism theories, cognitive learning processes, situated learning, sociocultural learning, memory, and transfer.

EDPY 537 Assessment in Applied Educational Psychology

Principles of test construction and item analysis. Analysis of standardized tests of intelligence, achievement, achievement, aptitudes, vocational interests, attitudes and personality.

IT 532 Online Learning Environments

Theory, research, and practice of designing, developing, and evaluating online learning environments including distanced education and blended learning approaches.

EdPsych Online Faculty Members

Karee Dunn, PhD

kdunn15@utk.edu

PhD, Educational Psychology & Research, University of Memphis, 2008
MS, Educational Psychology, University of Memphis, 2004
BA, Psychology, University of Louisiana, 2001

Research interests include the process of change related to teacher adoption of new innovations, specifically data driven decision-making, and student self-regulation.

Patricia Higgins, PhD

phiggin5@vols.utk.edu

PhD, Educational Psychology & Research, University of Tennessee, 2019
MS, Educational Psychology, University of Tennessee, 2017
BA, American Studies, Eckerd College, 2001

Research interests include: refugee and immigrant adult learner access and opportunities in higher education, facilitating inclusive learning environments for diverse populations, and curriculum and program planning for multicultural and multilingual adult learners.

Mitsunori Misawa, PhD

mmisawa@utk.edu

PhD, Adult Education, University of Georgia, 2009
MEd, Adult Education, University of Alaska Anchorage, 2004
BA, Economics, University of Alaska Anchorage, 2002

Research interests include adult education, community education, human resources and organizational development, and gender and women's studies.

Qi Sun, EdD

qsun8@utk.edu

EdD, Adult and Continuing Education, Northern Illinois University
MEd, International and Comparative Education, Beijing Normal University
BA, English Education, Harbin Teacher College

Research interests include Confucianism and eastern philosophies for adult education and practices, and international adult education and comparative education.

Student & Alumni Testimonials

Alyssa Adorati

MS, Educational Psychology, University of Tennessee, 2016

BA, Psychology, University of Tennessee, 2012

I would tell any incoming student joining the program or department that EPC's faculty and staff members genuinely want you to succeed and are always available to answer any questions or concerns. I would also tell incoming students to not be afraid to put yourself out there and get involved.

Anthony L. Capers Jr.

MS, Educational Psychology, University of Tennessee, 2016

BS, Psychology, University of South Carolina, 2014

I am honored to have been accepted by and graduated from a program as engaging and prestigious as the EPC *EdPsych Online* master's program. It has graced me with lifelong connections and knowledge that I will forever cherish, both personally and professionally.

Sue Culpepper

MS, Educational Psychology, University of Tennessee, 2018

BS, Business Accounting, University of Tennessee, 1987

The challenge in producing and addressing the theoretical assignments in a scholarly way has made me a better writer and thinker. I look at the world differently now. It has opened up another world of information that is very exciting and applicable in many ways.

Linda Gehron

MS, Educational Psychology, University of Tennessee, 2015

BS, Psychology, University of Tennessee, 2012

Discard all of your preconceived notions of online classes because these are designed to allow for the benefits of sitting in an actual classroom with your colleagues and professors while in any variety of settings.

Lynda Tutko Forrester

MS, Educational Psychology, University of Tennessee, 2016

BS, Education, University of South Florida, 1988

I think current and incoming students might benefit from knowing that even though this is an online program, a community can be established. Reach out to anyone you feel comfortable with. Voice your fears and concerns and bond with people.

John J. Humphrey

MS, Educational Psychology, University of Tennessee, 2018

BS, Education, University of Tennessee, 2004

Meeting the diverse group of people with different experiences and viewpoints. Group activities have been great, as well as class content. I am currently using, and even putting into practice, many things I have already learned in the program.

Connie Jo Miller

MS, Educational Psychology, University of Tennessee, 2015

BS, Interdisciplinary Studies, East Tennessee State University, 2013

If I had the opportunity to speak to students joining the program I would want to tell them what a wonderful learning environment they are entering. The courses begin with respect for everyone and that is maintained throughout the program. I would like to repeat a phrase I have heard all of my professors say, "at times we are all the learner and at times we are all the teacher."

Stracee Robinson

MS, Educational Psychology, University of Tennessee, 2015

MRC, Rehabilitation Counseling, University of Kentucky, 2007

BS, Mass Communications, Middle Tennessee State University, 1997

This degree is an opportunity for me to expand my thought process when dealing with students and families as well has understanding how students and families may view learning information.

