

UNIVERSITY OF Nebraska Lincoln

Graduate Study in Educational Psychology

2005-2008

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Department of Educational Psychology

The Department of Educational Psychology is one of the oldest departments of educational psychology in the nation. It is the home of four areas of graduate study: School Psychology (APA accredited and NASP approved); Counseling Psychology (APA accredited); Cognition, Learning and Development; and Quantitative, Qualitative and Psychometric Methods. These four areas of graduate study make up the doctoral specialization of *Psychological Studies in Education*. Additional program handbooks are available for students enrolled in School Psychology and Counseling Psychology and define the specific programs in each area. Students who graduate from the Department of Educational Psychology with a Ph.D. degree receive the following doctoral specialization: *Psychological Studies in Education*.

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Counseling and School Psychology Clinic. The Department of Educational Psychology includes the ~~the~~ Counseling and School Psychology Clinic, which is used extensively by our students during practicum experiences. The Clinic is located in the newly-built Teachers College Hall and includes individual and group treatment rooms, one-way glass observation rooms, a range of video equipment, standardized tests, and play materials for children. A wide array of services are offered by students and faculty in the Clinic, including consultation, assessment, and therapy (for children and their families). All student services are provided under the direct supervision of licensed psychologists and advanced doctoral students.

Buros Center for Testing. The Buros Center for Testing is a program in the Department of Educational Psychology of Teachers College. The Center is composed of two institutes: the Buros Institute of Mental Measurements (BIMM) and the Buros Institute for Assessment Consultation and Outreach (BIACO). The primary objective of BIMM is to publish descriptive information and candid, critical, scholarly reviews of commercially available tests and test-related products. Major products from BIMM include the *Mental Measurements Yearbook* and *Tests in Print Series*. Electronic access to information from the Buros Institute of Mental Measurements is available on the World Wide Web and through our partner, SilverPlatter. BIACO provides consultative services to agencies and organization on assessment and assessment-related activities. The scholarly journal, *Applied Measurement in Education*, is a publication sponsored by BIACO. The Buros Center also houses the Oscar K. Buros Library of Mental Measurements.

Nebraska Evaluation and Research (NEAR) Center. The Nebraska Evaluation and Research (NEAR) Center's purpose is to promote sound statistical and research practice. In addition the Center serves as a hands-on training program for graduate students in the Quantitative, Qualitative and Psychometric Methods (QQPM) program. The NEAR Center provides statistical consulting services to: (1) university faculty and graduate students, (2) business and industry, government organizations, groups and individuals when considered appropriate for education and/or training of students. Consulting projects are completed by graduate students under the supervision of the Director of the Center and supervising faculty members affiliated with the QQPM program.

Office of Qualitative and Mixed Methods Research (OQMMR). The objectives of the OQMMR include: (1) promote the use of qualitative and mixed methods research, (2) provide expertise for funded projects that focus on research; and (3) offer support for junior faculty and, to a limited extent, for graduate students in the College of Education and Human Sciences who are designing and conducting qualitative and mixed methods studies. OQMMR provides the following services: (1) consulting on qualitative and mixed methods designs for UNL faculty and graduate students, (2) reviewing proposals for external funding that include qualitative and mixed methods components, (3) consulting for funded research projects, including performing qualitative data analysis, using qualitative software, etc. and (4) assisting with technical writing of scholarly manuscripts for conference presentations and publication. OQMMR houses the *Journal of Mixed Methods Research*.

Center for Instructional Innovation (CII). Established at the University of Nebraska in 1993 through Regential action, the CII was formed to "... apply basic research from cognitive psychology, linguistics, and cognitive science to the design and evaluation of educational practices in the nation's schools." The Center maintains a state-of-the-art research laboratory for conducting basic research on cognitive processes and applied research on technology-based educational interventions. Since its creation, the Center has developed a strong program of research and evaluation activities aimed at fulfilling its mission. The Center for Instructional Innovation also plays a key role in evaluating several major educational initiatives funded by federal agencies and foundations.

Ethnic Minority Affairs Committee (EMAC). Formed in 1972, EMAC is an ongoing, ever-changing team of American ethnic minority, international, and majority students and faculty who share an interest in issues pertaining to diversity and multiculturalism. Although EMAC focuses each year on recruiting high quality students of color for all of the programs in our department, its primary function is to serve as a support network once students arrive on campus and begin their studies. Related activities include, but are not limited to, activism and advocacy, explorations of each other's cultural heritage, and joint research projects. American ethnic minority and international applicants who would like to have their admission materials reviewed by EMAC should indicate so at the appropriate point on the departmental application form.

Nebraska Research Center for Children, Youth, Families, and Schools (CYFS). Closely associated with the Department of Educational Psychology is CYFS, an interdisciplinary research center advancing the scientific knowledge base related to children, youth, families and schools. Its goal is to foster new basic and applied research in all areas related to children, youth, families and schools, including studies that investigate and promote the intellectual, socio-emotional, and behavioral adjustment of children and youth. As an institutional Program of Excellence, the Center promotes an interdisciplinary research climate comprised of more than 80 faculty affiliates from several departments and colleges, including faculty across University of Nebraska campuses.

The Nebraska Prevention Center for Alcohol and Drug Abuse (NPCADA).

NPCADA was established in 1979. NPCADA develops innovative theory-based programs to address critical health behavior-related issues and then “spins off” these programs to other organizations dedicated to reducing health risks and equipped to carry on programs in the community. NPCADA developed Nebraska’s first alcohol, tobacco and other drug curriculum for middle schools, established the first alcohol and drug information clearinghouse in the USA, produced a series of educational television programs for middle schools and high schools on the immediate physiological effects of tobacco use and social pressures resistance skills for tobacco, alcohol, and drinking and driving, conducted the first school-based surveys of alcohol and other drug use, and developed measures to describe smokeless tobacco expectancies. In the last decade NPCADA has developed indigenous resources to conduct health education development programs in China and Thailand and developed measures to describe alcohol expectancies, alcohol-related self-efficacy, and cultural orientation among adolescents in China.

College of Education and Human Sciences

The Department of Educational Psychology is one of seven departments housed within the College of Education and Human Sciences, which also includes the Department of Teaching, Learning, and Teacher Education; the Department of Educational Administration; the Department of Special Education and Communication Disorders; the Department of Family and Consumer Sciences; the Department of Nutrition and Health Sciences; and the Department of Textiles, Clothing and Design.

