

University of Utah

**Graduate Programs in
Parks, Recreation, and Tourism
General Information for the Graduate Bulletin**

**A Student Guide for the Successful Planning and Fulfillment of a Graduate
Degree in the Department of Parks, Recreation, and Tourism.**

Please retain this copy and utilize it to plan your graduate courses and activities.

**Revised and Updated
September, 2014**

Available at <http://www.health.utah.edu/parks-recreation-tourism/degrees/index.php> under MS or PhD links.

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SECTION 1: INTRODUCTION

OVERVIEW

The Department of Parks, Recreation, and Tourism offers the following graduate degrees in parks, recreation, and tourism: Master of Science, Master of Philosophy, and Doctor of Philosophy. Requirements for these degrees, along with associated policies and procedures are explained in detail in their respective sections. Programs are individualized as much as possible with consideration given to prior experience of the student and future needs and interests.

DESCRIPTION OF THE UNIVERSITY

The University of Utah is part of a warm, western setting where people are outgoing and friendly, and where learning is loved. Located on the northeastern edge of Salt Lake City, the 1,500-acre campus reaches to the foothills of the majestic Wasatch Mountains. Academic and research activity is centered in 220 buildings which cluster around flowering malls and sparkling fountains. The University of Utah includes one of the region's foremost research libraries and independent specialized libraries for law and the health sciences.

Over 30,000 students represent all 50 states and many foreign countries. A teaching faculty of approximately 1,400 provides the stimulus for learning and achievement and is supplemented by more than 2,000 clinical, adjunct, research, and visiting faculty. The university provides instruction and research in about 65 subjects at the undergraduate level as well as over 50 teaching majors and minors. Graduate study is offered in nearly 100 disciplines.

Utah is the west at its best: Four distinct seasons, ready access to all outdoor activity including superb skiing at eight world-famous resorts just minutes from the campus. The state also has five national parks and numerous other national and state scenic/recreation areas. Salt Lake City, with a metropolitan population of 650,000, is the hub of the intermountain west.

The University offers new hope for better health to thousands of people in the intermountain west through a regional Medical Center and various education programs. In the area of creative expression, the University of Utah attracts talented students and teachers in dance, theater, art, music, and architecture. Such nationally recognized performing groups as Ballet West and Utah Repertory Dance Theater began at the University. The University Opera Company, Pioneer Memorial Theater, Civic Chorale and Symphony Orchestra are located on-campus.

The Parks, Recreation, and Tourism curriculum offers the opportunity to study the leisure phenomenon in general, as well as topics related to the park, recreation, and tourism profession. As such, courses are offered in Community Recreation, Park Management, Sustainable Tourism, Therapeutic Recreation, Outdoor Adventure, and in Experiential Education. Numerous recreation businesses, hospitals, and public agencies support the curriculum by serving on an advisory council and by providing opportunities for student internships and employment.

GRADUATE FACULTY (AREAS OF EXPERTISE)

Kelly Bricker, Ph.D., Professor (Sustainable Tourism)

Matt Brownlee, Ph.D., Assistant Professor (Natural Resources Management)

David M. Compton, Ed.D., Professor Emeritus (Leisure and Health, Physical Activity)

Daniel Dustin, Ph.D., Professor (Wilderness Policy, Outdoor Recreation, Environmental Ethics)

Karen Paisley, Ph.D., Associate Professor (Experiential Education, Youth Development, Leisure Behavior)

Linda S. Ralston, Ph.D., Associate Professor (Customer Service Management, Tourism, Commercial Recreation, and Service-Learning)

Edward J. Ruddell, Ph.D., Associate Professor (Environmental Interpretation, Social Psychology of Leisure, Scenic Beauty)

Jim Sibthorp, Ph.D., Professor (Youth Development, Adventure and Outdoor Education)

Mary S. Wells, Ph.D., Associate Professor, (Sport Management, Community Recreation Programming)