Beth Swiatek

MS, Educational Psychology, University of Tennessee, 2015

BS, Exercise Science, University of North Carolina at Charlotte, 2012
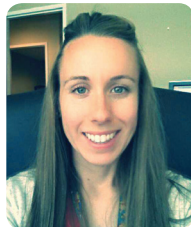
My passion for psychology has flourished through the program and faculty. The faculty have done a marvelous job at making the online learning experience a truly rewarding one.

David Willis

MS, Educational Psychology, University of Tennessee, 2016

BS, Psychology, University of Tennessee, 2007

BA, Political Science, University of Tennessee, 2007

The most rewarding part of this is the connections I have made with staff, peers, and people around the program. What a strong community this program has. I didn't expect in an online master's program to have such a wonderful learning community.

Getting Started with *EdPsych Online*

Academic Advising

We assign you a faculty advisor when you are initially accepted into the *EdPsych Online* program. You and your advisor will stay in touch with your progress throughout the program including problem solving with any concerns or issues that may arise. Faculty members are committed to the advising relationship; we want to be responsive to your needs in a timely manner. Like all relationships, reciprocity is key. Please do not hesitate to contact us about any problems or concerns you may experience. We also like to hear about things going well.

A tool we use to facilitate specific curriculum advising is the program advising form (see Appendix I). This advising form is revisited each semester and helps us all stay on track and on schedule.

Course Registration

As part of the ongoing advising process, you will be informed of the two courses to be completed during each semester. Course registration is handled administratively from our office – students should confirm their schedule online once each semester's program registration process has been completed.

An "Instructor Permission" requirement is placed on all of our courses. This permission step provides a check on the registration process ensuring that EdPsych Online students are prioritized for course slots. As program enrollment has grown, it has become the rarer case that course slots are available to students in other programs. Should there be one or more slots available, active students in the EPC Instructional Technology master's program, other EPC programs, other College programs, and other online degree programs are prioritized. Because of these priorities as well as our strongly held program pedagogical stance as described on pages 5-6, we do not register individuals to audit our courses.

Please note a change approved by the UT Knoxville Board of Trustees and effective with the fall 2018 semester. A student who holds the online classification may register for only those classes that hold the online designation. In other words, a student holding this classification may not register for campus-based, residential, or face-to-face classes.

Academic Expectations
Student Dispositions

EdPsych Online master's program is proud of the community and learning culture created from the inception of the program (2012) and sustained over the last several years. This culture is based on very positive assumptions about the capabilities, intentions, and personal and professional behavior of our students. Individually and collectively, we have enjoyed much academic success.

One way we sustain healthy culture and ongoing success is by being clear about expectations. The material outlined below is designed to provide much of this clarity. Please do not hesitate to contact either of the program's Co-Coordinators or another program faculty member if you have any concerns or questions about this material.

Behavioral expectations are largely derived from the ten, high level principles of University Civility listed. More specific program student dispositions follow with more detailed explanations about the type of student conduct and program environment desired.

University Civility Principles (https://civility.utk.edu/principles/)

The University of Tennessee, Knoxville, affirms the value of each member of the university community and recommends that all UT community members adhere to the following principles of civility and community:

1. INCLUSIVITY
We are welcoming to all and hostile to none. We foster an open community in which educational goals may be pursued.

2. DIVERSITY
We respect the diverse backgrounds of all members of our community and welcome the opportunity for interpersonal and group interactions.

3. DIALOGUE
We value and encourage, and facilitate free exchange of diverse ideas and points-of-view along with free speech and expression. However, we discourage uncivil speech or expression that infringes upon the ability of others to express themselves.

4. COLLEGIALITY
We value an environment that facilitates collegial relationships, encourages mutual understanding among diverse individuals and leads to addressing issues and differences in an atmosphere of mutual respect and civility.

5. RESPECT
We believe that a person's views, ideas, and behavior best reflect the goals of the academic community when the dignity of each individual is respected and when members of the community are considerate of the feelings, circumstances, and individuality of others.

6. KNOWLEDGE
We encourage development of a civil community that values critical inquiry, debate, discovery, and innovation to better the world through teaching, research and service.

7. INTEGRITY
We value academic honesty and integrity by all members of the academic community.

8. LEARNING
We believe that learning is an interpersonal growth experience that fosters appreciation for diversity.

9. AWARENESS
We believe it is important to recognize how others view and relate to the community and recognize that we are part of a larger community.

10. RESPONSE
We encourage all community members to speak out against incidents involving bigotry and other types of incivility so the university can fulfill its responsibility of responding in a fair, timely and consistent fashion.