University of Nebraska-Lincoln and Surrounding Community

The University of Nebraska-Lincoln is the largest and most comprehensive of four University of Nebraska campuses, the first university west of the Mississippi to formally establish a graduate college, and the primary site for graduate education in the state of Nebraska. UNL offers over 150 undergraduate majors and nearly 120 graduate programs. Including some 23,000 students, the UNL campus is situated in Lincoln, Nebraska’s state capitol and home to approximately 225,000 residents. Lincoln is a friendly, tree-lined Midwestern city with exceptional cultural and recreational facilities such as the Lied Center for Performing Arts, the Sheldon Art Gallery, and, of course, the Nebraska Cornhusker athletic teams, to name a few. Selected as an All-American City, Lincoln provides a supportive and enjoyable environment for students in a variety of family/relationship patterns.

Students

We have a strong student body. Our students come from many states and include a diverse international population. Our students represent cultural and ethnic diversity from within the

United States as well. African-American, Hispanic-American, American Indian, Pacific Islander, and Asian-American cultures are represented.

Advising. Students are assigned a temporary advisor when they are admitted into their programs. We attempt to match student admissions to actual faculty resources and, in the case of doctoral admissions, to the interests of the faculty. The temporary advisor gives the students immediate help in choosing courses and planning the first year's program. The student is free to choose another advisor at any time. The advisory relationship is related to the doctoral seminar. Doctoral students are required to take 12 hours of doctoral seminar. Although course advising and other professional input takes place in a number of ways, the doctoral seminar is an intense experience that allows the student and mentor to discuss research, ethics, professional goals, and academic strengths and difficulties. Most often, the students take the doctoral seminar being offered by her/his advisor. Students are encouraged, however, to do doctoral seminars with any faculty member who is pursuing research of interest to the student.

We limit advisors to about 8 doctoral students and 12 masters or Educational Specialist students. These numbers vary slightly with faculty resources and graduation dates of students. No limit is placed on the number of supervisory committees upon which faculty can serve. There is a great range in this activity with some faculty serving on dozens of committees because of their special areas of expertise. This is especially true of QQPM faculty.

Retention. Each program area evaluates every student every year and makes a determination regarding satisfactory progress. Programs have some latitude in operationalizing this designation, but all programs in Educational Psychology require the student be actively registered for courses (or have asked for and received a leave) and received B or better grades for all courses.

Comment [BD2]: Didn't we just make this a department requirement

Students who are not making satisfactory progress are told to meet with their advisors and construct plans for successfully re-mediating weaknesses. If this plan is unsuccessful, there is a process for Probation and Dismissal (see Appendix D) that guides our due process.

Our retention rate among students is very high. In the past five years five student programs have been extended and six students have been dismissed or dropped from the program. We will routinely approve (at our level) one extension of a doctoral program, but additional extensions are rare.

Financial support. Every attempt is made to provide support to all full-time doctoral students who have asked for support. All our American ethnic minority students are receiving some support and most of our international students are supported. Many of the student stipends allow for tuition remission.

Students are supported through a combination of teaching and research assistantships. The teaching assistantships are administered through the department, as are some of the research assistantships. Other possibilities for support are through the NEAR Center, the Nebraska Center for Research on Children, Youth, Families and Schools, the Center for Instructional

Innovation, Building Accepting Campus Communities, the Counseling and School Psychology Clinic, and the Buros Center for Testing.

Over 50% of our students receive financial support from the University. Student support levels are adjusted annually. Roughly speaking, research assistantships and teaching assistantships range from 13 to 20 hours of work per week. In addition, student compensation often includes 12 hours tuition remission for each semester plus health benefits. Some students are awarded fellowships from the Office of Graduate Studies.

Placement. Students graduating from our department are employed in various professional settings and positions, both locally and nationally. Career development is usually informal and maintained through relationships with faculty members, advisors, and mentors throughout the department and college.

Rights and Responsibilities of Students

The Department of Educational Psychology adheres to all UNL policies regarding the rights and responsibilities of graduate students. These include the following statements from the UNL Graduate Studies Bulletin:

- Nondiscrimination Policy
- Academic Credit Policies
- Probation and Termination
- General Appeal Procedures for Academic Matters Concerning Graduate Students
- Services for Students with Disabilities
- Student Rights and Responsibilities
- Policy Statement on Rights, Privileges, and Responsibilities of Graduate Assistants and Fellowship Recipients
- Guidelines for Good Practice in Graduate Education

Students are also referred to the Principles of Academic Freedom adopted by the Associated Students of the University of Nebraska (available on the ASUN website at www.unl.edu/asun). Students working in professional contexts with children, teachers, clients, or other individuals are expected to act in accord with the Ethical Principles of the American Psychological Association (available at www.apa.org/ethics) and may be evaluated on the basis of their adherence to these principles.

Student Honor Code (Ratified by the ASUN Senate on April 2, 1997)

The University of Nebraska is a unified community, and we are proud of our heritage. As we look with optimism towards the future, we strive to adhere to the following code:

- I will be respectful towards all others, their thoughts and aspirations, and will look upon them with equality and fairness.
- I will be compassionate, always mindful of those less fortunate than I.
- I will be honest with whom I interact, practicing integrity in my daily decisions.

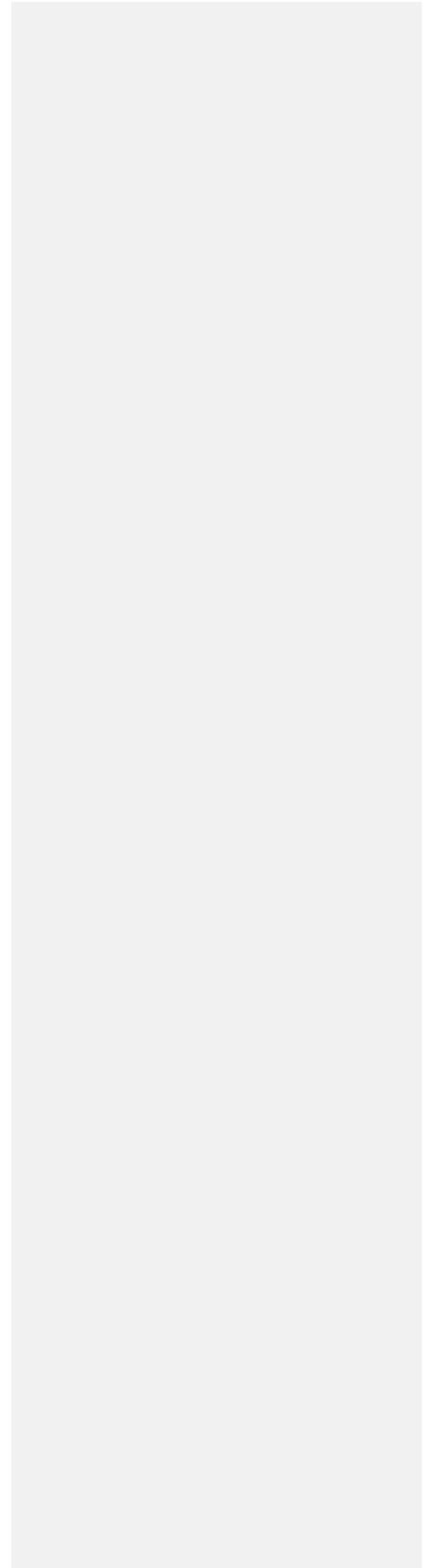
- I will be mindful of the investments others have made in the University, realizing my own responsibilities in life.
- And I will always be dignified in who I am, striving for excellence in all I do.