CAREER LINE FACULTY

Steven Bell, Ph.D., Assistant Professor –Lecturer (Therapeutic Recreation)

Nathan Bricker, M.S., Co-coordinator, Natural Resources Learning Program

Betsy Cook, Ph.D., Assistant Professor -Lecturer (Therapeutic Recreation, Inclusion)

Nate Furman, Ph.D., Assistant Professor –Lecturer (Outdoor Recreation and Education)

Sandy Negley, M.S., Assistant Professor -Lecturer (Therapeutic Recreation)

Kirk Nichols, M.S., Clinical Instructor (Outdoor Recreation)

DEGREES OFFERED

The Department of Parks, Recreation, and Tourism offers four graduate degree options. The degrees and the minimum hours required for each degree are listed below. The exact number of hours and the specific courses to be taken are **determined through consultation with the student's supervisory committee**. These are dependent upon a number of factors, such as experience, student's need and interests, academic background, recommendations, and length of time since previous degree.

The **minimum** number of semester hours for each degree is as follows:

Master of Science	
Thesis option	36 hours beyond B.S. or B.A.
Non-thesis (professional option)	36 hours beyond B.S. or B.A.
Master of Philosophy	56 hours beyond M.S. or M.A.
Doctor of Philosophy	67 hours beyond M.S. or M.A.

ASSUMPTIONS ABOUT GRADUATE EDUCATION

Following are a set of assumptions about the desired outcomes of study in masters and doctoral programs in Parks, Recreation, and Tourism.

1. Graduates should, first and foremost, be educated individuals. They should be capable of recognizing, directing, coping effectively with and managing uncertainty and diversity in a changing society. They should be masters of the spoken and written word and they should operate from a continually growing and dynamic knowledge base that enables them to make effective decisions.
2. Graduates of the doctoral and masters programs should be capable of assuming professional leadership positions in addressing concerns and issues faced by the parks, recreation, and tourism field.
3. Graduates with master's degrees should have "professional preparation" that enables them to assume supervisory level positions in leisure service agencies.
4. Graduates with master's degrees should be sufficiently prepared to benefit from advanced studies at the doctoral level.
5. Graduates with doctoral degrees should be capable of effective teaching, scholarship, and research in higher education settings.
6. Graduates with doctoral degrees should have special professional preparation that qualifies them for high level line and staff positions in park, recreation, and tourism service agencies.

7. Graduates with doctoral degrees should be able to interpret, analyze, and evaluate leisure phenomena from the perspective of at least one other discipline.

SECTION 2: FINANCIAL AID AND TEACHING/RESEARCH ASSISTANTSHIPS

ASSISTANTSHIPS

Stipends for teaching/research assistants are available for a nine-month appointments; compensation depends upon experience, recommendations, qualifications, and funding source. Additional funding is often available for teaching/research assistants seeking summer teaching opportunities. Periodically, positions for project coordinators are available that pay up to \$20,000, or more. Most teaching/research assistants will be exempt from tuition fees (not including the activity card fees or other student fees which may be charged). Teaching responsibilities will typically be three to six credit hours per week and/or include other comparable responsibilities such as assisting faculty research or other assigned duties, as determined by the department chair. Other assistantship positions involve responsibilities in local leisure service agencies or hospitals and rehabilitation facilities. Teaching and research assistants are expected to fulfill all rules and regulations pertaining to regular faculty members

Qualifications for Assistantships

Graduate students of an accredited college or university with an undergraduate or graduate major or minor in Parks, Recreation, and Tourism are eligible for consideration for appointment as teaching assistants, provided they present an acceptable academic record, are accepted on a fully matriculated basis, and possess desired teaching competencies.

While factors such as grade point average, recommendations, and previous experience will be considered in awarding teaching assistantships, a foremost consideration will be teaching competencies by applicants in specific areas where help is needed in a given year. Other factors being equal, doctoral students will be given preference over master's students.

