

UNIVERSITY OF Nebraska Lincoln

Department of Educational Psychology
Graduate Student Handbook

2024-2025

Updated Fall 2024

YOUR JOURNEY



EDUCATIONAL PSYCHOLOGY

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Welcome to the Department of Educational Psychology!

We are so pleased that you have chosen to pursue your graduate education with us. This handbook is designed to help you get acclimated to our department, college, and university. It is **not** comprehensive. You will need to work with your advisors, fellow graduate students, and the Office of Graduate Studies (OGS) to co-create your graduate program. You will build your graduate school experience over time with the help of many mentors and colleagues. This handbook is intended to help you get started on your graduate education journey in the Department of Educational Psychology and to serve as a reference resource for future needs.

The Department of Educational Psychology (EDPS) is one of the oldest departments of educational psychology in the nation. It is the home to five programs of graduate study: Counseling Psychology (CoPsych; APA accredited); Developmental and Learning Sciences (DLS); Institutional Research (IR); Quantitative, Qualitative and Psychometric Methods (QQPM); and School Psychology (SchPsych; APA accredited and NASP approved). In compliance with the American Psychological Association accreditation standards, additional program handbooks are available for students admitted to the Counseling and School Psychology programs.

Students who graduate from the Department of Educational Psychology earn M.A., Ed.S., and Ph.D. degrees in *Educational Psychology*.

Students graduating from our department are employed in various professional settings and positions, both locally, nationally, and internationally. Career development is both formal and informal, and is maintained through relationships with faculty members, advisors, and mentors throughout the department, college, and university. Professional development opportunities are provided free-of-charge for UNL graduate students through the National Center for Faculty Development and Diversity (NCFDD): www.facultydiversity.org by signing up with your Huskers email account.

The Department of Educational Psychology is one of seven departments housed within the College of Education and Human Sciences (CEHS), which also includes the Department of Teaching, Learning, and Teacher Education (TLTE); the Department of Educational Administration (EDAD); the Department of Special Education and Communication Disorders (SPED); the Department of Family and Consumer Sciences (FCS); the Department of Nutrition and Health Sciences (NHS); and the Department of Textiles, Merchandising, & Fashion Design (TMFD). Website: <https://cehs.unl.edu/>

About Us

Our Address:

Department of Educational Psychology
1400 Vine Street
114 Teachers College Hall
Lincoln NE 68508-0345

Office Telephone: (402) 472-2223
Office hours: Monday – Friday, 9am to 5pm.

EDPS Support Staff:

Department Chairperson: Dr. Susan Swearer, Ph.D., LP
EDPS Graduate Committee Chair: Dr. Scott Napolitano
Graduate Student Coordinator & Administrative Associate: Jules Meyers
Office Associate: Zee Cronin

Inclusive Excellence Chair: Dr. Neeta Kantamneni
Inclusive Excellence Graduate Assistant: Patricia Cardellini

EDPS Program Directors & Affiliated Centers' Directors:

Counseling Psychology (CoPsych): Dr. Neeta Kantamneni, Director of Clinical Training and Program Director
Developmental & Learning Sciences (DLS): Dr. Mary Zeleny, Program Director
Institutional Research (IR): Dr. Rafael De Ayala, Program Director
Quantitative, Qualitative, and Psychometric Methods (QQPM): Dr. Jim Bovaird, Program Director
School Psychology (School Psych): Dr. Scott Napolitano, Director of Clinical Training and Program Director

Counseling and School Psychology Clinic (CSPC): Dr. Heather Hruskoci, Clinic Director
Nebraska Internship Consortium in Professional Psychology (NICPP): Dr. Beth Doll, Director of Clinical Training
NICPP & CSPC Assistant Program Manager: Kellan Willet

Buros Center for Testing: Dr. Kurt Geisinger, Director

Nebraska Evaluation and Research (NEAR) Center: Dr. Jim Bovaird, Director

EDPS Executive Committee: The EDPS Executive Committee is comprised of all EDPS academic program directors (i.e., Buros, CoPsych, DLS, IR, QQPM, and SchPsych) and is responsible for graduate student admissions, curriculum, course scheduling, accreditation, and management of the academic programs.

Roles of EDPS Support Staff

The members of our EDPS Support Staff assist students in many ways. Each staff member is responsible for a certain set of duties. Please see the descriptions below for an overview of each staff member's role.

Dr. Susan Swearer is our **Department Chairperson**. The Chairperson of the Department of Educational Psychology is responsible for managing all administrative duties of the department. The Chairperson is the hiring authority for faculty, staff, instructors, graduate teaching and research assistants, and student workers. The chairperson serves on the CEHS leadership team. Additionally, the chairperson is responsible for professional development, oversight of the department, annual evaluations, promotion and tenure, budget management, and working with the Executive Committee to make sure the department is thriving and adhering to our mission “to enhance human development and support diversity in educational, individual, and social contexts through the application of psychological science.”

Jules Meyers is our **Graduate Student Coordinator & Administrative Associate**. Their responsibilities include, but are not limited to:

- Management and general maintenance on EDPS webpages
- Organizes special events for the department
- Maintains and organizes electronic data through Departmental SharePoint sites
- Writing and routing all Graduate Assistantship contracts
 - Additionally, writing and distributing LecT and Faculty Overload contracts
- Purchasing office supplies for the department
- Communication with program directors regarding graduate student applications in the GradADMIT system

Zee Cronin is our **Office Associate**. Her responsibilities include tasks such as:

- Coordinating class scheduling for all graduate and undergraduate level courses
 - Issuing permission codes per the approval of faculty instruction
- Oversees room reservations for EDPS classes, meetings, events, and student needs
- Manages door access and key checkout for Teachers College Hall
- Functions as the Building Maintenance Reporter (BMR) for Teachers College Hall
- Prepares & distributes mail

Role of Graduate Committee Chair and the Graduate Committee:

Dr. Scott Napolitano is the **Graduate Chair** for the Department of Educational Psychology. As the Graduate Committee Chair, he is responsible for:

- Assuring fair and consistent compliance with all Graduate College and UNL policies that govern graduate education
- Overseeing all graduate degrees, majors, specializations, minors, and certificate programs
- Facilitating the agenda and deliberations of the graduate committee and assisting them to create graduate programs in which exemplary students are held to high expectations
- Helping colleagues design cutting edge curriculum, examinations, and research requirements, and assist them in providing attentive mentoring for all graduate students
- Assuring that every graduate student is held to the highest standards of academic integrity
- Overseeing student appeals
- Approving all graduate programs of study

For more information, please visit the Office of Graduate Studies website:

<https://graduate.unl.edu/academics/resources/graduate-chair>

General Graduate Student Information

We have a wonderful and diverse student body that includes students from across both the United States and the World! We are resolute in our commitment to equity, inclusiveness, and justice, united against racism and destructive prejudice in all its forms. We embrace the concept, value, and unifying nature of diversity and recognize that all our work in Educational Psychology is anchored in our support for cultural diversity and equality. Our students come from both across the United States and globally. African American, Hispanic/Latina/Latino/Latinx-American, American Indian, Pacific Islander, Middle Eastern or Northern African, Asian, and Asian-American cultures are included and celebrated in our Educational Psychology community.

EDPS Communication Mechanisms

Email & Listservs: Every student admitted to the University receives a Huskers email address (@huskers.unl.edu). All official communications from the University and our department will be sent to your UNL email. Additionally, all University communication **must** come from your Huskers email address. Please check your inbox regularly, as we send many important announcements via email.

To set up your email address, please visit this website: mymail.unl.edu

Email Listservs: There are a number of listservs throughout our department. If you are not receiving emails you think you should be receiving, please contact Jules.

Weekly Wednesday: All announcements, news, and other departmental opportunities are posted in our newsletter, “Weekly Wednesday” that is emailed to the departmental listserv every Wednesday afternoon. The newsletters are also archived and accessible on our website: <https://cehs.unl.edu/edpsych/weekly-wednesday/>

If you would like to have an announcement posted to the Weekly Wednesday, please email Jules your information by 12pm the Tuesday prior.

Mailboxes: Many graduate students have an assigned mailbox in TEAC 114. Please check your mailbox regularly. If you are unsure if you have a mailbox, please contact Zee.

Note: if you have outgoing departmental mail, please contact Zee.

Advising. Students are assigned an advisor when they are admitted into their programs. We attempt to match student admissions to faculty research interests. The advisor gives students immediate help in choosing courses and planning their first year in their program. Students are free to choose another advisor at any time. Doctoral students are required to take three credits of doctoral seminar to graduate, and these three credits are taken with their doctoral advisor.

We try to limit advisors to about 8 doctoral students and 12 Masters or Educational Specialist students. These numbers may vary depending on faculty resources and graduation dates of students. No limit is placed on the number of supervisory committees upon which faculty can serve. It is your responsibility to work with your advisor to ask faculty to serve on your supervisory committee. Your advisor and supervisory committee work with the graduate chair, the graduate committee, and the Office of Graduate Studies to ensure the quality of and adherence to your program of study.

Registering for Classes

Course Registration Procedures:

Students work in collaboration with their advisor to determine their courseload and program of study. The Schedule of Classes is published online every semester by the Office of the University Registrar. MyRED is the University of Nebraska–Lincoln's online registration system, and this is where you view courses offered each term. This system allows you to register for classes, drop and add courses, see a listing of your current classes, and change grading options.

MyRED is accessed at <https://myred.nebraska.edu>.

Registration information can be found through the UNL Registrar website:

<https://registrar.unl.edu/student/registration/>

The UNL Graduate Bulletin is a helpful reference for planning your schedule, as it contains detailed information about the University, as well as course descriptions.

<https://catalog.unl.edu/graduate-professional/>

How to Request a Permission Code through CARS:

What is CARS? Course Access Request System (CARS) is an online permission code request system for EDPS classes requiring department or instructor consent.