Academic Dishonesty

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions. Academic dishonesty includes, but is not limited to, the following:

1. Cheating: Copying or attempting to copy from an academic test or examination of another student; using or attempting to use unauthorized materials, information, notes, study aids or other devices for an academic test, examination or exercise; engaging or attempting to engage the assistance of another individual in misrepresenting the academic performance of a student; or communicating information in an unauthorized manner to another person for an academic test, examination or exercise.
2. Fabrication or Falsification: Falsifying or fabricating any information or citation in any academic exercise, work, speech, test or examination. Falsification is the alteration of information, while fabrication is the invention or counterfeiting of information.
3. Plagiarism: Presenting the *work* of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations, theses, reports, speeches, drawings, laboratory notes or other academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person. If you have any doubt as to whether you should cite a source, then cite the source. Simply changing of one or more words so that you do not have exact quote of the other person's work is still plagiarism.
4. Abuse of Academic Materials: Destroying, defacing, stealing, or making inaccessible library or other academic resource material.
5. Complicity in Academic Dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty.
6. Falsifying Grade Reports: Changing or destroying grades, scores or markings on an examination or in an instructor's records.
7. Misrepresentation to Avoid Academic Work: Misrepresentation by fabricating an otherwise justifiable excuse such as illness, injury, accident, etc., in order to avoid or delay timely submission of academic work or to avoid or delay the taking of a test or examination.
8. Other: Academic units and members of the faculty may prescribe and give students prior notice of additional standards of conduct for academic honesty in a particular course, and violation of any such standard of conduct shall constitute misconduct under this Code of Conduct and the University Disciplinary Procedures.

Appendices



Appendix A

Outline of Procedures Involved in Obtaining Ph.D. Ed.S., and Masters Degrees

Requirements (Doctoral)

Paper Trail. Admission letter, Appointment of Supervisory Committee, Program of Studies, Admission to Candidacy, Application for Advanced Degree, Application for Final Oral Exam, and two forms signed by the members of the student's supervisory committee after passing your oral examination defending the dissertation.

Admission. Two separate organizations need to admit students for a doctoral program. Students need to be admitted by the Office of Graduate Studies at UNL, and they need to be admitted by program areas. There are several requirements for admission including current GRE scores, transcripts, letters of recommendation, statements of interest, etc. There is a fee (\$45) for application to the Office of Graduate Studies at UNL. Students should refer to program area handbooks for a complete list of program requirements.

Supervisory Committee. Students need to form a doctoral supervisory committee. This is an official process in which names are recommended to the graduate dean and a formal paper approving the committee is returned from the Graduate College. A doctoral committee must have a minimum of four members of the Graduate Faculty. The chair of the supervisory committee must be a resident tenure stream Graduate Faculty member. In the event there are co-chairs at least one of the co-chairs must be a tenure stream Graduate Faculty member. At least one Graduate Faculty member external to the academic department or area in which the doctorate is to be granted must be included on the supervisory committee. The supervisory committee cannot contain more than one Graduate Faculty Associate as a voting member. Faculty from other universities with special expertise may be enlisted, with the approval of the Graduate Dean, to serve in a courtesy association on the supervisory committee of a doctoral candidate. Such individuals would serve without official vote but would be empowered to sign the dissertation approval document and be duly acknowledged by the student in the dissertation.

Students should choose committee members with great care. The committee approves a student's program of studies, contributes to and grades the comprehensive exam, approves the research proposal, approves the dissertation, and ultimately votes on the PhD oral dissertation defense. It is wise for students to seek the counsel of other recent PhD students who have had a person as a committee member.

The official committee formation document looks like the one shown below:

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Program of Studies. PhD. The Program of Studies is the list of courses a student must complete for a Ph.D.

There are three stages to the Program of Study: **(a)** where the chair of the Supervisory Committee and the student develops the program; **(b)** where the Program of Studies is brought to the Supervisory Committee for the student; and **(c)**, where the Program of Studies is sent to the Office of Graduate Studies. The Office of Graduate Studies must approve the final Program of Studies for it to be official.

It always is best for students to have a reasonably good idea of the research area they wish to pursue. That way they will be able to take appropriate tools courses.

Each Program of Studies should have a minimum of 12 hours of dissertation credit specified.

Students should complete the Program of Studies using whatever computer system is available and have it printed by our Graduate Center office.

The Program of Studies is presented to the Supervisory Committee of the student at the first of three or four committee meetings. Nearly always, the committee suggests some changes in the Program of Studies. The outcome of this meeting will be approval of at least two motions by the committee:

1. Approval of the Program of Studies (as amended).

2. Approval of the omnibus motion. The omnibus motion empowers the committee chair to do three things: set and arrange for the grading of the comprehensive examination; appoint a dissertation reading committee (two of the committee members); and make *minor* changes in the POS consistent with the candidate's goals and research.

The minimum number of graduate credits for the Ph.D. is 90 semester hours, including a dissertation. No fewer than 45 graduate semester hours must be completed at the University of Nebraska **after** the filing of the Program of Studies. This means that the Program of Studies should be filed fairly soon after a student is admitted into a program.

Minutes of the doctoral supervisory committee meeting are submitted to the graduate dean along with the Program of Studies. The outcome is an approved Program of Studies from the Office of Graduate Studies. Students must complete the requirements for the doctoral degree within eight years of the time of filing the student's Program of Studies in the Office of Graduate Studies.

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Comprehensive Examination. After students complete most or their coursework but before submitting their research proposal, they must complete and pass a comprehensive examination.

There are four stages of the Comprehensive Examination process: **(a)**, where the chair and the members of the student's supervisory committee develop the examination; **(b)** where students write their comprehensive examination; **(c)** where the supervisory committee evaluates the responses; and **(d)** where a form signed by all members of the supervisory committee is sent to the Office of Graduate Studies to admit students to doctoral candidacy.

Passing the comprehensive examination is by no means automatic. Various options exist for completing the comprehensive examination. Students should discuss these options with the chair of their supervisory committee.

Candidacy. After a student has passed the comprehensive examination, the chair of the supervisory committee contacts the Office of Graduate Studies. This leads to completing another form, *Admission to Candidacy*. This is an important paper hurdle. The application must be filed ***at least seven months prior*** to the final oral examination (dissertation defense). It represents the last major hurdle before the dissertation.