Program Core Values[1]

Dispositions are core values, attitudes, behaviors, and beliefs needed to become an effective and competent professional (Damon, 2007). Listed below are core values by which we expect students in this program to abide. Multiple or egregious violations of these core values will lead to the evaluation of a students' status in the program, as well as the development of an improvement and retention plan, and thereafter, possible dismissal from the program. In addition to following the shared core values in EdPsych Online, learners are expected to follow the Student Code of Conduct in Hilltopics (https://hilltopics.utk.edu/) as well as the Academic Policies and Requirements for Graduate Students in the Graduate Catalog (http://tiny.utk.edu/grad-catalog).

Show academic integrity and honesty in your individual work

Learners will abide by the University of Tennessee Honor Statement, which is listed in the *Hilltopics* as "An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

In particular, the ethical use of copyrighted materials is an important issue within the field of Educational Psychology. This includes the use of text, images, audio, video, and other media retrieved online. The use of published work created by others must be properly credited, and, in some cases, used only with express written permission. Learners should not only practice academic integrity, but also encourage and support peers to do so as well. When there are suspected cases of academic dishonesty, faculty and the student will follow the guidelines set forth by the Office of Student Conduct and Community Standards (http://web.utk.edu/~osja/index.php) to identify the best course of action.

Students should take particular care that they do not plagiarize. As stated in the Student Code of Conduct (see Section 10.4 Plagiarism),

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[1] Howard & Yamagata-Lynch, 2018; Spurgeon, Gibbons, & Cochran, 2012

Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the university. Some examples of plagiarism are, but are not limited to:

- Using without proper documentation (quotation marks and citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor's approval; and
- Submitting work, either in whole or partially created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

To learn more about plagiarism and how to avoid problems, view resources available on the University Libraries website.

Show integrity, honesty, and inclusivity in collaborative work

Learners in this program will give credit to the contributions of others for all completed work and document their own participation with integrity and honesty. In addition, The University of Tennessee, Knoxville values inclusive teaching and learning practice and this extends to collaboration. As professionals, learners must use skills and knowledge for assigning work equitably among team members, develop a mechanism for monitoring contributions made by all members, and allow all members access to the learning taking place.

Be a reflective practitioner

Learners must evidence that they enter all learning experiences, both independent and collaborative, in good faith as a reflective practitioner and with some humility. Our programmatic learning community and processes require reflection. Learners will learn from providing feedback to others, as well as receiving feedback. Program instructors support learners in these processes while creating opportunities for them to learn how to work with feedback. As a professional, feedback on your work should be celebrated as part of the iterative learning process. It is the learner's responsibility to learn how to evaluate feedback and address it in future iterations of their work.

Be open to diverse ideas, approaches, abilities, and learning needs

Learners must nurture an ability to work with divergent perspectives and ideation. Sharing of diverse ideas, approaches, and reflections lead to innovative practices. Learners may experience some discomfort while being challenged by ideas, abilities, and learning needs not encountered prior to entering this program; nevertheless, all learners must learn to be open and respectful in sharing and considering the ideas and approaches of others. Instructors can support learners to increase knowledge and skills for working with diverse ideas.

Treat oneself and others with respect

Program participants engage in numerous course activities in pairs or teams. While these experiences may be challenging at times, the difficulties themselves are not a problem. Course activities often include authentic challenges that prepare learners as highly qualified professionals. Behaviors which embody respect for the knowledge and skills of the field/concentration lead to becoming a successful team member. It is paramount that all learners show respect to themselves and others throughout this learning process.

Show commitment to your profession both academically and professionally

Learners should become a member of or sustain existing membership in professional and academic professional communities. This includes voice that shows commitment to these professions. EdPsych Online's budget includes some funds to support this value. We financially contribute to professional academic conference registration fees and some travel for those presenting.   This level of engagement is especially important for any student who has a goal of continuing their education at the doctoral level.

Professional Disposition Evaluation and Participant Retention[2]

Program faculty review student progress on a regular basis to assist students as necessary. While our main goal is to celebrate learner successes in being a professional, there will be times that faculty need to communicate to learners about issues relating to retention and improvement to ensure that learners are meeting both academic and dispositional expectations.   If program participants show initial signs of dispositional issues, learners will be provided warning(s) to address them. These warning(s) will be communicated to learners during academic advising sessions. When dispositional issues are not remediated through early warning(s), faculty will follow the steps described below to address them.