How do you access CARS? You can access CARS by going to the Educational Psychology Department webpage (cehs.unl.edu/edpsych/). Under the current student support tab, select Course Access Request System (CARS) and this will take you to the CARS webpage.

<https://cehsv101.unl.edu/edps/codes/grad.php>

Steps to request a permission code via CARS:

To request a permission code log in to Course Access Request System (CARS) using the same credentials you use for Canvas. <https://cehsv101.unl.edu/edps/codes/grad.php>

1. Complete a separate request form for each course requiring a code.
2. Click 'Submit Request' and the instructor you chose will receive your permission code request.
3. When the instructor has approved your request, you will receive an automatic email from "CARS Response" with the permission code included.

If you are granted a permission code for EDPS 995, the course number you will need to search for can be found in your CARS Response e-mail.

Tips and Tricks for Success:

- Double check that you select the *instructor as listed in MyRed* for the course. If you do not see the appropriate instructor, reach out to Zee.
- The permission number email will be automatically generated after the instructor approves the request in their email.
- Be sure to check your spam, clutter and/or junk folders for the response e-mail.

Pre-requisite Message, Errors, and Overrides:

If you do not meet the pre-requisite for the course, please follow the steps below:

1. Email the instructor for the course and cc Zee. Include any error code, previous courses that may align with the necessary prerequisites, and your NU ID.
2. Once Zee has received the approval email from the instructor, she will issue a permission code for you to register for the class.
3. If you are looking for a permission code for a department other than EDPS, please email the instructor directly. If you need assistance finding their contact information, feel free to ask Zee.
4. If you are not an EDPS student, you may need a permission number to enroll in EDPS classes, even if the course says, “No Consent Required.” In this case, please email the instructor and cc Zee for approval. After the instructor issues permission, Zee will generate a code for you and send it to you directly.

If you have any questions, please feel free to e-mail Zee at mcronin6@unl.edu.

Expectations

Retention. Each program evaluates each student every year and determines satisfactory progress in their graduate program. 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 receive a B or better grade for all courses.**

Please note: if you do not register for classes for three (3) consecutive semesters (including summer) you will be deemed an “inactive” student and will need to reapply to the program unless you file for an official Leave of Absence. (<https://graduate.unl.edu/academics/enroll>)

Students who are not making satisfactory progress must meet with their advisors and construct a plan to successfully remediate weaknesses. If this plan is unsuccessful, there is a process for Probation and Dismissal (see Appendix D) that helps guide our due process procedures.

Financial Support

It is the responsibility of each student to pursue funding for their education. Every attempt is made to provide financial support to all full-time doctoral students. Many of the student assistantships allow for tuition credit in addition to a stipend and 79% of health insurance.

Many students are supported through teaching and research assistantships. Teaching assistantships are administered through the department, as are some research assistantships. Other possibilities for support are through the NEAR Center, the Nebraska Center for Research on Children, Youth, Families and Schools (CYFS), the Counseling and School Psychology Clinic, the Buros Center for Testing, and other departments/units on campus.

Typically, research assistantships and teaching assistantships range from 13 to 19.6 hours of work per week. In addition, student compensation may include 12 hours tuition credit for each semester plus some health benefits. Some students are awarded fellowships from the Office of Graduate Studies. Information pertaining to available assistantships within EDPS can be found on our website: <https://cehs.unl.edu/edpsych/graduate-assistantships/>

Teaching & Research Assistantships

Graduate Teaching Assistants

Participating in teaching and research is an important part of the professional development of graduate students in the Department of Educational Psychology. A limited number of graduate assistantships are available through the department and the Oscar and Luella Buros Center for Testing. These are awarded on a competitive basis to qualified students. Students wishing to apply for department assistantships must complete an online application available on the Department of Educational Psychology website <https://cehs.unl.edu/edpsych/graduate-assistantships/>.

Typically, 85% of EDPS doctoral students seeking assistantships are able to obtain one. However, assistantships for master level students are less frequently available within the department. Please note that while most students prefer an assistantship within their home department, you may apply for an assistantship anywhere on campus. Most assistantships include tuition remission (up to 12 credits per semester and in some cases 12 credit hours in the summer) during the semester of the appointment. Some graduate assistantships are available during the summer sessions as well.

For more information concerning graduate assistantships contact your program director. Program directors are listed on the websites for each program area. You may also contact the EDPS Administrative Associate.

For other college-wide graduate assistantship opportunities please check out the CEHS Assistantship webpage. <https://cehsvl02.unl.edu/cehs/postings/index.php>.

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: Students are selected by the supervisor of the teaching area (e.g., EDPS 250/251, 362/457, or 459) and approved by the Department Chair. Teaching assistants typically must have their Master's degree and have prior teaching experience before an appointment is made.

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.

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 student evaluations.

All GTAs must uphold ethical and professional conduct, as described in the Code of Conduct guidelines appearing later in this document, in all matters relating to their teaching assistantship. Teaching Assistants represent the Department of Educational Psychology and must be models of professional decorum in how they act, communicate, and dress.

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.

A **teaching assistantship** provides a stipend to a student who is typically assisting in an academic department's teaching program (i.e., grading, assisting a professor with a course, etc.).

Work required by an assistantship and not directly related to the student's degree program cannot exceed **13-19.6 hours per week (.33 to .49 FTE)**.

Although students on graduate assistantships may not have employment exceeding 19.6 hours per week from all sources both on and off campus during the period of the assistantship, there is no limit to time spent on studies and research relating to the advanced degree.

Because of the potential for exploitation of graduate students, any assignment of responsibilities, such as teaching a course, must be associated with fair and reasonable compensation. Graduate students may not volunteer for any significant service to the department without an appropriate stipend.

To hold a graduate assistantship, a student must be admitted for a specific graduate degree objective and enrolled for credit during the tenure of the assistantship.

Individual departments make assistantship appointments. Students who wish to be considered for assistantships in their major should direct inquiries to the graduate chair of their department. All international graduate students who want to be teaching assistants at UNL must attend the Institute for International Teaching Assistants.

Other Financial Assistance

Loans and Need-Based Application Process

Students seeking loans for university expenses should inquire at the Office of Scholarships and Financial Aid, 102 Canfield Administration Building, (402) 472-2030. The Office of Scholarships and Financial Aid does not participate in the granting of fellowships or assistantships but does maintain current information on other forms of financial support available to students. To apply for federal loan programs or the college work-study program, submit a Free Application for Federal Student Aid (FAFSA) form after January 1. FAFSA forms need to be resubmitted every year after January to ensure that the information reported remains current. Additional information on financial aid can be found in the University of Nebraska–Lincoln Financial Aid Guide, available from the Scholarship & Financial Aid Office.

University of Nebraska

Several fellowships are available on a competitive basis to graduate students at the University of Nebraska. To be eligible, a student must be admitted to a program with a specific degree objective. A student holding a fellowship must be a full-time student during the period of the appointment. Some fellowships include a stipend and tuition credits, whereas others do not. A completed Application for Graduate Fellowships form is required to be considered for fellowships. Based on the Graduate Fellowship Committee's ranking and the application information, awards will be made to the top-ranked students. Application forms can be obtained from the Office of Graduate Studies. International students must have completed one year of study at a U.S. institution of higher education to be eligible for any fellowship. A personal letter of intent submitted with the completed fellowship application and three letters of recommendation must be received in the Office of Graduate Studies, 101 Seaton Hall, 1525 U Street, P.O. Box 880619, Lincoln, NE 68588-0619. Students must re-apply for fellowships every year.

American Psychological Association Minority Fellowship Program

Each year the American Psychological Association Minority Fellowship Program (APAMFP) provides fellowship awards in three areas of training: Mental Health and Substance Abuse Services; Services for Transition Age Youth; and Interdisciplinary Minority Fellowship Program. Racial and ethnic minority students admitted to a doctoral program and/or those currently enrolled can apply for one of the three fellowships. Applications are accessed online at <https://www.apa.org/pi/mfp>. For those applying, the preliminary application must be received by the APAMFP by the 15th of January. There is a service payback agreement appended to the award of this fellowship. Complete details concerning the application process and the obligations involved in accepting a traineeship can be obtained from the Minority Fellowship Program, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-6127; mfp@apa.org

American Psychological Association Dissertation Research Awards

The Science Directorate of the American Psychological Association sponsors an annual competition for dissertation research funding. The Science Directorate oversees the competition for thirty to forty \$1,000 grants, along with several larger grants up to \$5,000 that are awarded to students whose dissertation research is of the highest caliber and reflects excellence in scientific psychology. Applicants must be student affiliates or associate members of the APA. Students who are not affiliates must apply for affiliation when submitting materials for the dissertation award. The individual's supervisory committee prior to application must approve dissertation proposals. The yearly deadline is in mid-September. For further information, contact the APA Science Directorate, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-6000; <https://www.apa.org/about/awards/scidir-dissertre> science@apa.org

Research Grants

The Office of Sponsored Programs is located in the Prem S. Paul Research Center at Whittier School on 2200 Vine Street, Lincoln, NE 68583-0861. This office serves both in a consultative and intermediary role for processing student and faculty grant applications. Consultative services include helping students and faculty search for grant funded research support and facilitating the application process. In its intermediary role Sponsored Programs functions as UNL's official liaison representative with all of the various funding agencies. Grant proposal submission and review must be routed through the Office of Sponsored Programs before submission to a sponsor. You are required to use the Request for Proposal Approval and Submission form. This form can be picked up at either the Graduate Coordinator's Office or at the Office of Sponsored Programs. All contracts and agreements must be made between the funding agency and the UNL Board of Regents. Therefore, a completed and approved grant becomes a legal contract at the University level, not simply a college, department, or individual research grant. The office of sponsored programs has established an online home page that is updated weekly. On this page, a Funding Announcements flyer is posted each week that lists newly announced grant opportunities in numerous research areas including, but not limited to, academic, environment/climate, health, and family support. Also, links are provided to other websites including federal agencies where additional funding opportunities are posted. Their online site is: <http://research.unl.edu/sponsoredprograms/>.