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IRB (Institutional Review Board). Student research requires prior approval from the IRB whenever it involves human participants. This is an important step that cannot be overlooked. Students cannot begin their research until they have IRB approval for the study. In addition, students are required to follow the protocol that the IRB approves.

All students must complete IRB training in the rights of human participants in research, and pass an examination over that training, before submitting a UNL IRB proposal.

After training, there are at least three stages to this process: **(a)** where the student and the faculty supervising the research write the IRB proposal; **(b)** where the application is submitted to the UNL IRB, and **(c)** where approval is obtained. The approval is almost always iterative; there nearly always is something found lacking. For some research two or more separate IRB approvals may be required.

Students are not to submit an IRB proposal for their doctoral dissertation research until AFTER the dissertation proposal has been approved.

Research Proposal. Though not spelled out in the graduate studies requirements, the Dissertation research proposal is a very important step. A typical research proposal consists of the first three chapters of a dissertation: an introduction (why the problem is worthy), a literature review (what is already known about the problem), and methods (what you will do in your study). Once approved, the research proposal is like a contract between the student and his or her committee. Because of the implied contractual nature of this step, it should be taken very seriously. If the committee wants changes in the proposal, the student should make them and resubmit the proposal to them before the letter is sent (to Graduate Studies for your file) indicating that this meeting has been held.

Typically, the proposal will ultimately become the first three chapters of your dissertation: *Introduction*, *Literature Review*, and *Methods and Procedures*.

There are three stages of the research proposal: **(a)** where the student prepares the proposal; **(b)** where the student presents to the committee and the committee approves the proposal; and **(c)** an *informal* stage where a memo is written to Graduate Studies indicating that the supervisory committee has approved the research proposal.

Application for the Degree. Students must apply to receive their degree in the early part of the semester during which they expect to receive the degree.

Dissertation. Preparing a dissertation is a major effort.

Follow the formatting rules carefully. In our department the latest version of the APA Publication Manual is used.

After the research data collection is complete, students write the dissertation. As often as not, this consists of adding *Results* and *Discussion, Summary and Conclusions*.

Once written and approved by the chair of the supervisory committee, the dissertation goes to the Reading Committee, two members of the student's supervisory committee who have agreed to serve as readers. The Reading Committee should have no less than two weeks to read and approve the dissertation. In many cases, readers will require revisions and students should allow another two weeks for these revisions. There must be at least three weeks between their approval and the final oral defense. It is a good idea for students to plan on having the dissertation approved by the chair of the supervisory committee at least seven weeks before the defense is planned. Due to faculty

schedules, there is no guarantee that students can defend their dissertation over the summer.

The remaining stages in preparing the dissertation are **(a)** schedule oral, **(b)** the oral exam itself, and **(c)** depositing the dissertation.

Depositing the dissertation is usually a straight-forward process. There are formatting requirements that are followed scrupulously. Then, there must be copies that are bound. Plan on binding one bound copy for the chair of your supervisory committee. Students should ask other members of the supervisory committee if they wish to have a copy of the dissertation.

Oral Examination. One of the final steps in earning a Ph.D. is defending the dissertation at an oral examination. (This is not the very last step. After the oral examination, there are signatures, revisions, and deposit of the 'final' copies.) The oral cannot be held until after the Reading Committee (two members of the supervisory committee other than the chair) sign off.

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Publication(s). Most research that students conduct should be publishable and students should attempt to publish it.

Summary of Procedure for the Doctor of Philosophy Degree (taken from the 2000-2002 UNL Graduate Bulletin).

This summary of procedure should be studied carefully in connection with the

Graduate College calendar.

1. Admission to UNL Graduate Studies by the evaluation of official transcripts presented in person or by mail before registration.
2. Registration after consultation with advisers in major and minor departments.
3. Appointment by the Office of Graduate Studies of a supervisory committee on the recommendation of the departmental or area Graduate Committee.
4. Submission to the Office of Graduate Studies of a program approved by the supervisory committee setting forth the complete plan of study for the degree with a minimum of 45 hours exclusive of language and/or research tools remaining to be taken.
5. Satisfactory completion of foreign language or research tool requirements set forth in the approved program and passing of comprehensive examinations in major and minor or related fields when the student's program of courses is substantially completed.
6. Admission to Candidacy for the PhD degree by filing a report in the Office of Graduate Studies of the passing of the comprehensive examinations and the completion of language and research tool requirements (at least seven months before the final oral examination).
7. Submission to the Office of Graduate Studies of a report from the supervisory committee on the specific research for the dissertation and progress to date.
8. Filing of an application for the degree at the Office of Registration and Records, 107 Canfield Administration Building. This application is effective during the current term only. It must be renewed at the appropriate time if requirements for graduation are not completed until a later term.
9. Presentation of the dissertation and the abstract to the members of the reading committee in sufficient time for review and approval, which must be obtained at least three weeks before the final examination.
10. At least three weeks prior to the date of the oral examination, presentation to the Office of Graduate Studies of the application for final oral examination and a copy of the dissertation and abstract for preliminary review.
11. Passing of any required final oral examination.
12. Deposition of two copies of the dissertation in proper form, three copies of the abstract, and a signed agreement for microfilming the dissertation and publication of the abstract, with the Dean of University Libraries after final approval from the doctoral specialist in graduate studies. Delivery of the certificate of deposit, signed by members of the supervisory committee, the Dean of University Libraries, and the Comptroller, to the Office of Graduate Studies. In addition, one bound copy of the dissertation is to be

deposited with the student's major department.

Hooding. UNL conducts a doctoral hooding ceremony, usually on the afternoon of the day before commencement. At this ceremony, mentors stand by while a member of the UNL Graduate Office places a hood on the candidate.

Educational Specialist Requirements

Paper Trail. The Educational Specialist paper trail consists of an admission, a Program of Studies, Appointment of Supervisory Committee, Application for Advanced Degree, and a Comprehensive Examination Report.

Admission. Two separate organizations need to admit students for an Educational Specialist program. Students need to be admitted by UNL, and students need to be admitted by an Educational Specialist program.

Supervisory Committee. Students need to form an Educational Specialist supervisory committee. This is an official process in which names are recommended to the graduate dean and a formal paper approving the committee is returned from the Graduate College. An Educational Specialist committee must have a minimum of THREE faculty members. At least one faculty member of the Educational Specialist supervisory committee must be external to the graduate program in which the degree is to be granted. Generally, this third faculty member is selected from another program of study within the Educational Psychology department.

Students should choose committee members with great care. The committee approves a student's program of studies, and contributes to and grades the comprehensive exam.

Program of Studies. The Program of Studies is the list of courses a student must complete for an Educational Specialist degree.

There are three stages to the Program of Study: **(a)** where the chair of the Supervisory Committee and the student develops the program; **(b)** where the Program of Studies is brought to the Supervisory Committee for the student; and **(c)**, where the Program of Studies is sent to the Office of Graduate Studies. The Office of Graduate Studies must approve the final Program of Studies for it to be official.