Step 1: Students will be notified through a letter sent to their UT email account regarding an academic or dispositional issue that came to light and will be held to a probationary status as a student in the program.

Step 2: Students will schedule a meeting with their academic advisor no later than 2 weeks from the date of the notification letter.

Step 3: During the student/advisor meeting, the student and faculty will jointly construct an improvement plan that clearly lists the identified issue(s), strategies addressing the issue(s), expected outcomes of how student academic performance/dispositional issue(s) will be improved, and a date for the improvement plan outcome review. This plan will be kept in the student's permanent record.

Step 4: The Academic and Dispositions Improvement and Retention Committee (the Core Program Faculty) will review the improvement plan. This committee will consist of the advisor and two other faculty. Upon review of the improvement plan, the committee will notify the student through a letter sent to his/her UT email account whether the plan was accepted or not. If not, students must meet with faculty advisor and address revision to ensure the plan is accepted by the committee.

Step 5: Students will take action according to the approved improvement plan.

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[2]Howard & Yamagata-Lynch, 2018

Step 6: After the date that is listed as the improvement plan outcome review, the faculty committee will evaluate the student's improvement according to the criteria of the plan. The committee will deliberate on whether the student did or did not meet the improvement plan expectations. If the student does not meet expectations, it will result in dismissal from the program.

Course-Level Performance

Faculty members publish a syllabus and other supplemental materials outlining the specific requirements, assignments, and grading model for a particular course. These expectations are discussed in class and early in the semester. It is often the case that specific assignments are also discussed at other times during the semester. There is plenty of opportunity to ask questions and seek clarification of expectations.

Our *EdPsych Online* faculty use synchronous technology as a preferred instructional mode of delivery. Therefore, regular class attendance and active participation are assumed expectations. Plan to notify your instructor in advance about any personal or professional conflict that may arise preventing you from being in attendance or that results in a delay in your attendance for a given evening. Should you be late for a class and/or miss a class entirely, you are responsible for catching up on all material missed. You may also be required to do some type of extra assignment.

Given that graduate students are expected to maintain a minimum GPA of 3.0, you should earn course grades of "B" or better. As outlined in *Hilltopics*, a grade of "Incomplete" may be submitted given a student's extraordinary circumstances. The submission of an "Incomplete" is at the sole discretion of a faculty member. If needed and granted, you are responsible for negotiating the arrangements that will clear up the "Incomplete" within the guidelines and requirements outlined in the Graduate Catalog under Academic Policies and Requirements for Graduate Students.

Ultimately, your course performance is your responsibility. Never hesitate to contact your instructor directly to discuss concerns or unanticipated circumstances that may impact your ability to fulfill one or more course expectations.

Program-Level Performance

Consistent with Graduate School requirements, all graduate students are expected to maintain a minimum GPA of 3.0 to remain in good academic standing. Check the Graduate Catalog under Academic Standards and Academic Standing for additional information from the university.

To successfully complete the master's degree in Educational Psychology within six semesters, students must take 6 hours each semester. On rare occasions a student may present to his/her advisor circumstances leading to an adjusted schedule of 3 hours. Finally, it may even be necessary for a student to drop out of the program for a semester. While summer semester is an exception, failing to take any courses for a semester results in a re-admission process.

Library and Research Support

Homepage:	lib.utk.edu
Helpful Tutorials:	lib.utk.edu/instruct/tutorials
Information for Graduate Students:	lib.utk.edu/info/grad
Remote Access to Databases:	lib.utk.edu/databases/remoteaccess
Research Guides by Subject:	libguides.utk.edu
Writing/Publishing Resources:	libguides.utk.edu/cat.php?cid=26607

Academic Writing Support

American Psychological Association. (2010). *Publication manual of the American Psychological Association.* Washington, DC: American Psychological Association.

APA Style from Purdue OWL:	owl.english.purdue.edu/owl/resource/560/01
The Writing Center:	writingcenter.utk.edu

Tips for a Good Start

From the Students

Planning

- Get comfortable with your syllabi and come up with a plan of action to stay on track with the assignments
- Have personal, or family, calendar on fridge and phone calendar with assignment due dates
- Color code each class on a calendar to visually see how to stay ahead
- Keep notes from readings and assignments for future use
- Have a post-it note on your computer/fridge with help desk numbers
  - UTK Office of Information Technology Help Desk: 865-974-9900
  - Zoom Technical Support: support.zoom.us 1-888-799-9666, ext. 2