Degree Expectations

The Office of Graduate Studies (OGS) is the central administration office that directly oversees all graduate programs in the university. Graduate Studies oversees the establishment of standards and procedures related to fulfilling thesis and dissertation requirements. The website for Graduate Studies is <https://graduate.unl.edu/>. Degree requirements for both the master's and doctoral degrees are clearly described on the Graduate Studies website: <https://graduate.unl.edu/academics/program-steps>.

Thesis and dissertation guidelines are detailed and available in the Guidebook for Preparing Thesis or Dissertation: <https://graduate.unl.edu/academics/degrees/guidelines>. Becoming familiar with Graduate Studies and its services provides a framework for students to systematically progress toward their degree requirements at UNL. The Graduate Studies policies can be found at <https://catalog.unl.edu/graduate-professional/graduate>.

Signatures on graduate paperwork is to be routed through DocuSign. Other e-signature platforms, such as Adobe, are prohibited. You will need to request a no-cost sender's license from DocuSign in order to route your necessary paperwork. Request your no-cost sender's license here: <https://nusupport.nebraska.edu/TDClient/33/Portal/Requests/ServiceDet?ID=27>

Graduate students in EDPS must forward their official, approved program of studies to the office of accreditation in CEHS: sskretta2@unl.edu. Failure to forward your paperwork to the Office of Accreditation may result in you not being able to obtain the relevant licensure for your discipline.

Please note: you must submit your paperwork to the Office of Graduate Studies by the dates specified on their website. Signatures cannot be gathered until all required coursework for your milestone has been completed and graded. If you have any questions, please contact the Graduate Chair.

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

Doctoral (PhD) Requirements

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 transcripts, letters of recommendation, statements of interest, etc. Graduate Admission Requirements include application for Admission with \$50 non-refundable application fee, and one set of transcripts. If the student's native language is not English, verification of English proficiency is required. Students should refer to program area handbooks for a complete list of program requirements.

Paper Trail. Admission letter, Appointment of Supervisory Committee, Program of Studies, Application for Admission to Candidacy, Application for Final Oral Exam, and Report of completion.

Deadlines: It is the responsibility of all students to be aware of deadlines and procedural requirements needed for their degree completion, both departmental and Graduate College. (<https://graduate.unl.edu/academics/program-steps>)

Supervisory Committee: The Supervisory Committee shall approve the student's Program of Studies; monitor the student's academic progress; approve the dissertation subject; prepare, give, and evaluate the comprehensive examination; approve the final dissertation; and prepare, give, and evaluate the final examination. (SOURCE: Graduate College Policy Handbook, 2018)

The Supervisory Committee consists of at least four members of the Graduate Faculty or non-Graduate Faculty approved to perform specified Graduate Faculty duties. At least one Graduate Faculty member external to the academic department or program, but within the University of Nebraska Graduate College, must be included on the committee to serve as the Outside Representative. If the student is pursuing a minor, the committee member from the minor department may serve as the Outside Representative.

A Supervisory Committee is established **before a doctoral student has accumulated 45 credit hours**, including any transfer hours, but excluding research or language tools. Prior to the approval of the student's Program of Studies, the Supervisory Committee is appointed by the Dean for Graduate Studies based on a recommendation of the departmental or interdepartmental Graduate Committee in the student's major.

Graduate Faculty with emeritus status may co-chair the supervisory committees of doctoral students with a resident Graduate Faculty member.

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 the individual as a committee member.

Steps to Program Completion forms can be found here:
<https://graduate.unl.edu/academics/program-steps>

Program of Studies (PhD): The Program of Studies must be filed in Graduate Studies prior to completion of half the coursework for the doctoral program, including transfer hours, but excluding research or language tools. This may be submitted at the same time as the Appointment of Supervisory Committee form. At least half of the graduate work, including the dissertation, will be completed in the student's major and must contain sufficient credit hours.

The Program of Studies for PhD students must include:

- At least 90 credit hours, including 12 to 55 hours of dissertation research.
- Any departmental language or research tool requirements.
- It must be filed within the same semester as the appointment of the Supervisory Committee.
- The time limit on granting the doctoral degree is eight years from the time of filing the student's Program of Studies in Graduate Studies.
 - Failure to meet this deadline may result in an expiration from your program.
- The Supervisory Committee approves any subsequent change in the program, and the action is reported to Graduate Studies in writing.
- The Supervisory Committee will determine what course work taken prior to filing of a Program of Studies, including hours earned toward the doctoral degree(s), will be accepted as part of the program's hours.
 - Each program in EDPS has different requirements for the number of hours needed in the Ph.D. program. It is the student's responsibility to consult with their advisor and Supervisory Committee to ensure they comply with the individual program's requirements.
- The Supervisory Committee is not obligated to reduce the doctoral Program of Studies by applying course work completed prior to its appointment.
- Prior coursework is assessed in relation to its contribution to framing a research foundation for the degree. Each course accepted must be current and relevant in relation to the desired degree.
- No graduate credit will be accepted from a previously awarded doctoral degree at any institution, including UNL.

Source: <https://catalog.unl.edu/graduate-professional/policies/academic-program-requirements/#program-of-studies>

Doctoral Comprehensive Examination. When a student has substantially completed studies in the doctoral program, the student must pass a written comprehensive examination in the major and minor fields of study. At the discretion of the supervisory committee, an oral comprehensive examination may also be required. If an oral comprehensive examination is required, both the written and oral must be successfully completed before an application for Candidacy can be submitted. Once the Office of Graduate Studies approves a student's Candidacy paperwork, the student can list their status as a "doctoral candidate."

Requirement and Scheduling Your Doctoral Exam(s)

The Supervisory Committee arranges for comprehensive examinations at least seven months prior to the final oral examination (defense).

- The **written** comprehensive examination is an investigation of the student's breadth of understanding of the field of knowledge of which his/her special subject is a part. It is not a repetition of course examinations.
- An **oral** comprehensive examination may be required at the discretion of the Supervisory Committee. The oral exam may include the minor or related fields in addition to the major field of study. If an oral exam is required, it is part of the comprehensive exam requirements to be met before candidacy.

Examination Results

Upon successful completion of comprehensive exams, an Application for Candidacy should be filed as described in Doctoral Milestones.

Otherwise, if the Supervisory Committee determines that the student has failed the comprehensive examination, the chair of the Supervisory Committee submits a letter to the Dean for Graduate Studies stating the conditions under which the student may attempt another examination. Only one attempt may be made per academic term. Only two attempts overall are permitted unless the Supervisory Committee approves additional attempts.

Doctoral Candidacy

The Supervisory Committee files the **Application for Admission to Candidacy** as described in Doctoral Milestones once the student has (1) Met any provisional admission requirements, (2), Satisfied language and research tool requirements, and (3) Passed the comprehensive examination(s).

This form must be filed in Graduate Studies at **least seven months** prior to the final oral examination (defense). The form is available here: <https://graduate.unl.edu/academics/program-steps>

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 Processes

IRB (Institutional Review Board). The UNL Institutional Review Board (IRB) is comprised of UNL faculty, staff, and unaffiliated community members from differing disciplines with expertise based on UNL's research portfolio. The IRB is charged by the Chancellor to "independently review and approve all human participant research conducted or supported by the faculty, students, staff, or other representatives of UNL through sufficient resources and decisional autonomy," documented with Policy #1.006: Authority Granted by UNL to the IRB Operating in the HRPP.

In order for a project to require oversight by the IRB it must meet the regulatory definitions of research AND human subjects. Policy #3.001: Investigational Activities Requiring IRB Review and Approval defines activities that must be reviewed and approved by the IRB before the project begins (including recruitment).

- Research is "a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge."
- Human subject is a living individual about whom an investigator (whether professional or student) conducting research: (i) obtains information or biospecimens through intervention or interaction with the individual, and uses, studies, or analyzes the information or biospecimens; or (ii) obtains, uses, studies, analyzes, or generates identifiable private information or identifiable biospecimens.

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: **(1)** where the student prepares the proposal; **(2)** where the student presents to the committee and the committee approves the proposal; and **(3)** an *informal* stage where a memo/email is written to Graduate Studies indicating that the supervisory committee has approved the research proposal.

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. Often, this consists of adding *Results* and *Discussion, Summary and Conclusions*.

A great resource for information regarding Dissertations is the book, *Dissertations and Theses From Start to Finish: Psychology and Related Fields*. Learn more here:

<https://www.apa.org/pubs/books/4316188>

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, and some programs do not allow proposal or defense meetings to be scheduled after May 31st since faculty are on 9-month contracts.

The remaining stages in preparing the dissertation are **(a)** scheduling the oral examination, **(b)** the oral examination itself, and **(c)** depositing the dissertation with the Office of Graduate Studies.

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. This is an important courtesy.

UNL Print Services offers printing and binding services. For more information, please visit the following website: <https://graduate.unl.edu/academics/degrees/guidelines/binding>

Oral Examination. Approval of the dissertation is solely the responsibility of the Supervisory Committee. The academic expectations and standards of acceptability for dissertations, as established by each departmental Graduate Committee, shall be the benchmark by which dissertations are judged. No individual or organization other than the University of Nebraska graduate faculty (or non-graduate faculty members granted permission to serve on Supervisory Committees) may participate in judging the acceptability of a dissertation, including (but not limited to) journal editors, peer reviewers, and adjudicators.

Submission of manuscripts or other works for publication shall not be a requirement for the graduate degree. This does not preclude departmental Graduate Committees from stating in their graduate handbooks the expectation that a dissertation should yield publication-quality research or juried works, nor does it prevent graduate students from submitting manuscripts and publishing articles prior to defending their dissertation.

The final oral examination must be scheduled for a date when a majority of the Supervisory Committee, including the Chair(s), are available for the examination. Exceptions may be made only by permission of the Dean for Graduate Studies.