Students should prepare their proposed Program of Studies and print copies for members of their Supervisory Committee.

The Program of Studies is presented to the Supervisory Committee of the student at the first of two committee meetings. The outcome of this meeting will be approval of at least two motions by the committee:

1. Approval of the Program of Studies (as amended).

2. Approval of the omnibus motion. The omnibus motion empowers the committee chair to do three things: set and arrange for the grading of the comprehensive examination; appoint a dissertation reading committee (two of the committee members); and make *minor* changes in the POS consistent with the candidate's goals and research.

Minutes of the supervisory committee meeting are submitted to the graduate dean along with the Program of Studies. The outcome is an approved Program of Studies from the Office of Graduate Studies. Students must complete the requirements for the doctoral degree within eight years of the time of filing the student's Program of Studies in the Office of Graduate Studies.

Comprehensive Examination. The format and content of the comprehensive examination is determined by the program that the student is completing for the Educational Specialist degree. The administration of the examination is supervised by the student's advisor, and the student's performance is evaluated by all members of the Supervisory Committee. A comprehensive exam report form must be submitted to the Graduate School demonstrating that at least two of three supervisory committee members have approved the student's performance as passing.

Application for the Degree. Students must apply to receive their degree in the early part of the semester during which they expect to receive the degree.

Masters Requirements

Paper Trail. The masters paper trail consists of an admission, a Memorandum of Courses, Application for Advanced Degree, and a Final Examination Report. A thesis must be written, defended, revised, bound, and deposited if the thesis path is chosen.

Admission. Two separate organizations need to admit students for a masters program. Students need to be admitted by UNL, and students need to be admitted by a masters program.

Memorandum of Courses. The Memorandum of Courses is the list of courses students must complete for their Masters. This Memorandum of Courses must be approved by the student's advisor.

If a student plans to complete a thesis, there will be a defense of the written thesis.

Complete the Memorandum of Courses. Then, have it printed properly by Graduate Support Services (office in CEHS).

The Memorandum of Courses **must** be submitted to and approved by the Office of Graduate Studies before students have completed half of the program of studies.

IRB (Institutional Review Board). Much research that is conducted to satisfy the research requirements is likely to require prior approval from the IRB. See above for a summary of the IRB procedure.

Comprehensive Examination. The format and content of the comprehensive examination is determined by the program that the student is completing for the masters degree. Students must sign up for the comprehensive examination by contacting the department's graduate student support person at least one week prior to exams that are scheduled in March, June, and October of each year. The administration of the examination is supervised by the department's graduate student support person. A comprehensive exam report form must be submitted to the Office of Graduate Studies if a student has passed the examination.

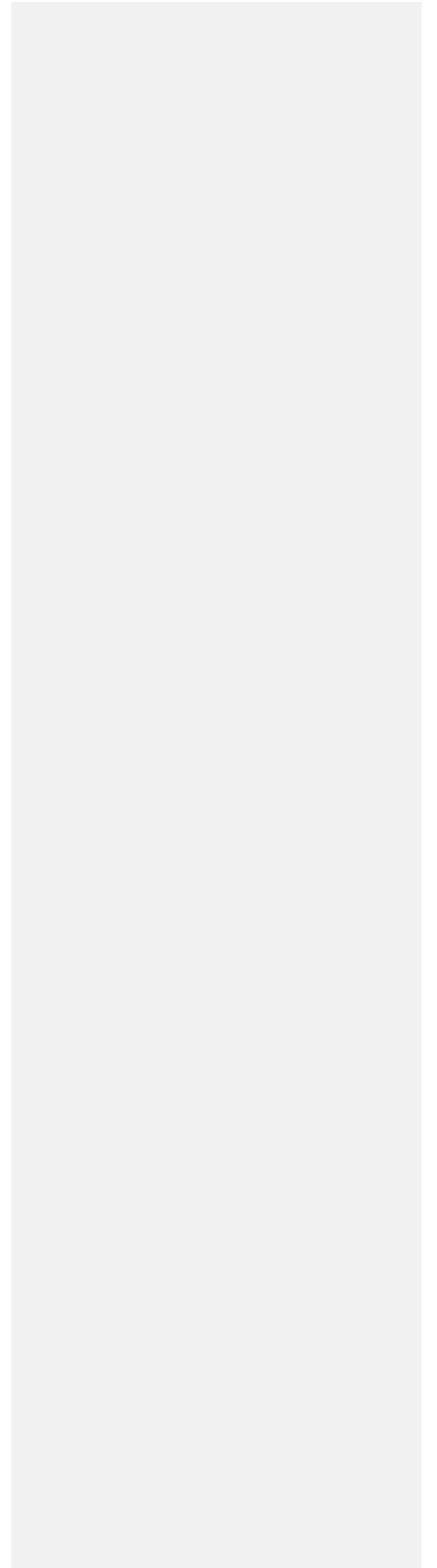
Thesis. A master thesis is much like a small dissertation. Students interested in pursuing academic careers often choose the route of writing a thesis. Having a well-written thesis can help with respect to gaining admission into doctoral programs. At UNL, there is no special supervisory masters committee. The mentor and the candidate develop the thesis, and then bring it to an additional faculty member to conduct the final examination.

Oral. The thesis is defended at an oral examination. Members of the committee must have at least three weeks to read the thesis before the exam takes place.

Application for the Degree. Students must apply to receive their degree in the early part of the semester during which they expect to receive the degree.

Final Examination Report. The Final Examination Report form must be signed for students to receive their degree.

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Appendix B

Graduate Teaching Assistants Policy

Graduate Teaching Assistants (GTAs) are important contributors to our instructional program. The Department is committed to the quality of that program and to the development of teaching skill in GTAs. In August of 1997 the Department adopted a Supervision Plan for GTAs (see below). The following statement summarizes selection, supervision and evaluation processes:

1. Students are selected by the supervisor of the teaching area (e.g., EDPS 250/1, 362/457, or 459) and approved by the Department Chair. Teaching assistants normally must have the masters degree and have had prior teaching experience before an appointment is made.
2. GTAs are required to attend regular meetings with their Faculty Supervisor. These meetings acquaint the GTA with course policies, opportunities for development of instructional expertise, content issues, and other matters.
3. All GTAs must conduct student evaluations of their classes every semester. These evaluations are reviewed by the Faculty Supervisor and by the Chair. Compensatory activities are planned with GTAs if indicated by the evaluations.

Note: University regulations require that international students for whom English is not their native language must successfully complete the ITA Institute program before becoming a GTA.