Involvement

- Get involved in the discussions
- Make an effort to get to know members in your cohort
- Be open and honest
- Keep an open line of communication with your instructor (unexpected things may happen)
- Make connections with fellow students, exchange numbers if you're comfortable with that
- Remember everyone is there to help and we all get frustrated at times

Group Projects

- Take a picture of your assignment before being transferred over to group sessions
- Make the most of your time with the members of your group projects
- Identify each member's strengths to achieve the best possible outcome

Technology

- Check your system requirements before your first Zoom session
- Don't panic if something goes wrong with the technology, just log back in
- Plan for the unexpected, everyone will understand that things happen
- Consider using Dropbox to back up your files

From the Faculty

- Stay connected - to faculty and other students
- Participate and be engaged
- Ask questions to be clear
- Speak up if you are having problems
- Create a "private space" to be in class

Mastering the Technology

Hardware/Software Requirements and Equipment

The general requirements for Zoom to work include:
- Dual core 2Ghz or higher processor and 4 GB of RAM free
- Wired-in connection whenever possible to use high-definition audio, video, and screen sharing tools; however, the application will adjust automatically for 3G, WIFI or wired environments
- a speaker/microphone (OIT recommends USB headsets for better sound quality, and they need to be comfortable. One brand that has worked well in the past for *EdPsych Online* students and instructors, and has Mac and PC compatability, is Logitech.)
- A webcam or HD webcam

For specific operating requirements please visit the System Requirements page on the OIT website. Generally speaking, the tools necessary for online programs interact better with web browsers besides Internet Explorer. Browsers such as Mozilla Firefox and Google Chrome are highly recommended and compatible with Mac and PC operating systems. Information regarding browsers and more specific system requirements can be found at the Office of Information Technology website.

Office of Information Technology

Homepage:	oit.utk.edu
Information for New Students:	oit.utk.edu/general/areyounew/are-you-new-students/
NetID/Volmail Information:	oit.utk.edu/general/areyounew/netid-and-email-accounts/
Software Downloads:	oit.utk.edu/software-hardware/software/

Canvas Information (Online@UT)

Basic Information:	oit.utk.edu/teachingtools/online/
Getting Started with Canvas:	oit.utk.edu/teachingtools/online/
Student Guide:	community.canvaslms.com/docs/DOC-10701
System Requirements:	help.utk.edu/kb/index2.php?func=show&e=2695

Zoom Information (LiveOnline@UT)

Getting Started:	oit.utk.edu/teachingtools/liveonline/zoom-getting-started/
Participant Guide:	oit.utk.edu/teachingtools/liveonline/zoom-getting-started/zoom-participant-guide/
Best Practices:	oit.utk.edu/teachingtools/liveonline/instructors-getting-started/instructor-best-practices/
Test Flights:	oit.utk.edu/teachingtools/liveonline/system-requirements/

Student Engagement in the Profession

Surveys completed in recent years confirm that many *EdPsych Online* students are engaged in various *occupation* specific professional organizations. Faculty readily acknowledge the job relevant value of these experiences and applaud your investments of time and other resources. We also applaud the many employers who often support your engagement in these type organizations and activities. Nevertheless, we want to encourage another layer of engagement in professional organizations – greater involvement in *academic* based professional organizations.

Beginning with the academic year 2017-18, our faculty has committed to a new initiative that is designed to encourage and support greater involvement of our students in the academic professional organizations most closely affiliated with our master's program course of study. For example, we will encourage engagement in:

- American Educational Research Association
- Mid-South Educational Research Association
- American Association for Adult and Continuing Education
- Adult Education Research Conference

Engagement in this sense may include holding *membership* in one or more of these organizations, *participating* in the various conferences/meetings sponsored by these organizations, and *presenting* papers/research in these settings.

As evidence of our commitment to this initiative, we have budgeted some *EdPsych Online* program funds to assist students with the financial expenses associated with conference participation and presentation. Additionally, the department/college/Graduate School often make funds available for graduate students who are presenting at academic conferences/meetings. All department graduate

students receive emails notifying them of financial support opportunities and deadlines associated with these opportunities. We also have wonderful resources in Ms. Beverly Fraley (bcate@utk.edu; 865-974-7926) and Ms. Bonnie Bull (bbull@utk.edu; 865-974-6428) who can answer specific administrative questions and guide you through necessary paperwork.

*Please note that any student who wishes to be reimbursed for expenses must be set up in the new UTK system, Concur. This one time set-up process takes time ---it is imperative that you get out in front of it. Act Now!!!