The final examination for the doctoral degree is oral and open to the University community and the public.

- The Supervisory Committee determines the defense's character and length. The examination may be devoted to the special field of the dissertation or to the Candidate's general knowledge, or it may be designed to test judgment and critical powers.
- All attendees may be present during the dissertation presentation and general questioning. However, this is followed by a closed questioning portion of the examination for which all persons except the Candidate, Supervisory Committee, and invited faculty must be excused.
- The final oral examination over the dissertation may be waived only with the consent of the Dean for Graduate Studies.

The Supervisory Committee reports the results of the final oral examination to Graduate Studies.

- If the committee agrees unanimously that the student has passed: A Report of Completion is signed by all committee members present for the defense.
- If only one member dissents: The dissenting member files a letter of explanation in Graduate Studies, but the student is approved for the degree and a Report of Completion is signed accordingly.
- If more than one member dissents: The student fails to pass the final oral exam. The committee files a report on the failure in Graduate Studies, indicating what the student must do before attempting another examination. A student may attempt a final oral exam only once per term.

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

Summary of Procedure for the Doctor of Philosophy Degree

1. Establish a Supervisory Committee prior to completion of one half of the required doctoral coursework
2. Complete a Program of Studies, approved by the Supervisory Committee and filed in Graduate Studies prior to completion of one half of the doctoral coursework
3. Achieve academic residency
4. Pass a comprehensive examination in the major and minor fields of study
5. Achieve candidacy and satisfy requirements for registration during candidacy
6. Prepare a dissertation, pass a final examination (defense), and submit the approved final version to the University
7. Complete all work for the doctoral degree within eight years of filing the Program of Studies with the Office of Graduate Studies.

Source: <https://catalog.unl.edu/graduate-professional/policies/academic-program-requirements/>

Hooding. UNL conducts a doctoral hooding ceremony during the May, August, and December commencements. Most Ph.D. students in EDPS graduate in August. At this ceremony, the advisor assists the Dean of UNL's Office of Graduate Studies, who places the doctoral hood on the candidate.

Educational Specialist (Ed.S.) Requirements

Admission. Two separate organizations need to admit students for an Educational Specialist program. Students need to be admitted by UNL and an Educational Specialist program. Graduate Admission Requirements include application for Admission with a \$50 non-refundable application fee, one set of transcripts, and verification of English proficiency if student's native language is not English. Major admission requirements will require a minimum English proficiency: Paper TOEFL 550, Internet, TOEFL 80, IELTS 6.5. A personal statement, resume and three recommendation letters are also required.

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

Deadlines: It is the responsibility of all students to be aware of deadlines and procedural requirements needed for their degree completion, both departmental and Graduate College <https://graduate.unl.edu/educational-specialist-eds-degree-steps-to-completion-0>

Supervisory Committee. The Supervisory Committee shall approve the student's Program of Studies; monitor the student's academic progress; approve the dissertation subject; prepare, give, and evaluate the comprehensive examination; approve the final dissertation; and prepare, give, and evaluate the final examination. (Source: <https://catalog.unl.edu/graduate-professional/policies/academic-program-requirements/#dissertation>)

A Supervisory Committee is established before an Ed.S. student has accumulated 42 credit hours, including any transfer hours, but excluding research or language tools. Prior to the approval of the student's Program of Studies, the Supervisory Committee is appointed by the Dean for Graduate Studies based on a recommendation of the departmental or interdepartmental Graduate Committee in the student's major.

The Supervisory Committee consists of at least four members of the Graduate Faculty or non-Graduate Faculty approved to perform specified Graduate Faculty duties. At least one Graduate Faculty member external to the academic department or program, but within the University of Nebraska Graduate College, must be included on the committee to serve as the Outside Representative. If the student is pursuing a minor, the committee member from the minor department may serve as the Outside Representative.

Graduate Faculty with emeritus status may co-chair the supervisory committees of Ed.S. students with a resident Graduate Faculty member.

Program of Studies. During the same term in which the Supervisory Committee is established, submit the completed Program of Studies form (with the supervisory committee chair's signature) to Graduate Studies.

The Ed.S. degree requires a minimum of 66 total credit hours; however, the Ed.S. program in School Psychology requires more than 66 credit hours. At the time of the filing of the Program of Studies, there should be at least 24 hours remaining to be taken.

After the Program of Studies has been filed in Graduate Studies, any changes are submitted in writing. A "Request for Change of Program" form is available from Graduate Studies, or a memo may be submitted by the student's advisor to the Office of Graduate Studies Coordinator outlining the additions, deletions, or substitutions.

Comprehensive Examination. The Supervisory Committee develops the examination and determines its nature and duration. It is administered when the program is substantially complete. Results are reported to Graduate Studies on the Final Report Form. All comprehensive examinations, either passed or failed, must be reported to Graduate Studies at least **ten days before graduation**. If an oral comprehensive examination is required, both the written and oral must be successfully completed before an application for Candidacy can be submitted.

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 (MA) Requirements

Admission. Two separate organizations need to admit students for a master's program. Students need to be admitted by UNL, and students need to be admitted by a master's program. Graduate Admission Requirements include: an application for Admission with a \$50 non-refundable application fee, one set of transcripts, and verification of English proficiency if the student's native language is not English. Major admission requirements will require a minimum English proficiency: Paper TOEFL 550, Internet, TOEFL 80, IELTS 6.5. A personal statement, resume and 3 recommendation letters are also required.

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

Deadlines: It is the responsibility of all students to be aware of deadlines and procedural requirements needed for their degree completion, both departmental and Graduate College <https://graduate.unl.edu/academics/program-steps/masters-degree-steps-to-completion>.

Memorandum of Courses. The Memorandum of Courses must be submitted to the Office of Graduate Studies before the student has completed more than one-half of the prescribed program. Prior to submission, the Memorandum of Courses must be approved by the student's adviser, the major departmental or area Graduate Committee Chair, and the minor department Graduate Committee Chair (if applicable). It is the student's responsibility to secure the proper approvals and to submit to the Master's Programs Coordinator, as described in the Office of Graduate Studies' Steps to Degree Completion. Final review and approval of the Memorandum of Courses is made by the Dean for Graduate Studies. A student may NOT file a Memorandum of Courses and graduate in the same semester or summer term.

Thesis: Students completing a thesis must either successfully defend the thesis at an oral examination of the thesis or have the thesis approved by a second Reader. Regarding the oral examination, the examination committee consists of three Graduate Faculty members with committee members selected by the Advisor with input from the candidate. Members of the committee must have a minimum of at least two weeks to read the thesis before the exam takes place. With respect to Reader approval, the Reader (1) must be a Graduate Faculty member, (2) is typically within the department, and (3) is selected by the Advisor with input from the candidate; the Advisor approves the thesis before it is sent to the Reader. The Reader must have at least two weeks to read the thesis.

Comprehensive Examination. A student pursuing a master's degree must complete a final comprehensive examination, administered as a written and/or oral examination, within 24 months prior to the date of graduation. The comprehensive examination is required to cover the student's approved program of study, as specified by the major and minor (if applicable) departments. The comprehensive examination in the minor field(s) may be waived subject to the approval of the minor department(s), provided all grades in the minor department are at least a B or pass. If an oral comprehensive examination is required, both the written and oral must be successfully completed before an application for Candidacy can be submitted.

If an oral examination is required, the examining committee, approved by the Dean for Graduate Studies on the recommendation of the major department, will consist of at least three members representing the major and minor (if applicable) departments. All professors on the examining committee must either be on the Graduate Faculty, or be non-Graduate Faculty approved to perform specified Graduate Faculty duties. If a member of the examining committee other than the chair leaves the employment of the University or retires, a replacement should be appointed. In certain circumstances where continuing expertise is needed, the departing faculty member may continue as a member or co-chair of the committee with approval of the department Graduate Committee and the Dean for Graduate Studies. If the master's degree is being earned under Option I without a final oral examination, the thesis must be approved in writing by a Graduate Faculty member in addition to the major adviser.

If members of an oral examining committee are not unanimous regarding passing a Candidate, the student is to be approved for the degree if only one examiner dissents. In such cases, the dissenting member of the committee will be expected to file a letter of explanation in the Office of Graduate Studies.

If a student fails to pass the final oral or written examination for an advanced degree, their committee must file a report on the failure in the Office of Graduate Studies and indicate what the student must do before taking another examination. Another examination may not be held during the same semester or the same summer term in which the student failed.

Master's Comprehensive Exam

The Department of Educational Psychology has agreed to the following procedure for the master's comprehensive examination. The exam is to be administered three times per year. This exam is only allowed to be attempted three times and may be taken no more than 24 months prior to the date of graduation.

The Department has organized the examination into four areas of emphasis: (a) Counseling, (b) Development, (c) Learning Sciences, and (d) Quantitative, Qualitative, and Psychometric Methods (QQPM). School Psychology students may be required to take an exam focused in Behavioral Learning. Subtests for each of four areas will consist of multiple-choice items and/or essay-type questions. Each subtest will require approximately 45-50 minutes to complete.

The selection of subtests is at the discretion of your advisor. Students are required to complete a minimum of three subtests. Counseling students should select one of the track options and two other tests. DLS students should select Learning Sciences and Development and one of the three subtests from the QQPM area. QQPM students should select two subtests from QQPM plus either Development or Learning Sciences. School students should select Development, Measurement, and Behavioral Learning.

Evaluation decisions about the examination are made based on percentage criteria. In order to pass any one (1) exam, a score of at least 60% must be earned. To pass all three subtests, a student's overall average score must be 70% or higher *and* each subtest must have a score of at least 60%. If the overall average score is above 70% yet a subtest is scored below 60%, the student will be required to retake only the exam whose score was below the 60% threshold.