Appendix C

Appeal of Grades in Graduate-level Courses

(Approved March 9, 1993)

The Executive Graduate Council approved a statement entitled "General Appeal Procedures for Academic Matters Concerning Graduate Students" on December 11, 1980. Section II of the document informs students of their right to appeal grades in graduate-level courses, and more specifically, provides that the campus Dean of Graduate Studies shall inform the student of the grade appeal procedures approved by the Graduate Council for that campus. This statement articulates the grade appeal procedures established for the University of Nebraska-Lincoln in compliance with that document.

Students who believe their evaluation in a course has been prejudiced or capricious must first attempt to resolve the matter with the course instructor.

If unsuccessful, the student may then file a written appeal to the Graduate Chair for consideration by the Graduate Committee responsible for the administration of the course. This appeal must be filed within 60 days of the posting of the grade report by the UNL Records Office.

If the matter is unduly delayed or not resolved, the student may present the original appeal documentation to the UNL Dean of Graduate Studies who shall request a review by a subcommittee of the Graduate Council. A last appeal may be made to the full Graduate Council, if it agrees to hear the case.

Since awarding grades in courses occurs at the individual campus level, the decision of the UNL Graduate Council shall be final and is not subject to further appeal beyond the campus.

During the appeal process, if the instructor's grade is overturned, the instructor of record has the right of appeal, in writing, at successive levels of review.

Appendix D

Probation and Dismissal Procedures for PSYE Doctoral Students

(Approved March 22, 1985 and modified 2004 to reflect new doctoral specialization)

Progress of students through PSYE Doctoral programs will be monitored and modified as the student's educational needs dictate. When students have educational or professional difficulties that interrupt their progress through the program, they will work with their advisor and supervisory committee to create and implement a plan to address the difficulties. When these attempts to rectify the situation are unsuccessful, procedures may be initiated to place the student on probation or dismiss the student from the PSYE Doctoral program. These procedures have been developed to ensure that the rights of the student and the integrity of the program are protected. (Note: Prior to 2004 the doctoral degree was in the PCS specialization.)

If a Supervisory Committee has been appointed:

Step 1: When a problem exists that impedes a student's progress in the program, the student and advisor will first discuss the problem and make a plan to correct the problem.

Step 2: If the problem continues, a meeting will then be held with the student's advisor, program director (or program specialization area head), and the student to determine if the problem should continue to be dealt with in the same way or if it should be addressed by the program specialization area committee. The student will be informed of this meeting at least one week in advance and can provide additional information for consideration at this meeting.

Step 3: If the decision is made to bring the problem to the program specialization area committee, a meeting of that committee will be held. The student will be informed of this meeting at least two weeks in advance and can provide additional information to the committee, either in person or in writing. At the conclusion of this meeting, the program specialization area committee will decide, by majority vote, whether to recommend that the supervisory committee maintain the student as an active student, placed the student on probation, or terminate the student's program. The advisor and/or other designated persons will then inform the student of the recommendation within 10 days both orally and in writing. The student can respond orally and/or in writing to this recommendation.

Step 4: If the program specialization area committee recommends probation or termination to the supervisory committee, the student's supervisory committee (chaired by the advisor) will meet within 4 weeks of the recommendation to make a final decision on probation or termination. The student will be informed of this meeting at least two weeks in advance and can provide additional information to the supervisory committee either in person or in writing. The supervisory committee, by majority vote, will decide if the student should be maintained as an active student, placed on probation, or terminated. A report of the committee meeting will be placed in the student's file. The department chair and graduate committee chair will be informed of the outcome of this meeting. The advisor or other designated person will inform the student of the committee's decision within 10 days both orally and in writing. The graduate committee chair will notify the student, in writing, via registered mail, of the decision of the supervisory

committee. The student will be given the opportunity to appeal this decision to the PSYE Doctoral Field Committee within 10 days after receipt of the letter.

Step 5: After the 10 days, the graduate committee chair will bring the recommendation of the supervisory committee for probation or dismissal to the PSYE Doctoral Field Committee for their consideration. The PSYE Doctoral Committee will act, by majority vote, to accept or reject the decision by the supervisory committee. If the decision is to accept the decision of the supervisory committee, the graduate committee chair will formally notify the Graduate College of the revised status of the student. If the decision of the PSYE Doctoral Field committee is to reject the decision of the supervisory committee, the graduate committee chair will explain the reasons for this decision, in writing, to the advisor, the department chair, the program area head, and to the student.

If a Supervisory Committee has not been appointed, Steps 1 and 2 will remain the same as described above, and Steps 3, 4 and 5 will be replaced with Steps 3 and 4, below

Step 3 (Without a Supervisory Committee): If the decision is made to bring the problem to the program specialization area committee, a meeting of that committee will be held. The student will be informed of this meeting at least two weeks in advance and can provide additional information to the committee, either in person or in writing. At the end of this meeting, the program specialization area committee will decide, by majority vote, whether the student should be maintained as an active student, placed on probation, or have his/her program terminated. A report of the committee meeting will be placed in the student's file. The department chair and PSYE head will be informed of the outcome of this meeting. The program area head, and/or other designated persons then will inform the student of the recommendation within 10 days in writing. The PSYE Head will notify the student, in writing, via registered mail, of the decision of the program specialization area committee. The student can appeal this decision to the PSYE Doctoral Field Committee within 10 days after receipt of the letter.

Step 4 (Without a Supervisory Committee): After the 10 days, the graduate committee chair will bring the recommendation of the program area for probation or dismissal to the PSYE Doctoral Field Committee for their consideration. The PSYE Doctoral Committee will act, by majority vote, to accept or reject that decision. If the decision is to accept the decision of the program area, the graduate committee chair will formally notify the Graduate College of the revised status of the student. If the decision of the PSYE Doctoral Field committee is to reject the decision of the program area, the graduate committee chair will explain the reasons for this decision, in writing, to the department chair, the program area head, and to the student.

Probation Procedure

Whenever a student is placed on probation, the advisor and/or other designated persons will meet with the student and clearly describe the following information in person and in writing:

- a. A behavioral description of the problem
- b. Possible courses of remediation
- c. Clear criteria for ending the probationary status

- d. A timeline for meeting these criteria
- e. A summary of options available to the student.

At the end of the probationary period, the advisor, program director (or program specialization area head) and supervisory committee (if appointed) will meet to review the student's progress toward meeting the criteria for ending the probationary status. The student will be informed of the meeting at least two weeks in advance and can provide additional information, either in writing or in person. A decision will be made to:

- a. Return the student to full graduate status
- b. Continue the probation (with the existing or a revised plan) or
- c. Terminate the student's program.

The chair(s) of the supervisory committee and/or designated persons will inform the student in writing of this decision within 10 days both verbally and in writing. The student can respond orally and/or in writing to this recommendation. Written notice of this decision will be provided by the chair of the supervisory committee and/or other designated persons to the graduate committee chair and the department chair.