Graduating from *EdPsych Online*

Forms & Deadlines   (gradschool.utk.edu/forms-central/)

Admission to Candidacy Form

Admission to candidacy indicates agreement that the student has demonstrated ability to do acceptable graduate work and that satisfactory progress has been made toward a degree. This action usually connotes that all prerequisites to admission to the program have been completed and a program of study has been approved by the major professor, all members of the master's committee, and the Director of Graduate Studies for the program. Admission to Candidacy formalizes the agreement between the student, the department, and the Graduate School to ensure that all parties understand what constitutes a completed plan of study.

The Admission to Candidacy application is made after the student has completed prerequisite courses and at least 9 credit hours of graduate coursework with an overall GPA of 3.00 or higher. The application must be signed by the student's master's committee and the Director of Graduate Studies and all courses to be used for the degree must be listed, including transfer coursework. The student must submit the application to the Graduate School (111 Student Services Building) no later than the last day of classes of the semester preceding the semester in which the student plans to graduate.

Application for Graduation

Submitting the online Application for Graduation begins the final checking of degree requirements and is used to order the diploma and initiate the degree audit. Deadlines and steps to graduation are available on the Graduate School website. A student planning to graduate must complete the following steps:

- If not already submitted, submit Admission to Candidacy Application prior to the deadline for online application for graduation.
- Submit an online Application for Graduation on MyUTK, no later than the last day of classes of the semester prior to the semester the student intends to graduate.
- Pay the non-refundable graduation fee (see One Stop Student Services for current fees,) which is charged to the student account on MyUTK, at the time the application is submitted.
- Once paid, the graduation fee is waived for up to one year from the original application should the student fail to meet requirements and must graduate in a subsequent semester. Contact your graduation specialist (gradspec@utk.edu) for assistance.
- For all students, review and plan to meet deadline dates for graduation for the intended semester. Deadline dates can be found at the Graduate School's Graduation webpage.

- Upon successful defense of the thesis or dissertation, or the completion of the master's comprehensive exam, submit Report of Final Examination (Pass/Fail) form, with original signatures, to the Graduate School prior to the deadline date.
- Master's and EdS students obtain Pass/Fail form from the Graduate School's Forms Central.
- Verify removal of "Incomplete" grades (letter grade "I") and NR grades by deadline.

Comprehensive Exam - Pass/Fail Form

All three committee members must sign your Pass/Fail form which is then submitted to the Graduate School. Faculty members who sign the Pass/Fail form must be the same faculty members listed on your Admission to Candidacy form.

There are specific deadlines for completion of final exams and for submittal of the Pass/Fail form. These highly enforced deadlines are published each semester on the Graduate School website. You are ultimately responsible for meeting all deadlines. You should negotiate with your committee an acceptable schedule for completion of the scholarly paper and personal essay (including opportunity for any needed revisions and the securing of all signatures on the form) so that all deadlines can be met. It is your responsibility to inquire about the availability of faculty for signatures and to include any availability issues in the planning of an exam schedule.

Comprehensive Exam Process

The Comprehensive Exam is the final degree requirement in the master's degree program. It consists of two papers - a scholarly manuscript and a personal reflection essay. Typically this requirement is met during your final semester leading up to graduation from the program and serves as a capstone event. You do not register for or receive credit for completion of the comprehensive exam.

Depending on your needs or preferences as well as your progress through the *EdPsych Online* curriculum plan, you may be registered for one or two courses during the final semester in addition to completing the exam. You may also choose to take an additional semester to complete the comprehensive exam without the load associated with taking one or more courses. If you do not register for any courses during the exam semester, you will need to register for Use of University Facilities (EDPY 502). This option ensures that you remain officially enrolled in the university and that you continue to have full access of university resources such as the library. The objectives of the Comprehensive Exam include:

- To demonstrate critical thinking and research skills as applied to the body of educational psychology literature
- To demonstrate scholarly writing skills
- To provide a period of formal reflection on the entire degree program and to translate your thoughts into a personal written essay

Your Committee

Your Comprehensive Exam committee will be made up of a Chair and at least two other faculty members. Typically, the Chair is the *EdPsych Online* faculty member who has been serving as your advisor. The other two committee members are generally drawn from other faculty members with whom you have taken at least one course.

The committee chair serves as your main point of contact and as a guide throughout the exam process. All three committee members read your scholarly paper and personal essay and determine whether a "pass" or "fail" grade should be assigned.