The comprehensive examination is only allowed to be taken three times by a student. The soonest time for retaking the exam will be the next regularly scheduled administration. If the passing percentage for the entire examination is less than 70% then the entire comprehensive examination must be retaken. If a satisfactory passing percentage is obtained for the exam, but one or more of the subtests have less than a 60% passing score, only the unsuccessful subtest(s) must be completed again.

Note: beginning June 2024, all Masters Comprehensive Exams will be offered via Canvas. Students must have Respondus Lockdown Browser on their computers in order to take the exams. If you do not have a laptop with access to Respondus Lockdown Browser, you may borrow one from HuskerTech for free.

Please visit the following link to learn how to checkout a laptop from HuskerTech:
<https://nusupport.nebraska.edu/TDClient/33/Portal/Requests/ServiceOfferingDet?ID=19>

Comprehensive Exam Dates: Comprehensive exams are administered three times a year, on the FIRST FRIDAY of March, June, and October. The exam begins at 8:30 and ends at 12:45. There are no alternative dates for taking the comprehensive exam.

Registration forms for the comprehensive exam must be submitted to Jules at least 1 week prior to the exam. Failure to submit your registration form by the deadline will result in delaying your comprehensive examination.

The registration form can be found on our website: <https://cehs.unl.edu/edpsych/masters-comprehensive-exam/>

Application for Graduation: Students must complete their Application for Graduation during the semester in which they intend to graduate. The application will become available in MyRed the semester following the approval of your Memorandum of Courses. You are required submit the graduation forms electronically through MyRed prior to the deadlines listed below:

May Graduation: the first Friday in February

August Graduation: the second Friday in June

December Graduation: the second Friday in September

Failure to submit your application by these deadlines will result in delayed delivery of your diploma and a postponement of graduation ceremony. Website: <https://registrar.unl.edu/student/commencement/application/>

Final Examination Report. The Final Examination Report form must be signed for students, the major advisor, the department graduate committee chair, and (if applicable) the minor advisor to receive their degree.

EDPS Affiliated Centers, Clinics, and Organizations

Bullying Research Network (BRNET). The Bullying Research Network (BRNET) is a national and international bullying prevention and intervention research network. It is designed primarily for researchers to promote and assist international collaboration among bullying and peer victimization researchers. BRNET shares current research via Twitter, Facebook, and a monthly e-newsletter. BRNET posts opportunities for collaboration and postdoctoral opportunities. The network consists of over 285 researchers and 127 affiliates from 32 different countries. Interested graduate students studying bullying and peer victimization may join as an affiliate of BRNET. Interested researchers can request consideration for membership status and graduate students can request consideration for affiliate status by emailing: bullyresearchnet@gmail.com. Website: <https://brnet.unl.edu/>

Buros Center for Testing. The [Buros Center for Testing](#), located on the ground floor in Teachers College Hall, is an integral research center housed in the Department of Educational Psychology. The Center's mission is to improve the science and practice of testing and assessment through consultation and education. [Oscar K. Buros](#) published the first *Mental Measurements Yearbook* in 1938 and founded the Institute of Mental Measurements in 1939. After Oscar's death in 1978, his widow, [Luella Gubrud Buros](#), continued her support of Oscar's long-standing goals of improved measurement and testing practices. Following a national search and offers from several prominent universities, Luella chose the University of Nebraska–Lincoln and transferred the institute's considerable testing archives to establish the Buros Institute of Mental Measurements in 1979. The addition of a second institute focused on psychometric consultation was made possible by another gift from Luella Buros and established the Buros Center for Testing in 1994. In 2011, the Center expanded again, this time by establishing a unit to promote assessment literacy. Currently, the Center comprises of three complementary functions: test reviewing, psychometric consulting, and assessment literacy. Learn more at buros.org, by calling them at 402-472-6203, or by following them on [LinkedIn](#).

Test Reviews and Information

The test reviews and information unit publishes reference materials in print and electronic form that offer detailed descriptive information and critical reviews of commercially available tests. Major resources include the *Mental Measurements Yearbook* series, *Tests in Print* series, and *Pruebas Publicadas en Español*. Electronic access to these resources is available via [EBSCO and Ovid](#).

Psychometric Consulting

Through its psychometric consulting unit, the Buros Center addresses evaluation and quality concerns within proprietary testing programs. The Buros Center provides expert professional services related to educational assessment, licensure, certification, admission, and employment testing.

Assessment Literacy

The Buros Center's assessment literacy unit offers research and teaching resources, on-demand videos, webinars, and workshops on a variety of topics related to fairness, validity, and technical aspects of testing. Assessment literacy offerings help to improve individual's ability to select and use tests more effectively and responsibly.

In addition to the above activities, the Buros Center owns and sponsors the scholarly journal, [*Applied Measurement in Education*](#). The journal is dedicated to the application of educational and psychological measurement to the educational process.

Oscar K. Buros Library of Mental Measurements. Located in Room 23 of Teachers College Hall, the Oscar K. Buros Library of Mental Measurements is a special reference library containing publications of the Buros Institute/Center, and what is generally regarded as the world's largest collection of tests and testing materials. In addition to housing copies of more than 8,500 commercially available tests published since the early 1900s, the library also contains a collection of books, journals, abstracts, reviews, and published information dedicated to the field of measurement. Its holdings include *The Oscar K. Buros Collection*, a selection of books from Oscar Buros's personal library. The late Luella Buros, an award-winning artist of national repute, also bequeathed numerous paintings and several sculptures, which are on display in the library and throughout the Buros Center.

Counseling and School Psychology Clinic (CSPC): The Department of Educational Psychology includes the Counseling and School Psychology Clinic, which is used extensively by our students during their clinical training in our two APA-approved programs, Counseling Psychology and School Psychology. The Clinic, located on the lowest level of Teachers College Hall (TEAC 50), includes individual and group treatment rooms, one-way glass observation rooms, clinic laptops for recording and documentation, standardized tests, evidence-based intervention materials, and a play therapy room for young children.

Student clinicians, a postdoctoral fellow, and licensed psychologists in the Clinic offer a wide array of services, including consultation, assessment, and therapy for children, adolescents, and adults. The Counseling & School Psychology Clinic serves members of the university community (outside of the department), as well as the general public. Services are offered for a low and flexible cost, on a sliding scale of fees. All therapeutic services are provided under the direct supervision of licensed psychologists and advanced doctoral students. The clinic is managed by a Clinic Director and a Clinic Assistant Program Manager. Website: <https://cspc.unl.edu/>

Diversity and Ethnic Minority Affairs Committee (DEMAC): Formed in 1972, the Ethnic Minority Affairs Committee (EMAC) is a departmental-sponsored committee of ethnically diverse and international members of the department, and students, staff, and faculty of all identities and levels of privilege who share an interest in issues pertaining to diversity and multiculturalism. In 2014, EMAC was renamed “DEMAC” to reflect current diversity, equity, and inclusion issues within the College of Education and Human Sciences and the Department of Educational Psychology. The mission of DEMAC is to assist the department in carrying out its commitment in promoting diversity, equity, and inclusion, for example, by recruiting and retaining students, faculty, and staff of color within EDPS. Prospective applicants who are interested in having their admission materials reviewed by DEMAC should indicate so during the departmental application process. DEMAC also supports incoming students as they arrive on campus and begin their graduate studies in EDPS. Related activities include but are not limited to: activism and advocacy, participation in the department hiring process, community-building activities (e.g., exploration and celebration of EDPS members’ diverse cultural heritage), and collaborative research projects. For additional information about DEMAC, visit our website at <https://cehs.unl.edu/edpsych/demac/>. The elected DEMAC executive board is composed of students (i.e., co-chairs, vice co-chairs secretary and treasurer, outreach coordinator) and a faculty member from each program. DEMAC membership is voluntary and open to all students, faculty, and staff in EDPS. Those interested in multiculturalism and advocacy are encouraged to join, regardless of their cultural identities and background. We encourage them to contact a member of the DEMAC executive board and/or join our monthly meetings. Anyone can also contact the DEMAC board and share ideas, feedback or suggestions through this feedback [survey](#). All DEMAC correspondences and activities will be distributed across EDPS email listservs.

Nebraska Evaluation and Research (NEAR) Center: The Nebraska Evaluation and Research (NEAR) Center, located in room 209 of Teacher’s College Hall, is a statistical and methodological consulting facility for students and faculty members of the College of Education and Human Sciences. The NEAR Center was created to enhance the quality of analytic and research practices within the College of Education and Human Sciences. Center staff are available at no charge to give feedback and information concerning any phase of a research project, including instrument development, choice of empirical (quantitative and/or qualitative) analysis, sampling procedures and size. The NEAR Center also works on projects internal to the university as well as external activities for local and national partners and agencies. To maximize the benefit of the NEAR Center services, clients should prepare research questions in advance of their appointments, provide independent and dependent variable definitions, and have knowledge of the instruments/measures they plan to use in their research. The NEAR Center consultants do not teach statistics, design studies, or proofread manuscripts. Consultation services are free for CEHS students and provided by appointment only. You can use the NEAR Center as often and for as many projects as you would like. However, each client is limited to 60 minutes per week. To book an appointment online: <https://cehs.unl.edu/NEAR/>.

Nebraska Internship Consortium in Professional Psychology (NICPP): The Nebraska Internship Consortium in Professional Psychology (NICPP) is comprised of eight cooperating agencies that together offer a broad range of professional experiences for qualified doctoral students in psychology. The mission of the NICPP is to provide psychology interns with intensive professional training experiences within the context of a scientist-practitioner model. NICPP specializes in training professional psychology with children, adolescents, college students, and family interests. The consortium sites are the Department of Health and Human Services of Nebraska, Boys Town, Counseling and Psychological Services at UNL, Morningstar Counseling, the Munroe-Meyer Institute at UNMC, and the Nebraska Medicine Psychology Department. The internship is one full year (12 months/2000 hours) in duration. NICPP is accredited by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The NICPP submitted its self-study for continued APA accreditation in February 2024 with a re-accreditation site visit scheduled for Fall, 2025. NICPP accepts applications from APA-accredited school, counseling, and clinical psychology doctoral programs in the United States and Canada. The defining feature of the NICPP consortium is its commitment to comprehensive and coordinated experiences. Interns are admitted to NICPP and are placed at an individual agency for the duration of the internship. Primary training experiences, responsibilities, and supervision are coordinated at individual sites, with oversight by the NICPP Board of Supervisors. Interns attend monthly seminars, have access to many professional development opportunities, and are supervised by an array of talented supervisors. Website: <https://nicpp.unl.edu/>

Nebraska Research Center for Children, Youth, Families, and Schools (CYFS).