Termination Procedure

Whenever a student is recommended for termination, the advisor and/or designated persons will meet with the student and provide both orally and in writing the following information:

- a. Description of specific student behaviors that resulted in the recommendation for termination of the student's PSYE doctoral program
- b. A summary of options available to the student.

The termination decision will be forwarded to the graduate committee chair and the department chair.

Appendix E

Resolving Authorship Disputes Educational Psychology (December 4, 1996)

Context

An important aspect of the relationship between faculty and students in the Department of Educational Psychology is collaboration in the research process. This includes collaboration in the preparation of publications that result from jointly conducted research activities. From time to time there may arise disagreement about the order of authorship in publications prepared jointly by faculty and students. The procedures outlined below represent a three-step process that is intended to facilitate resolving such disagreements within the department. Remedies at the university level are available if problems are not resolved within the department.

Process

The three steps of the process are:

1. Initial discourse among all parties who are participating in a joint effort that may result in publication.
2. When a dispute arises, the department chair will be asked to identify a third party who will serve as a mediator between the disputing parties.
3. If the results of the mediation are not satisfactory, the dispute may be brought before the departmental authorship committee. The committee will hear the positions of the disputants and make a non-binding recommendation to the parties involved (copy to the department chair).

The first step in the three-step process is intended to be preventative. This step suggests that whenever there is the potential for publication and both faculty and students are involved that a discourse be initiated at the earliest stages. In addition to the Ethical Principles of the American Psychological Association (APA), there are a number of journal articles that suggest ways to determine authorship credit other than simply by mutual agreement. References to several articles are included in this policy statement.

The second step should happen only rarely. When faculty and student collaborators are unable to reconcile who should be the first, second, third...author on a jointly produced publication, in spite of preliminary discussions, either of the parties should seek assistance from the chair of the department. At this point, the chair's role is to assist by identifying an individual (who may be a faculty or student within or outside the department who has the skills to serve as a mediator. The role of the mediator is to help the disputing parties communicate, not to make a recommendation that will resolve the dispute. If mediation is not successful, then step three may be invoked by either of the disputing parties.

Step three involves assembling the departmental authorship committee. The committee consists of both faculty and students. The role of the committee is to investigate the positions of both parties, collecting any available artifacts and providing both sides an opportunity to clarify their positions. When all available evidence has been considered, the committee will make a recommendation to the disputing parties and copy that recommendation to the department chair. The committee's recommendation is non-binding. A more complete description of the committee is attached.

Policy

It is the Department's policy that at the start of any project involving both faculty and students that the issue of collaboration and authorship should be discussed and that these same issues should be discussed periodically during the course of the project. These discussions may be summarized by a formal memorandum to insure that all parties have the same understanding about authorship position. When the collaboration occurs within the context of a course, a syllabus may be prepared that spells out responsibilities, expectations, grade and other reward (authorship position) associated with the project.

In the event that after such discussions a dispute arises, either of the disputing parties may ask the chair of the Department of Educational Psychology to identify someone who can serve in the role of mediator. The mediator will attempt to assist both parties in finding a solution to the dispute.

Should the mediator fail to assist the parties in resolving the dispute, then either party may ask the Departmental Authorship Committee to hear the dispute and make a recommendation.

References

Fine, M.A., & Kurdek, L.A. (1993). Reflections on determining authorship credit and authorship order on faculty-student collaborations. *American Psychologist*, *11*, 1141-1147.

Shawchuck, C.R., Fatis, M., & Breitenstein, J.L. (1986). A practical guide to the assignment of authorship credit. *The Behavior Therapist*, *9*, 216-217.

Winston, R.B. Jr. (1985). A suggested procedure for determining order of authorship in research publications. *Journal of Counseling and Development*, *63*, 515-518.

These references are on file in the Departmental office. The description of the Departmental Authorship committee is attached.

Appendix F

Supervision Plan for Graduate Student Instructors (Adopted August, 1997)

Rationale for using Graduate Student Instructors

There is always a tension between having graduate students teach a course and having instruction done by faculty with the terminal degree. There is a real need for university faculty to learn how to teach prior to accepting faculty positions. But, at the same time, undergraduate students need the best instruction they can get and should not be “practiced on” by novices. The Department of Educational Psychology believes that college and university faculty become good teachers through experience in teaching, and that the Department has an obligation to facilitate that process through assisting its doctoral level graduates to develop their abilities as teachers.

One of the most neglected aspects of doctoral level education is attention to the training of doctoral students for the teaching functions of the college and university settings for which they are being prepared. The doctoral dissertation prepares them to do research, but no specific training is generally provided for the development of teaching skills for college teaching. Doctoral students are frequently awarded teaching assistantships, instructorships, or supervisory positions, but systematic efforts to assist them to develop their approach to these roles and all that involves are much less common. As colleges and universities increasingly use successful teaching experience as a selection criterion for hiring new faculty, doctoral programs will need to attend to developing teaching abilities in their students. It seems particularly appropriate that Colleges of Education should attend to the development of teaching philosophy and abilities for college and university teaching. Even graduate students who have successfully taught in public schools have not experienced the challenges of teaching at the college level and need to be mentored into these roles.

Based on these considerations, the use of graduate students as instructors is an imperative in the training of those being prepared to become future college instructors and supervisors. At the same time, it is also an imperative that this be done in such a way as to provide assurance that educational goals for undergraduate students will be met while at the same time developing the teaching abilities of future college instructors.

All doctoral programs in College of Education and Human Sciences require that students participate in systematic activities to develop their teaching. In programs in the Department of Educational Psychology, one way in which this requirement can be met is by teaching designated course under the supervision of a faculty member (e.g., Educational Psychology 250, 251, 362, and 459). The Department of Educational Psychology has established a model for the development of teaching abilities in the graduate students hired as instructors for these courses.

Two processes are used to assure quality instruction and promote the development of teaching abilities: 1) careful selection of the graduate students who are assigned teaching duties, and 2) a systematic program to work with these students to refine their “philosophy” of college

teaching, to develop teaching skills, and to become familiar with the practical aspects of college teaching.

Selection

Graduate students are selected to become instructors based on four criteria:

1. Possession of the MA or equivalent training in the field they are to teach. In general, they must have graduate level coursework in the area in which they will be teaching. Advanced graduate work is preferred.
2. Prior successful teaching or other relevant experience in public school or college settings. Preference is given to prior teaching experience in the public schools but experience at the college level is given weight as well. Sometimes graduate students come to our programs with extensive practical experience with children or adolescents in settings other than schools.
3. Potential for and commitment to becoming a good teacher as expressed in personal goals and philosophy of teaching. Assessment of this potential is based on a personal interview and/or experience with the student that allow demonstration of orientation to knowledge and to students. A commitment to teaching for a minimum of two years is expected. This expectation provides for continuity in teacher development for graduate students and increased continuity for course development and presentation for undergraduate students.
4. Interest in college teaching as a career goal.