Assistantship/Class Load Requirements

Teaching and research assistants must pursue an approved course of study leading to an advanced degree with a major emphasis within the Department of Parks, Recreation, and Tourism. A **maximum** registration of 12 credit hours per semester is permitted teaching and research assistants and others who are employed approximately half-time. Graduate students who are not teaching and/or research assistants may register for over 12 credit hours as limited by graduate school policy. Any deviation must be approved in advance by the department chair. Graduate students receiving a stipend may not be employed elsewhere on campus. Other employment on campus would invalidate the Graduate Assistant tuition waiver.

Clarification of Assistantship Funding

Students on Funding from Sources External to the Department

As these positions are funded at the bequest of a specific faculty member or agency that secured/provided the funding, they are available to students at either M.S. or Ph.D. level and during any year of study. Duties are to be determined by the faculty member and/or agency providing the funding. These positions are usually renewable on a semester or annual basis and are dependent on both continuity of this external funding and satisfaction of the parties involved. Students will, however, need to comply with graduate eligibility for tuition waivers which is largely based on tenure in the program, credit hour minimums, and level of the funding. Examples of such positions are stipend arrangements with community partners, University Teaching/Research Assistantships (UTA), or work on grants or contracts.

Students on Departmental Teaching and Research Funding

Once students are placed into one of these positions, they will normally be funded through year 3 of their programs as long as they adequately perform their specified duties as assigned by the Department. As the intent is only to offer funding through year 3, doctoral students receiving funding in year 2 of their programs will normally only receive 2 years of departmental funding and students receiving funding in year 3 will normally only receive 1 year of departmental funding. As we want to encourage students to move onto external funding when it is available, students who move onto external funding for year 2 of a normal 3 year funding line will still retain priority placement for the 3rd and final year of their departmentally funded line. Students given opportunities to move onto external funding and choosing to do so during any of their 3 years of departmental funding are not extending the departments funding commitments beyond year 3.

Application for Assistantships

We generally assume that students want assistantships if they are available. If you do not want to be considered for any assistantship opportunities, please let us know.

SECTION 3: ADMISSION REQUIREMENTS

GRADUATE SCHOOL ADMISSION REQUIREMENTS

Students seeking further information on graduate school admission requirements may want to visit the University of Utah Graduate School website at <http://www.utah.edu/gradschool/>, 310 Park Building, Salt Lake City, UT 84112.

DEPARTMENTAL ADMISSION REQUIREMENTS

Graduate School policy prohibits any department from denying admission to graduate students based solely on the criterion of the applicant holding a previous degree from the University of Utah. It is the practice of graduate faculty within the Department of Parks, Recreation, and Tourism, however, to strongly encourage individuals who complete Master of Science degrees in Parks, Recreation, and Tourism at the University of Utah, who wish to pursue advanced study at the doctoral level, to consider applying for studies at another university. This practice is based on the strong belief of faculty that diversity of views and interests is of central importance of graduate education at the doctoral level. This diversity can best be achieved through study at separate institutions for masters and doctoral degrees.

Master's Degree

The applications of all master's students will be considered collectively after March 1 of each year and new students will be admitted for the Summer or Fall semester of that year.

All applicants to the Master's Degree program in the Department of Parks, Recreation, and Tourism must submit the following to be considered for admission:

1. Completed University Graduate Application Form and Fee.
2. Transcripts of all previous academic work, including completion of baccalaureate degree.
3. Three personal reference forms (submitted by references).
4. Resume of work experience.
5. Essay response to the admission examination question. See <http://www.health.utah.edu/prt/graduate/applying.html> for details on the essay.
6. Graduate Record Exam (or equivalent) test score.
7. A minimum score on English proficiency (TOEFL or IELTS) is required by the University of Utah Graduate School of all applicants who are non-native speakers of English. Applicants who are non-native speakers of English should also read the section entitled "International students who are non-native speakers of English" (below) concerning their application.