The Scholarly Paper

You will propose and negotiate agreement on a specific topic with your committee chair. The proposed topic should be from the body of literature associated with your Educational Psychology concentration (i.e., Adult Education or Applied Educational Psychology). It should be a topic that you are interested in focusing on more deeply. It may be a practical or theoretical issue of particular interest or of direct relevance to a current or future career goal or workplace challenge. Perhaps it represents an application of a theory, a model, or other content from a specific course within the program.

Once a general topic is determined, you and your committee chair will come to agreement on 1-2 specific questions that need to be addressed in the scholarly paper. This step helps you focus on research, literature reviews, and writing. It narrows the effort consistent with the intended scope of the comprehensive exam assignment and the limited amount of time available to successfully complete the assignment. It facilitates mutual understanding of what is expected and builds you for successful passing of the exam.

The successful scholarly paper is:

- Written according to APA academic standards
- Draws from a number and a range of literature sources (e.g., peer reviewed journals and periodicals, books, appropriate web sites)
- Is generally 15-25 pages in length
- Adequately analyzes and synthesizes the important literature most relevant to the given topic
- Timely with the agreed upon schedule for completion

The Personal Reflection and Essay

The second paper is a personal reflection essay about your experiences in the degree program. Your essay should, at a minimum, address the following:

- Which concepts, ideas, people, and writings have most influenced your thinking (about adult education, educational psychology, or learning in general)? Why?
- Identify and describe at least two learning experiences that have been especially important to you during the program. Why?
- How have your ideas, your world view, and/or your overall thinking evolved during the program? Which ideas have undergone rethinking and which ideas have remained constant?

- How do you anticipate that what you have learned during the program will have impact on your future practice and your ongoing professional development?
- Feedback on the program in general. What aspects facilitated your learning and/or served as a barrier?

Because of the nature of these essay elements, we highly recommend you put a personal process in place that journals or captures your thoughts and ideas on an ongoing basis and throughout the program. This will facilitate the development of a more comprehensive document representative of your ongoing reflection activity. It will also aid your writing during the final exam step. The successful personal reflection and essay is:

- Well organized
- Balances and integrates personal thoughts with the concepts, ideas, people, and writings of most influence
- Properly cited using APA style including a list of references
- Is 15-25 pages in length
- Timely with the agreed upon schedule for completion

Academic Standing, Grievances & Appeals

Overview of Academic Standing

Graduate education requires continuous evaluation of the student. This includes not only periodic objective evaluation, such as the cumulative grade point average, performance on comprehensive examinations, and acceptance of the thesis or dissertation, but also judgments by the faculty of the student's progress and potential. Continuation in a program is determined by consideration of all these elements by the faculty and the head of the academic unit.

The academic records of all graduate students are reviewed at the end of each semester, including the summer term, to determine academic standing.

Departments and programs may have requirements for continuation or graduation in addition to the minimum requirements set forth in this catalog for all graduate programs. It is the student's responsibility to be familiar with the special requirements of the department or program, as some have standards that exceed those of the Graduate School.

There are three types of academic standing set at the end of every term of enrollment: good standing, academic probation, and academic dismissal.

Good Standing

To achieve good standing, graduate students must maintain a cumulative grade point average (GPA) of at least 3.00 on all graduate courses taken for a letter grade of A-F. Grades of S/NC, P/NP, and I, which have no numerical equivalent, are excluded from this computation.

Academic Probation

Upon completion of 9 credit hours of graduate coursework, a graduate student will be placed on academic probation when their cumulative GPA falls below 3.00. A student will be allowed to continue graduate study in subsequent semesters if each semester's grade point average is 3.00 or greater. Upon achieving a cumulative GPA of 3.00, the student will be removed from probationary status and returned to good standing.

Academic Dismissal

If a student is on academic probation, the degree or non-degree status will be terminated by the Dean of the Graduate School if the student's semester GPA falls below 3.00 at the end of the next semester while on probation. When the particular circumstances are deemed to justify continuation, and upon recommendation of the appropriate academic unit and approval of the Dean of the Graduate School, a student on probation whose semester GPA is below 3.00 may be allowed to continue on a semester-by-semester basis.

Dismissal of a graduate student by a department or program is accomplished by written notice to the student, with a copy to the Graduate School. Specific reasons for the dismissal should be provided.

In those cases where the department's requirements for continuation are more stringent than university requirements for graduate programs, the Dean of the Graduate School will evaluate the student's record to determine whether the student is eligible to apply for a change of status and register in another area of study. Registration for courses in a department from which a student has been dismissed will not be permitted, except by written authorization from that department.