Instructor Development

Our approach to instructor development is based on the assumption that each teacher is an individual and should develop his or her own teaching philosophy and style. Course policies are established and supervision practices are in place both to foster individual development as a college teacher and to provide the very best instruction in a manner consistent with the goals of the course being taught.

- A. Course Policies: Course policies are established that allow individual instructors to implement individual ideas where this is consistent with the goals of the course. Graduate student instructors are allowed to establish their own approach so that they can experience first hand the consequences of taking that approach in areas where there are widespread differences in the way college professors approach issues related to teaching. These approaches are guided by the course supervisor and discussed both prior to and after implementation to assist the instructor to evaluate their effectiveness. Discussion of different approaches in the instructor group (see description of Instructor Meetings below) provides peer exploration of alternatives for consideration as well. For example, determination of how grades are assigned differs widely among faculty. Some use point systems, some letter grades. The relative weights of different course requirements are

individually determined. Faculty need to understand such differences and how they relate to the achievement of the goals of a course. Use of different systems and exploration of the strengths of each is an important aspect of the development of a personal philosophy of teaching and ways to implement that philosophy in practice.

- B. Supervision: Each course has a faculty supervisor who is responsible for hiring instructors, assisting in instructor development and for overall coordination of instruction in the class. The process of supervision is established to promote examination of issues surrounding teaching within the context of the actual teaching experience. There are several components that are utilized on a flexible basis to assist graduate instructors to gain new ideas, reflect on their experience in the classroom, and to work to improve their teaching.

1. College and University Resources: Instructors are made aware of opportunities within the College and University community that are available to improve teaching. For example, office of Graduate Studies runs a workshop at the beginning of each year for graduate instructors to prepare them for various aspects of teaching. Instructors are made aware of the faculty in College of Education and Human Sciences who are available to work with instructors to assess and improve their teaching.
2. Departmental Resources: A file of old syllabi, papers, and teaching activities is maintained to provide models of how other instructors have approached teaching the courses as well as references for particular topics students might want to pursue.
3. Instructor Meetings: Instructors are expected to attend meetings of the instructor group. When the group contains new members, the meetings are biweekly. When the group is experienced it meets less frequently, usually monthly.

These meetings serve several functions:

- a. Content issues are discussed. What should be covered? What content knowledge and resources for gaining that knowledge are needed? How do instructors assure that students will find this content relevant to their concerns?
- b. Strategies for teaching are shared among instructors with critiques of what worked, what did not, and for which students. This includes examination of such activities as role playing, concept formation, group problem solving, cooperative learning, etc. How students participate in, gain from, and react to such activities are important content for this discussion.
- c. They serve as a place to deal with administrative issues including scheduling, dealing with practicum issues which cut across sections,

rosters, University policies, etc. This trains instructors in the “nuts and bolts” of teaching.

- d. They serve as a setting where policies are discussed and established which affect the course as a whole. Typical topics include dealing with the research credit problem, how incomplete grades are to be handled, course evaluations, text selection, etc. This serves to assure that students in different sections will not be subjected to inconsistencies across instructors. This also serves to develop instructor skills in performing such functions on their own.
- e. It serves as a forum for discussing teaching issues as they arise, e.g., academic dishonesty, grading policies and how they work, students who are not attending class, papers or other work which is unusual and pose difficult grading problems. For example, instructors share their grading practices, how they grade, what problems are experiences with different systems, etc. The assumptions and effects on students of different policies are discussed.
- f. Instructors get guided practice in text selection, course evaluation and other responsibilities that they will have to exercise as college instructors.

The discussion at these meetings has the effect of developing a shared vision of the course. These meetings also give rise to discussion of future directions for the course which keep it constantly evolving. They serve a course development function for the Department which models how we would like instructors to think about changing courses as a result of experience.

4. Individual assistance for instructors: The faculty supervisor is available to meet with instructors on an *ad hoc* basis. This allows for confidential and personal discussion of problems with individual students and individualized attention to issues instructors do not want to discuss in the group. The supervisor is available to visit classes if the instructors request that. Also, instructors are encouraged to visit each other’s classes.
5. Instructor Offices: Most instructors share an office near their supervisor. This allows for informal communication among instructors and easy access to the supervisor. This is an important priority as many issues about teaching need to be resolved quickly.
6. Course evaluations: Instructors must conduct end of semester course evaluations. They receive their course evaluations after they have turned in grades for the class. The supervisor reads the evaluations prior to giving them to the instructor. If problems appear in the evaluations of individual instructors, the supervisor discusses the problem with the individual. Problems that appear in multiple sections are discussed in the instructor meetings.

Instructors are also encouraged to get student evaluations during the semester. Instructors may consult with the faculty supervisor about the content and format of these evaluations, and the results may be shared with the supervisor or not. A major purpose of these evaluations is for the instructor to develop his or her own standards for teaching and evaluate his or her own performance on these standards.

7. **Instructor Reflection:** In January of each year, instructors are asked to reflect on their experience in teaching and to develop areas in which they would like to improve their teaching performance. A summary of this reflection is provided to the faculty supervisor. This reflection in conjunction with course evaluations from prior semesters is discussed to assist instructors to develop goals for their personal development as a college teacher for the next semester or year.

Evaluation

Two approaches are taken to evaluating the effectiveness of this supervision model.

1. **Student evaluations:** A primary approach is to examine the performance of instructors on student course evaluations. Where student comments indicate a difficulty with instructor behavior, either of omission or commission, the content of supervisory activity is examined to determine if relevant issues were discussed in seminars or with the individual. If they were, what happened as a result, if they were not, why not? A second consideration is how to look at these evaluations related to earlier evaluations, if available.
2. **Instructor evaluations:** At least once each year instructors are asked to evaluate their supervision and to make suggestions about what would be beneficial to them in supervisory interactions and procedures. These evaluations are examined for processes and procedures that could make the supervisory process more effective.

Summary

The Department of Educational Psychology takes very seriously its commitment to the preparation of teachers for the public schools of Nebraska and the nation. We want teachers to understand how their actions affect the learning and development of the students who are entrusted to their care. We feel that this commitment requires that we not only prepare competent researchers in the area of Educational Psychology, but that we graduate exemplary teachers for the teacher preparation programs who train teachers. Supervision of the graduate instructors of these courses is a considerable investment of resources that will have important benefits in the quality of instruction in College of Education and Human Sciences.

Appendix G

Supervisory Chair Back-up Policy

If the chair of a supervisory committee for a student who is making satisfactory progress is no longer able to serve in that capacity, the doctoral student and the remaining members of the student's supervisory committee will identify an appropriate replacement. If they are unable to do so the program director for the student's area of study, the student's advisor and the student will meet to identify the faculty member who will assume the chair position for the committee. Each of the program areas assumes responsibility for finding a suitable replacement.