All information can be submitted electronically through the online application system.

Doctoral Degree

New doctoral students should begin their studies during a Fall semester. Applications must be complete by **February 15**.

All applicants to the doctoral degree program in the Department of Parks, Recreation, and Tourism **must submit** the following to be considered for admission:

1. Completed University Graduate Application form and fee. (Submit to Graduate School Admissions Office)
2. Complete transcript of all previous academic work, including completion of Bachelors degree. (Submit to Graduate School Admissions Office)
3. Three personal reference forms. (Send to Department of Parks, Recreation, and Tourism)
4. Graduate Record Exam (or equivalent) test score. (Send to the University of Utah)
5. A resume of professional activities and work experiences. (Send to the Department of Parks, Recreation, and Tourism)
6. A minimum score or English proficiency (TOEFL or IELTS) is required by the University of Utah Graduate School of all applicants who are non-native speakers of English. Applicants who are non-native speakers of English should also read the section entitled "International students who are non-native speakers of English" (below) concerning their application.
7. Essay responses to admission examination question. This question will be included as a part of the application packet provided by the Department. Completed essays should be sent to the Department of Parks, Recreation, and Tourism.

All information can be submitted electronically through the online application system.

International Students Who Are Non-Native Speakers of English

All individuals who are admitted to graduate study in the Department of Parks, Recreation, and Tourism and who are non-native speakers of English may be required to complete the English "Placement Examination" that is offered through the English Language Institute and to complete the courses that are recommended based on the results of that test.

ADMISSION STATUS

Matriculated Status

To be fully matriculated (registered in a program on a degree seeking basis), a student should meet the following requirements:

MS DEGREE

1. Have a minimum grade point average of 3.0, based on four-point system, for the last two years of undergraduate work.
2. Have a minimum score 155 on the verbal and 145 on the quantitative sections of the Graduate Record Exam, or equivalent.

DOCTORAL DEGREE

1. Have a minimum grade point average of 3.2 in graduate study at the masters level or beyond.
2. Have a minimum score 155 on the verbal and 145 on the quantitative sections of the Graduate Record Exam, or equivalent.

A student who is accepted by the Graduate School on a matriculated basis may also be placed on content awareness development status if he/she does not have an adequate academic background in Recreation, Leisure, Parks, or Leisure Studies. "Adequate academic background" is generally defined as a completed undergraduate or graduate major or minor in recreation, parks, leisure studies, tourism, or hospitality management.

Non-Matriculated Status

Students who do not fully meet the above requirements for matriculated status may, upon recommendation of the Parks, Recreation, and Tourism faculty and approval by the University of Utah Graduate School, be admitted on a non-matriculated basis. Actual paid work experience in the field and evidence of potential for successful study at the graduate level will be given considerable weight by the Parks, Recreation, and Tourism graduate faculty in making a determination as to whether to recommend acceptance of a student on a non-matriculated status.

In a non-matriculated status, a student will be required to take courses prescribed by the director of graduate studies and/or chair of the Department of Parks, Recreation, and Tourism. This will involve up to 14 hours of work, during which time the faculty will evaluate the student's potential for successfully completing the specific graduate program for which he/she has applied. Up to 9 hours of B+ course work while on non-matriculated status may, at the

discretion of the supervisory committee, be applied toward the student's degree program. Credits in excess of 9 hours may not appear on students' program of study forms.

Change from Non-Matriculated to Matriculated Status

After a student who was admitted to graduate study on a non-matriculated basis has completed the course prescribed for him/her by the Parks, Recreation, and Tourism Director of Graduate Studies and/or Chair, he/she must immediately re-apply to the Graduate School Admission Office. The new application will then be considered by the Parks, Recreation, and Tourism graduate faculty. The Department will then recommend that the student either be admitted to matriculated status or will reject that student's application for a degree-seeking program.