Grievances & Appeals

The Graduate Council Appeal Procedure can be obtained at the Graduate School Appeals Committee website. In brief, appeals should be handled first at the department level through the student's academic advisor, the director of graduate studies, or the department or program head. Further appeal may be made to the dean of the respective college, the Graduate Council Appeals Committee through the Assistant Dean of the Graduate School, and ultimately to the Dean of the Graduate School. Per Board of Trustees bylaws, Article V, Section 5, "Any employee or student of the University who feels that he or she may have a grievance against the University shall have the right of appeal through the appropriate Chancellor or Vice President to the President of the University, except as otherwise provided by University policy." In the case of UT students, they may appeal the decision of the Dean of the Graduate School to the Provost and then the Chancellor.

Appeals may involve the interpretation of and adherence to university, college, and department policies and procedures as they apply to graduate education and the issuance of grades based on specific allowable reasons stipulated in the Graduate Council Appeal Procedure.

Appeal procedures in regard to allegations of misconduct or academic dishonesty are presented in *Hilltopics* under Student Code of Conduct.

Students with grievances related to race, sex, color, religion, national origin, age, disability or veteran status should file a formal complaint with the Office of Equity and Diversity.

References

Howard, C., & Yamagata-Lynch, L. (2018). Program participant professional dispositions. University of Tennessee, Knoxville.

Spurgeon, S. L., Gibbons, M. M., & Cochran, J. L. (2012). Creating personal dispositions for a professional counseling program, Counseling and values, 57, 96-108.

Index of Hyperlinks

Chrome
google.com/chrome/browser/desktop

Educational Psychology & Counseling Department
epc.utk.edu

Hilltopics
hilltopics.utk.edu

Information for Current Students (under EPC)
epc.utk.edu/information-for-current-students

Firefox
mozilla.org/en-US/firefox/

Graduate Catalog
tiny.utk.edu/grad-catalog

Graduate School Appeals Committee Website
gradschool.utk.edu/faculty-staff/graduate-council/appeals-committee/

Graduate School's Forms Central
gradschool.utk.edu/forms-central/

Graduate School's Graduation Webpage
gradschool.utk.edu/graduation/

Logitech
logitech.com/en-us

MyUTK
my.utk.edu/

Office of Equity & Diversity
oed.utk.edu/

One Stop Student Services
onestop.utk.edu/tuition-fees/

System Requirements (under OIT)
oit.utk.edu/teachingtools/liveonline/system-requirements/

Student Code of Conduct
hilltopics.utk.edu/student-code-of-conduct/

Appendix I: Program Advising Form Example

EdPsych Online -- Advising Form for 2022-2023 Entry
(A Master's of Science in Educational Psychology Degree)

Major: Educational Psychology   **Department**: Educational Psychology & Counseling

NOTE: While this reflects the current curriculum, circumstances may lead to adjustments over time.

Student _____   Date of Admission_____

Advisor signature _____   Advising session date _____

Core Courses (24 credit hours)	Credits	Semester (planned schedule highlighted)						
EDPY 512 *Motivation in Learning*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
EDPY 506 *Introduction to Educational Research Foundations*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
EDPY 507 *Survey of Educational Psychology*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
EDPY 523 *Adult Learning in Social Context*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
EDPY 521 *Program Planning and Operations*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
EDPY 525 *Adult Learning*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
EDPY 538 *Non-Western Perspectives of Learning & Teaching*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
EDPY 574 *Facilitating Group Change in Educational Settings*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
Applied Educ Psych Concentration (12 credit hours)	**Credits**	**Semester (planned schedule highlighted)**						
EDPY 514 *Ecology of Learning*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
EDPY 572 *Theories of Learning in Applied Educational Psychology*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
EDPY 537 *Assessment in Applied Educational Psychology*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
IT 532 *Online Learning Environments*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____

06/30/2022   1

Adult Education Concentration (12 credit hours)	Credits	Semester (planned schedule highlighted)						
EDPY 520 *Survey of Adult Education*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
EDPY 522 *Adult Development*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
EDPY 527 *Ethical Issues in AE*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____
EDPY 524 *Learning in the Workplace*	3	Fall 2022	Spg 2023	Sum 2023	Fall 2023	Spg 2024	Sum 2024	Completed _____

Other courses taken/approved by advisor (e.g., transfers, substitutions, additions)**:**

Master's committee (ideally formed at the beginning of the second year in the program)

Chair: _____

Member: _____

Member: _____

Admitted to candidacy:

06/30/2022   2

THE UNIVERSITY OF
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DEPARTMENT OF
EDUCATIONAL PSYCHOLOGY
AND COUNSELING