Nebraska Research Center for Children, Youth, Families and Schools (CYFS). CYFS is an interdisciplinary research center and Program of Excellence housed in the College of Education and Human Sciences that aims to impact lives through research that advances learning and development. The center fosters new basic and applied research in all areas related to children, youth, families, schools, and communities, focusing on academic intervention and learning; early education and development; psychosocial development and social-emotional learning; research and evaluation methods, and rural education and communities. CYFS promotes collaboration among the University of Nebraska's interdisciplinary research community in the social, behavioral, and educational sciences and has a research network comprised of more than 100 faculty from many departments and colleges and across campuses. Website: <https://cyfs.unl.edu/>

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 (<https://catalog.unl.edu/graduate-professional/policies/>):

- Graduate Student Bill of Rights
- Student Code of Conduct
- Responsible Conduct of Research
- Guidelines for Good Practice
- Mentoring Guidebook

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 <https://asun.unl.edu/>). 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 <https://www.apa.org/ethics>) and may be evaluated on their adherence to these principles.

Background Checks

Some programs and courses within EDPS require a one-time background check, typically within the first year of a student's studies. Students who are required in their programs to work in schools, clinics, daycare facilities, hospitals, or other community agencies must complete a background check before CEHS can place them in these sites. Students are expected to pay for their background checks and follow all guidelines established by the College of Education and Human Sciences. The background check must be completed through the approved CEHS process and other background checks cannot be substituted.

For more information and to find full instructions for how to complete your background check, visit: <https://cehs.unl.edu/cehs/cehs-criminal-history-background-checks/>

Please see your individual program handbook for information pertaining to required background checks.

Academic Honesty

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, AI, 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 one or more words so that you do not have an 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 faculty members 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.

Grievance Procedures

The Department of Educational Psychology in the College of Education and Human Sciences follows grievance procedures outlined by CEHS and the Office of Graduate Studies.

(<https://cehs.unl.edu/edad/grievance-procedures-0/>).

Students are entitled to a process where they can contest a decision made about a grade, an issue with a faculty member, or a departmental decision that they believe negatively impacts their progress toward their degree. It is a student's professional responsibility to follow the grievance procedure steps delineated below:

1. The student should seek to determine if the issue can be resolved with the faculty member involved.
2. If unresolved with the faculty member, the formal steps of the grievance procedure should be followed:
 - a. The student must inform the Graduate Chair and the Department Chair of their wish to appeal a decision.
 - b. The appeal should be done in writing and orally. Then, the Department and Graduate Chairs will form a grievance committee of three departmental faculty members to gather information about the grievance and submit a report and recommendation to the departmental faculty.
 - c. The departmental faculty will consider the recommendation and make a judgment about the merit of the student's appeal.
 - d. Unless there are unusual circumstances, the graduate committee will decide about the grievance within four weeks of receiving the recommendation. Specific procedures and policies for the appeals processes for graduate students can be found in the Graduate Catalog: <https://catalog.unl.edu/graduate-professional/>
1. Appeal procedure for grades: <https://registrar.unl.edu/academic-standards/policies/appeal-procedure-grades/>
2. General appeal procedures for Academic Matters Concerning Graduate Students, and
3. Guidelines for probation and termination of graduate students: <https://cehs.unl.edu/nhs/disciplinarytermination-procedures-1/>

Code of Conduct

The community of scholars at the University of Nebraska–Lincoln is dedicated to personal growth and academic excellence. By choosing to join the community, each member agrees to comply with certain standards of civilized behavior; therefore, the University of Nebraska–Lincoln adopts this Student Code of Conduct, in order that it might: (1) promote a campus environment that supports its educational, research, and outreach missions; (2) protect the members of the community and its resources from disruption and harm; (3) provide a guide to appropriate individual and group behavior; and (4) foster ethical standards and civic virtues, all in keeping with the Graduate and Professional Student Bill of Rights. You can find the Graduate and Professional Student Bill of Rights on our website: <https://cehs.unl.edu/edpsych/edps-graduate-student-handbook/>

Information regarding the University of Nebraska’s Student Code of Conduct can be accessed here: <https://studentconduct.unl.edu/university-nebraska-student-code-conduct>

All allegations of sexual misconduct, including sexual assault, sexual violence, dating violence, domestic violence, or stalking are investigated and addressed following the procedures outlined in the “University of Nebraska–Board of Regents Policies.” It is listed as “RP-2.1.8 Sexual Misconduct” starting on page RP-23. <https://www.unl.edu/equity/university-sexual-misconduct-policy>

We value diversity in all its forms and are committed to providing a positive and welcoming environment for all staff, colleagues, students, volunteers, and visitors regardless of gender identity, sexual orientation, ability, religion, socioeconomic status, political perspective, career status, culture, or ethnicity.

Expected Personal Behaviors

Appropriate, positive behavior towards others acknowledges and values who they are and what they are doing, and this reflects on one’s own character, integrity, and values. All personnel working in the Department, in any of its activities in any capacity, will:

- Treat everyone with respect and consideration, with sensitivity to personal and cultural uniqueness.
- Always maintain respectful dialogue to promote constructive discourse.
- Evaluate the work of faculty, students, and staff fairly and objectively.
- Recognize past and present contributors to the science of psychology and the accomplishments of others.
- Support the professional growth and success of others, especially when in formal or informal mentoring roles.

Prohibited Personal Behaviors:

- Harassment and intimidation, including verbal, written, or physical conduct that demeans, denigrates, threatens, intimidates, or coerces another person;
- Discrimination or exclusion based on gender identity, sexual orientation, age, disability, physical appearance, body size, race, religion, political perspective, national origin, or culture;
- Physical, emotional, verbal, or sexual abuse of any person;
- Assuming credit for the accomplishment of others.

Reporting

If you suspect or experience discrimination, sexual harassment, or retaliation toward yourself or others, please keep records or other evidence of specifics and report the conduct.

If you do not feel comfortable telling a person to stop inappropriate behavior, or if the behavior does not cease once you have requested that it do so, you may seek assistance from an administrator, professor or counselor. Persons designated by the University as Responsible Employees are required to report sexual discrimination, harassment and misconduct reported to them. Other employees are encouraged to provide assistance and/or report.

If you would like to report the discrimination or harassment directly, you should contact the Office of Institutional Equity and Compliance (IEC) as soon as possible after the situation occurs. You are able to contact the Office of IEC via phone at or call 402-472-3417. Alternatively, you may also submit your concerns to the Office of IEC using their online form, available on their website: <http://www.unl.edu/equity>

If you wish to remain anonymous in your report, you may submit an anonymous report to the University of Nebraska Police at: <https://unlreport.unl.edu/>. Please note that if you choose to file a report anonymously, UNL Police will be unable to provide you with a follow-up. For critical emergencies, call 911, or dial 2-2222 from a campus phone (402-472-2222 for non-UNL phones).

Violations of the expected behaviors or engaging in prohibited behaviors described above will necessitate meeting the departmental and college leadership to develop a corrective action plan that will be strictly enforced and time bound. Egregious violations of policies, repeat offenses, or failure to conform to correction action plans will lead to dismissal from the department and, potentially, the university.

Campus Resources

Campus Information

One of the most helpful and all-encompassing resources available to a UNL graduate student is the UNL Graduate Studies Bulletin. The Graduate Bulletin is available online and can be found in the Graduate Studies College section of the UNL homepage. Another important information source describing UNL programs, facilities, and student services is the UNL Graduate School website found at <https://graduate.unl.edu/>. The Student Directory—the University's student telephone book—is free and can be picked up at the Registration and Records Office. In addition to student telephone numbers, it provides an abundance of information about the University, the community, and the services available in Lincoln.

Campus Libraries

The University Libraries provides experts, services, and resources to support the teaching, research, and learning mission of the University. We offer a rich collection of online, printed materials, multimedia, and technology tools. Students can choose from a variety of spacious open study areas, reservable group study rooms, and individual pods and cubicles. Dunkin Donuts locations are located in both the Adele Hall Learning Commons and the Dinsdale Family Learning Commons.

Discover content via the UNL Libraries website at <https://libraries.unl.edu>. We provide access to a vast collection of online journals, e-books, databases, multimedia, and much more. Our delivery and interlibrary loan services facilitate access to materials from libraries around the world.

Librarians and research specialists are here to support you at all stages of your research, from strengthening your literature reviews, developing advanced search strategies, to finding the best information for your needs. We can also help you plan how you will gather, organize, document, access, share, and store your research data. We offer a variety of reference management tools for your needs.

Library Locations:

Love Library – main library on City Campus

The Adele Coryell Hall Learning Commons (with Dunkin Donuts) - linked to Love Library

The Dinsdale Family Learning Commons - on East Campus (with Dunkin Donuts)

Architecture Library - in Architecture Hall

Engineering Library - in Nebraska Hall

Geology Library - in Bessey Hall

Math Library - in Avery Hall

Music Library - in Westbrook Music Building

The hours for these Libraries locations can be viewed on the libraries website at <https://libraries.unl.edu/hours>.