Content Awareness Development Status

Under certain conditions, a student with a GPA of 3.0 or higher for masters and 3.2 or higher for doctoral degrees, may be recommended for matriculated status but, if accepted, be placed on content awareness development status. This may occur under the following conditions:

1. MS DEGREE

A student has a GPA that is sufficiently high to be matriculated, but he/she does not have either of the following:

- (a) An undergraduate major or minor in Parks, Recreation, and Tourism.
- (b) The equivalent of at least two years full-time professional work experience in Recreation, Parks, or Tourism as interpreted by the Parks, Recreation, and Tourism graduate faculty.

Students who are on content awareness development status will be required to take a prescribed number of specific courses, usually 9 to 12 hours, as determined by the student's advisor, the director of graduate studies, or the Department chair, to help the student develop academic background in the field. Beyond the departmental requirements, these hours **cannot be applied** toward minimum graduate degree requirements.

2. DOCTORAL DEGREE

A student has a GPA high enough (3.2) and has a score on the Graduate Record Exam above the minimum, but he/she does not have either of the following:

- (a) A master's degree, major or minor in Recreation, Parks, or Leisure Studies.

- (b) The equivalent of at least three years of full-time professional work experience in Parks, Recreation, and Tourism as interpreted by the Parks, Recreation, and Tourism graduate faculty.

Students who are on content awareness development status will be required to take a prescribed number of specific courses, usually 9 to 12 hours, as determined by the student's advisor, the director of graduate studies and/or the Department chair, to help the student develop academic background in the field. These hours **cannot be applied** toward minimum graduate degree requirements.

Content Awareness Development Requirements

Most students who are on content awareness development status (CAD) will be required to take the following courses to fulfill requirements:

- Foundations of PRT (3); or an approved course by the director of graduate studies or Department chair
- Two courses within their specialization area
- One course not within their specialization area

Optimally, CAD status students should not be enrolled in the PRT 6010/7010, 6030/7030, or 6000/7000 until they have completed their CAD requirements.

Although these guidelines apply to the majority of CAD students, exact requirements will be determined through consultation between the student and their advisor, or, if unavailable, with the director of graduate studies or the Department chair.

Academic Advising for New Graduate Students

Following acceptance, new graduate students should contact either their identified advisor or the director of graduate studies to discuss scheduling of course work. This advisor will assist the student with direction related to content awareness, non-matriculated course work, and the core program. Graduate advisors have the authority to approve both content awareness courses and up to 50% of the area of concentration classes. Before this limit is reached, students should form a supervisory committee. Students should be aware that subsequent (> 50%) classes taken without approval of the student's supervisory committee may not be accepted on the Program of Study plan. Students should review the faculty profiles available through the departmental web site (<http://www.health.utah.edu/prt>). It is also advisable to meet with selected faculty to discuss mutual research interests or expertise that may be compatible with the student's goals when forming a committee.

Progress toward Degree Completion

Each graduate student will be required to submit an annual progress report to the Director of Graduate Studies each spring. The faculty will use this report to assess adequate progress and to provide feedback to the student, either via the student's academic advisor or the Director of Graduate Studies. Reporting generally follows the checklists for MS and Ph.D. degree completion.

PROFESSIONAL CREDENTIALLING REQUIREMENTS

A university education often provides opportunities for individuals to pursue credentials that are necessary or desirable for their professional responsibilities. Many types of credentials are related to the various branches of Parks, Recreation, and Tourism. Perhaps the most common of these is the "Certified Park and Recreation Professional" program administered by the National Recreation and Park Association and the licensure and certification programs in therapeutic recreation. A summary of the requirements for each of the following:

CERTIFIED PARK AND RECREATION PROFESSIONAL (CPRP)

The CPRP is administered by the National Recreation and Park Association (NRPA). A written examination is required. Graduates of accredited programs in Parks, Recreation, and Tourism are qualified to sit for the examination. Graduates of non-accredited programs in higher education may sit for the examination after they have completed two years of full-time employment in a Parks, Recreation, and Tourism service agency. Additional information about the CPRP program may be obtained by contacting NRPA.