The *Marvin & Virginia Schmid Law Library* is located on East Campus and serves the students, faculty, staff, and alumni of the University of Nebraska College of Law. They also serve the judiciary, the bar, and citizens of the state. Our website contains information for visiting the library to perform legal research, and also provides ways to ask reference questions by phone or email. The Law Library helps inventors protect their intellectual property by hosting the state's only Patent and Trademark and Resource Center.

Printing:

Our printers and copiers in EDPS can print in black and white you are welcome to use for any coursework or teaching/research aids you may need. Our copiers are able to print from USB drives, as long as the file you wish to print is saved as a PDF.

The University also offers cloud-based printing at our libraries, which includes color printing services. More information can be found on ITS' website:

<https://services.unl.edu/service/student-printing-wepa>

Color Printing:

There are a limited number of approved items that can be printed in color. The Department of Educational Psychology is unable to provide color printing services to students. Please note that all color printing requires pre-approval and is evaluated on a case-by-case basis.

In an effort to promote and encourage sustainability, the department prefers to share flyers, invitations, and research opportunities digitally through email communications, classes, and our digital signage available in the EDPS office and throughout campus.

Items that may be printed in color include: tools for research labs, updated room signage (graduate student offices, centers, etc.), class advertisements, and flyers for applicable department and university events.

Students who wish to print materials in color must email their request to Jules and Zee with at least 48 hours' notice. Color printing requests for CSPC-related materials should be directed to Kellan Willet.

We are unable to print items such as the following: cards, certificates, homework, textbooks, individual research project flyers, and personal items.

Poster Printing at the Pixel Lab

Students who are first author on a poster presentation at a research conference can have standard-size posters (40" x 30") printed at the Pixel Lab at the department's expense. You must first, however, submit a request for approval to Dr. Swearer and Jules before submitting a request to the Pixel Lab.

Please send your poster via email to Dr. Swearer, and cc Jules Meyers no less than 14 days prior to your intended "print by" date for your poster. If approved, please work with Jules, who will provide you with information on how to submit your poster for printing. You must submit your poster to the Pixel Lab with a minimum of 10 days prior to your "print by" date.

The EDPS department will only pay for posters that are 40" x 30". Students will have to pay the difference if they choose a different size.

Note: be sure to submit your poster design to the Pixel Lab as a PDF. It is the student's responsibility to be aware of the Pixel Lab's guidelines established on their website for all project submissions. Website: <https://cehs.unl.edu/cehs/pixel-lab/>

Campus Facilities and Services

UNL Information Technology Services Office (ITS)

The University provides computing resources supported by Huskertech Help Centers: <https://nusupport.nebraska.edu/TDClient/33/Portal/Requests/ServiceDet?ID=111>

The Information Technology Support Help Desk aids with questions concerning computing at UNL. Assistance does not include writing or rewriting programs. For more information on computing services, you can call them at (402) 472-3970 or visit their website: <https://services.unl.edu/>

Pixel Lab

The Pixel Lab offers a wide variety of large-and small-format printing services to all UNL students, staff, faculty, as well as the public. Use their simple online order form or contact the Pixel Lab for printing copies, flyers, brochures, banners, research posters and more. Finishing services such as mounting, binding, and laminating are also available. Research posters can be printed in almost any size, up to 59 in. wide; however, there are limits on what the Department can pay for. For the department to cover poster costs, all posters MUST get pre-approval from Jules and the EDPS Chairperson. The Pixel Lab team is available to assist with your file support or technical needs when exporting files. Visit <https://cehs.unl.edu/cehs/pixel-lab/> to download free poster templates and find tips for printing your next project.

Pixel Lab Hours

Open Monday – Friday, 8 a.m. – 5 p.m.

Walk-In: 123 Henzlik Hall

Call: 402-472-2258

Email: pixel-lab@unl.edu

Web: <https://cehs.unl.edu/pixel-lab/>

National Center for Faculty Development and Diversity (NCFDD)

UNL is a member of the National Center for Faculty Development and Diversity (NCFDD; <https://www.ncfdd.org/>). As a member institution, all faculty, postdocs, and graduate students receive free membership and access to all training materials and webinars designed to aid professional development in higher education. Students should sign up on the website using their huskers.unl.edu email address. If you have any questions about this benefit, please contact Dr. Susan Swearer (sswearernapolitano1@unl.edu).

Health Services

The University Health Center is a comprehensive health care facility for UNL students located on campus at 550 N 19th St. All care is provided by Nebraska Medicine, the most esteemed academic health system in the region. Staff are licensed professionals who specialize in college health. They offer a variety of medical services, including illness and injury care, wellness services, physical therapy, immunizations, birth control prescriptions, nutrition counseling and several specialty services. The facility also has a full-service pharmacy that offers prescriptions and affordable over-the-counter products as well as a dental clinic that provides exams, cleanings, follow-up care and more. Appointments are required for most services and can be scheduled by calling 402-472-5000. Visit <https://health.unl.edu> to learn more about hours and services.

UNL offers a student health insurance plan called UnitedHealthcare Student Resources. This plan is separate from the health center and is managed by Student Accounts. UNL Student health insurance is available to all International Students, as well as Graduate Students holding an assistantship. UNL no longer offers voluntary health insurance for students. Learn more at <https://studentaccounts.unl.edu/student-health-insurance>

Counseling services are available through the Counseling and Psychological Services (CAPS) housed in the University Health Center. CAPS professional staff offer counseling in the areas of personal concern, anxiety and depression, life planning, relationships, eating disorders, communication skills, stress management, and others. Special workshops and support groups are offered throughout the year in these and other areas. As with appointments of a medical nature, scheduling can be made in person or by calling (402) 472-7450. CAPS also offers Grand Rounds presentations on timely and relevant professional issues and topics in psychology.

Academic-Work-Life Integration

The UNL campus houses and supports several entertainment opportunities, including those described below:

The **Sheldon Memorial Art Gallery and Sculpture Garden**, located in the SW corner of the City Campus, and the **Mary Riepma Ross Film Theater**, an integrated component of the Sheldon, provide the student with a variety of visual and cinematic art exhibits/productions. The Sheldon Art Gallery offers free admission, and The Ross hosts “Student Night” events, with films and popcorn for only \$5!

Information about the Sheldon can be found here: <https://sheldonartmuseum.org/>
Information about the Ross, including upcoming shows and showtimes, can be found here: <https://theross.org/>

The **Lied Center of Performing Arts**, located next to the Sheldon Memorial Art Gallery, serves as a focus for the performing arts in Nebraska. Completed in 1989, the Center provides an additional on-campus facility for student and campus organizations and for student and faculty performances. In addition, programs at the Lied Center are diverse, including speakers, Broadway shows and entertainers, concerts, dance, and theatre.

Ticket and tour information for the Lied Center can be found here: <https://www.liedcenter.org/>

The **University of Nebraska State Museum**, located in **Morrill Hall** (and often referred to as such) is located at 14th and U Streets and contains over 10 million specimens and houses interpretative displays of Nebraska's geologic, natural, and cultural history.

The **Ralph Mueller Planetarium**, also located in Morrill Hall, features sky shows and laser light shows.

The **Lentz Center of Asian Culture**, located in 329 Morrill Hall, is dedicated to the enrichment of knowledge and understanding of Asian art and culture. Through exhibitions of Asian Art and artifacts, presentations and cultural activities, the Center provides a unique opportunity for understanding the rich diversity and long history of Asian Cultures.

Visit Morrill Hall’s website to learn more: <https://museum.unl.edu/>

Kimball Hall, located at 11th & R Streets, serves as the home for UNL School of Music's Concerts and Recitals by faculty, students, and guest artists.

The **Temple Building** has been the home of theatre at UNL since 1907. Temple houses all theatre classes as well as the administrative office and performance spaces of the Department of Theatre Arts and Dance. It is located across the street from the Lied Center.

The **Devaney Sports Center** is a multi-sport complex for the Nebraska Cornhuskers, and hosts performances by national recording artists.

The **Culture Center**, 333 N. 16th Street, promotes ethnic traditions and serves as a meeting and activities center for all students, with special emphasis on American ethnic minority students. The Culture Center seeks to meet the particular educational, cultural, and social needs of ethnic minority students and their student organizations.

The **UNL Television, KUON-TV**, operates from one of the nation's finest telecommunications facilities—the Terry M. Carpenter Nebraska Educational Telecommunications Center located on the East Campus. KUON is recognized nationally for its quality programs and is the principal production agency for the statewide Nebraska Educational Television Network (NETV, Channel 12).

The **Nebraska Union** is located on the City Campus and offers study and television lounges, offices for student organizations, meeting rooms, dining areas with complete food services, a bakery, a bank, a game room, copy center services, a coffee shop, the Photo ID/NCard Office [(402) 472-7331], and the University Bookstore [(402) 472-7300]. Additionally, the Union is used for several lectures, music, and art presentations throughout the academic year.

UNL Campus Recreation has three locations: the Campus Recreation Center (CREC 841 N 14th St.) on City Campus, the Recreation & Wellness Center (RWC 1717 N 35th St.) on East Campus, and the Outdoor Adventures Center (OAC 930 N 14th St.) located on City Campus. Campus Recreation offers opportunities for students to exercise, utilize wellness programs, play sports, participate in clubs, climb, and explore the outdoors. For more information, visit <https://crec.unl.edu/visit-campus-recreation> or call 402-472-3467.

Career Services provides a wide range of assistance to students, alumni, faculty, and employees who wish to access information and services for career decision-making or job search assistance. Services include resume referral and advising services for students seeking part-time and summer employment, federal work study, or internship/co-op positions. Also available are a career resource library, career assessments, career counseling, resume development assistance, career information, job hunting services, campus interviews, resume referrals, and testing services. <https://careers.unl.edu>

The **Gender and Sexuality Center (GSC)** works collaboratively to provide education, resources, outreach, and advocacy to develop academic and personal success, community, and leadership opportunities. The Center's vision is to help build and sustain a socially just campus community that is welcoming and inclusive of all people of all sexual orientations, gender identities, and expressions. The GSC is located in rooms 340, 345, & 346 on the top floor of the Nebraska Union. <https://gsc.unl.edu/>

The **Services for Students with Disabilities** (SSD) is located in 117 Louise Pound Hall. The University of Nebraska–Lincoln is committed to ensuring equal access to curricular and co-curricular opportunities for students with disabilities. Providing a range of services, SSD implements reasonable accommodations for students with disabilities and offers students the opportunity to contribute and participate in the diverse campus experience at UN.