THERAPEUTIC RECREATION CREDENTIALLING

All Therapeutic Recreation majors should familiarize themselves with the following two forms of Therapeutic Recreation Credentialing: **State licensing (required for practice in the state of Utah) and national certification as a Certified Therapeutic Recreation Specialist™ (CTRS®)** provided through the National Council for Therapeutic Recreation Certification® (NCTRC®).

The State of Utah requires a license to practice Therapeutic Recreation. The State Department of Commerce-Division of Occupational and Professional Licensing (DOPL) regulates the licensing program. In order to be licensed in the State of Utah at the TRS or MTRS level, one must meet all qualifications for national certification under the National Council for Therapeutic Recreation Certification, and successfully pass the national exam.

NCTRC Certification: www.nctrc.org ; Utah Department of Commerce-Division of Occupational and Professional Licensing:
http://www.dopl.utah.gov/licensing/recreation_therapy.html

The Department of Parks, Recreation, and Tourism at the University of Utah has a sequential program of therapeutic recreation classes to help students meet certification requirements. **TR students are required to receive a minimum of a C grade in the TR core classes.**

APPENDIX A: QUALITY LEVEL DESCRIPTIONS FOR EVALUATION OF THESES AND DISSERTATIONS

Introduction Section

EXCELLENT

Excellent development and presentation of the rationale for the research. Logical flow of positions, excellent topic sentences and use of transitions between paragraphs, clear purpose statement. Exceptionally well supported by PRT citations from the literature. Virtually free from spelling, grammar, and reference citation errors.

ACCEPTABLE

Good development and presentation of the rationale for the research. Logical arrangement of topics, but may be lacking in terms of transitions and some topic sentences. Adequate support from the literature for positions advanced. Minor errors in spelling, grammar, and/or reference citations.

UNACCEPTABLE

Poor development and presentation of the rationale for the research. Little evidence of a logical flow of positions pointing to the need for the study. Inadequate literature based support for positions. Major errors in spelling, grammar, and/or use of reference citations.

Literature Review and Synthesis Section

EXCELLENT

Excellent work characterized by logical organization, thorough coverage of all PRT topics, and detailed descriptions of studies reviewed with synthesis of major themes and positions. Effective use of topic sentences and transitions, full development and defense of positions, and absence of spelling, grammar, and reference citation errors.

ACCEPTABLE

Good work, characterized by adequate coverage of major topics, fairly detailed descriptions of studies reviewed, and a degree of synthesis of major themes and positions. Good writing with identifiable topic sentences and transitions. Minor errors in spelling, grammar, and/or reference citations.

UNACCEPTABLE

Poor work, characterized by unclear writing, unacceptable depth of literature review, little detail in describing individual studies, and lack of synthesis of major themes and positions. Major errors in spelling, grammar, and/or use of reference citations.

Method Section

EXCELLENT

Exceptionally well written, including sufficient detail to enable a reader to replicate the study. Includes complete descriptions of characteristics of the sample and near absence of errors in grammar, spelling, and use of reference citations.

ACCEPTABLE

Well written, but some details are lacking that would make replication difficult. A description of characteristics of the sample is included. Minor errors in spelling, grammar, and/or use of reference citations.

UNACCEPTABLE

Poorly written, characterized by lack of detail in procedures, unclear writing, and poor editing. Major errors in spelling, grammar, and/or use of reference citations.

Results Section

EXCELLENT

Exceptionally thorough, well organized, and well written. Appropriate use of subheadings. Attention to consistency of data with assumptions of statistical tests, detailed and thoughtful examination of hypothesis tests and/or tests of strength of relationships between or among variables. Very effective use of tables and figures to summarize results. Near absence of errors in grammar, spelling, and use of reference citations.

ACCEPTABLE

Good summary of results. Includes basic description of tests of assumptions and hypothesis tests. Appropriate use of figures, tables, and subheadings. Minor errors in spelling, grammar, and/or use of reference citations.

UNACCEPTABLE

Poor summary of results, lacking in organization and detail. Major errors in spelling, grammar, and/or use of reference citations.

Discussion Section

EXCELLENT

Exceptionally thorough and thoughtful discussion. Includes succinct summary of results, thoughtful and extensive integration with previous literature, discussion of limitations, directions for future research, practical applications (if appropriate), and other appropriate topics. Characterized by excellent writing, with exceptional use of topic sentences and transitions, and logical flow and full development of arguments. Near absence of errors in grammar, spelling, and use of reference citations.

ACCEPTABLE

Good, complete discussion section. Addresses all of the major components (summary, integration, limitations, directions for future research, applications), but does not show the rigor of "A" level work in this area. Minor errors in spelling, grammar, and/or use of reference citations.

UNACCEPTABLE

Poorly prepared discussion section. Major components may either be not addressed or addressed only in a most superficial way. Little evidence of rigorous conceptual work in interpreting and integrating the research. Little, if any, suggestions for future research. Major errors in spelling, grammar, and/or use of reference citations.

References List

EXCELLENT

Absence of errors in spelling, consistency with text, and use of APA format.

ACCEPTABLE

A few minor errors in spelling, consistency with text, and use of APA format.

UNACCEPTABLE

Major errors in spelling, consistency with text, and use of APA format.

Oral Defense Presentation

EXCELLENT

Exceptional presentation, including use of well constructed slides representing each of the major components of the project: Introduction/rationale/purpose/hypotheses, method, results, discussion.

ACCEPTABLE

Good presentation, including use of slides, top quality transparencies, or other visual aids. A few problems with quality, accuracy, or completeness.

UNACCEPTABLE

Poor presentation with no slides used. Major problems with exclusion of important topics and/or lack of clarity.

Oral Defense

EXCELLENT

Responses to questions showed exceptional understanding of the student's own research as well as the supporting literature. Thoughtful, rigorous discussion of questions raised.

ACCEPTABLE

Responses to questions show acceptable level of understanding of the student's research and some degree of understanding of the supporting literature. The student is able to adequately answer questions, but may be lacking in terms of ability to provide PRT elaboration.

UNACCEPTABLE

Marginally acceptable defense. Student has limited understanding of related literature and the significance of his or her own research. The student is unable to provide acceptable answers to some questions posed by committee members.

APPENDIX B: AFFIRMATIVE ACTION

The University of Utah is fully committed to policies of equal opportunity and nondiscrimination. This position is affirmed by the policy statement below:

The University of Utah is fully committed to policies of equal opportunity and nondiscrimination. Accordingly, the University pursues a vigorous program of affirmative action in all its classifications of employment in order to prevent any form of discrimination, harassment or prejudicial treatment on the basis of race, color, religion, national origin, sex, age, or status as a handicapped individual, disabled veteran, or veteran of the Vietnam era. All University administrative and supervisory personnel are required in turn to assure that this policy will be furthered by imposing only valid requirements for employment decisions and for promotional opportunities and to see that all personal actions, such as compensations, benefits, transfers, layoffs, institutional sponsored training, education, tuition assistance, social and recreational programs, will be instituted and administered so as to comply with the standards of fairness and nondiscrimination which are the basis for the Equal Opportunity Policy.

Each administrative and supervisory officer of the University exercising personnel management functions personally shares responsibility for the implementation of this policy. Under the direction of the central administration, the University will continue to evaluate and upgrade its reporting and monitoring procedures as an essential means of assuring compliance. The Director of the Office of Equal Opportunity for the University reports directly to the president and is assigned direct staff responsibility for assisting the line officers in the implementation of this policy and for programs related to it.

Members of the University community are expected to familiarize themselves with the University's Affirmative Action Program and to further its objective in ways consistent with the University policies and procedures.