<https://www.unl.edu/ssd>.

The **Center for Advocacy, Response, & Education** (CARE) is a confidential and supportive resource for victims/survivors of interpersonal violence and other crimes. CARE provides advocacy and support for students, faculty, and staff who have experienced sexual assault, domestic/dating violence, stalking, harassment, and other crimes. Their advocates help individuals navigate campus and community resources. <https://care.unl.edu>.

Student Organizations. More than 300 recognized student organizations are on the University of Nebraska–Lincoln campus. The term "recognized" means the organization has a faculty or staff adviser, a constitution approved by the Association of Students of the University of Nebraska (ASUN—our student government, located at 200 Nebraska Union, (402) 472-8921), and privileges such as facility reservations and insurance coverage provided by the University. Some of the organizations that may be of interest to you include: The Mexican American Student Association (MASA); the African Peoples Union (APU); Women in Communication, Inc.; the International Student Organization; Amnesty International-Campus Group; and Nebraskans for Peace. A complete listing of student organizations is found in the Guide to Student Organizations published by the Office for Student Involvement, 200 Nebraska Union; (402) 472-2454. The Office of Student Involvement also serves as the "central" office for all areas of student involvement, including ethnic minority programs. These campus programs include both entertainment and seminars/workshops, volunteerism and community service, and student organizations and leadership programs. Additionally, the Women's Center and the Jackie Gaughan Multicultural Center operate under the Office of Student Involvement. Website: <https://involved.unl.edu/>

Appendices

Appendix A: Enrollment verification/changes

Appendix B: Residency Procedures

Appendix C: Appeal of Grades in Graduate-level Courses

Appendix D: Probation and Dismissal Procedures of Students (PhD, Ed.S., MA)

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Appendix H: Other Helpful UNL Offices

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Appendix K: Course Evaluation Guidelines

Appendix A

Enrollment Verification/Changes Process

An enrollment verification is an official document that provides the enrollment status, number of credits enrolled, and any degrees earned within a specific period of attendance. **This document does not include individual course or grade information and cannot be used in the place of an official academic transcript.** An enrollment verification is typically requested for verification of student status for purposes such as scholarship applications, loan deferment, insurance applications, or other processes where student enrollment status is a factor.

How to request an Enrollment Verification:

1. Login to MyRED at MyRED.nebraska.edu.
2. Select the **Enrollment** dropdown menu.
3. Select **Request Verification**.
4. Verify your student information is correct.
5. Select the **Verification Type**.
 - **Enrollment Verification** will verify credits enrolled in current and previous semesters.
 - **Degree Verification** will verify all degrees you have received at the University of Nebraska–Lincoln.
 - **Both** – this will allow for both enrollment and degree verification to be included.
6. If selecting the **Enrollment** or **Both** options, select the **Enrollment Term**.
 - **History** will show all prior enrollment at the University of Nebraska–Lincoln.
 - **Single Term** will allow you to specify one term to verify enrollment status.
 - **Calendar Year** will allow you to choose the calendar year you would like to have verified. **Note:** The calendar year is not the same as an academic year. The calendar year is January 1 to December 31, while the Academic year is considered July 1 to June 30.
7. Select any additional information you would like included, such as **Date of Birth, Degree GPA and Current Program**.
8. Lastly, Select your Delivery Preference.
 - **Mail it:**
 - **Send to my address:** select the addresses you have provided to the University of Nebraska–Lincoln.
 - **Send to another address:** provide a new address you would like the enrollment verification to be mailed.
 - **Pick it up:**
 - Pick up in Husker Hub the following business day after 11 am.

Appendix B

Residency Procedures

Residency, as it relates to tuition, differs from establishing residency for other purposes. As a state institution, the University of Nebraska must abide by Nebraska State Legislature policy as determined by the University of Nebraska, Board of Regents ([B.R.-5.7.1](#)). These regulations provide the basis upon which University staff shall determine whether an individual qualifies as a Nebraska resident for tuition purposes. In some instances, it may be possible that an individual may qualify as a “resident” of Nebraska for one purpose (such as securing a Nebraska driver’s license) and still not meet the standards established by the Board of Regents for in-state resident status.

Residency Application Process

Completed residency applications and all supporting documentation should be submitted as soon as possible, but no later than the dates below.

1. Review the [Residency Categories below](#) and identify the category in which you qualify.
2. Gather the documents required for your category, including the notarized [Affidavit of Intent](#), in an electronic format such as PDF.
3. Go to the Residency Application form in [MyRED](#) under Profile. Submit the form with all required documentation prior to the deadline:

Term	Deadline
Fall	October 1
Spring	March 1
Summer	July 1

4. Notifications about decisions or missing documentation will be sent to your @huskers.unl.edu email. Applications still missing items 60 days after submission will be voided. Applications will be reviewed once all supporting documentation has been received. Applicants will be notified of a decision within 10 to 14 business days of submission of a complete application.
5. At any time prior to a decision, the applicant is responsible for any tuition payments due or late fees that may accrue.
6. Appeals: Individuals who believe they have incorrectly been denied residency for tuition purposes may submit a letter of appeal along with any additional documentation to the Assistant Dean for Graduate Enrollment.

Documentation

All applications must include a notarized [Affidavit of Intent](#) plus documents specific to the chosen category as described below. The University reserves the right to request additional documentation. For all documents, provide legible electronic copies. Submission of required documents does not guarantee that residency for tuition purposes will be granted. Please redact all social security numbers before submitting documentation.

Residency Categories can be found here: <https://graduate.unl.edu/admissions/residency>

Appendix C

Appeal of Grades in Graduate-level Courses

Source: UNL Graduate & Professional Catalog: <https://catalog.unl.edu/graduate-professional/policies/grades/>

Appeal of grades in graduate-level courses shall be made through the graduate student grade appeal procedures for the campus through which the grade was awarded.

- Students who believe their evaluation in a course has been prejudiced or capricious must first attempt to resolve the matter with the **Course Instructor** within 30 days of the posting of the grade report by the Office of the University Registrar.
- 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 Office of the University Registrar. If the department does not have a graduate program, the standing grade appeal committee of the department would consider the appeal. The student and instructor shall present a written determination of the appeal.
- If the matter is unduly delayed or not resolved, the student may present the original appeal documentation to the **Dean of Graduate Education** who shall request a review by a subcommittee of the Graduate Council. A final appeal may be made to the full Graduate Council if it agrees to hear the case. Since awarding grades in courses occur at the individual campus level, the decision of the Graduate Council shall be final and is not subject to further appeal beyond the campus.
- If the instructor's grade is overturned, the instructor of record has the right to appeal, in writing, at the same successive levels of review.

Appendix D

Probation and Dismissal Procedures of Students (PhD, Ed.S., MA)

(Approved March 22, 1985, and modified 2004 to reflect new doctoral specialization; amended February 9, 2010; amended March 9, 2010, amended February 6, 2020)

Basis for Taking Action

Graduate students at UNL are expected to maintain a high level of achievement in their graduate studies and to adhere to the Student Code of Conduct and all relevant policies. Accordingly, UNL reserves the right to act with respect to any graduate student who fails to maintain satisfactory progress or who violates any provision of the Student Code of Conduct or relevant policy. Such action may include, without limitation, placing the student on academic probation, suspending or terminating the student from a degree or certificate program, or precluding the student from pursuing any further graduate studies at UNL.

Academic action may be taken against a graduate student based on any of the following:

1. Violation of the [Student Code of Conduct](#) or any other UNL, college or departmental policy. A violation of the Student Code of Conduct may be used as a basis for terminating a student from a program only after the violation has been reported and properly confirmed;
2. Unsatisfactory academic performance, including failing to satisfy UNL's [Scholastic Grade Requirements](#); failing to pass qualifying examinations, preliminary examinations, comprehensive examinations or final degree examinations; failing to master the methodology and content of one's field in a manner that is sufficient to successfully complete a thesis or dissertation; or
3. Failing to satisfy the requirements for the removal of probationary status or conditional admission.

Graduate Committees may adopt and impose additional conditions under which a graduate student may be subject to academic action, provided that such conditions are approved in advance by the Dean for Graduate Studies and are communicated in writing to all students who are subjected to those conditions. Graduate programs shall include any additional conditions in the program's governance documents.

A graduate student who is terminated from one degree or certificate program may apply to a different degree or certificate program, except when the termination is based on a violation of the Student Code of Conduct or when the student is precluded from pursuing any further graduate studies at UNL.

Procedure for Academic Action

A recommendation to place a student on probation will be shared with the student and forwarded to the Dean for Graduate Studies, who will be responsible for making the final decision on the recommendation. Conditions of the probation will be communicated to the student in writing by the Dean for Graduate Studies.

A recommendation to terminate a student's degree or certificate program or preclude the student from pursuing any further graduate studies at UNL will be addressed in the following manner:

1. The Graduate Committee Chair will promptly inform the student in writing of the recommendation, the reason(s) given for the recommendation, and the name of the individual(s) making the recommendation.
2. The Graduate Committee Chair will provide the student with the opportunity to confer directly with the individual(s) making the recommendation through an in-person meeting or a telephone or video conference. *The student will receive at least one week of advance notice of this meeting or conference.*
3. The student will be granted the opportunity to respond to the recommendation verbally or in writing, or both, which will be documented and taken into consideration by the Graduate Committee Chair. The Graduate Committee Chair will consider any extenuating circumstances communicated by the student and will seek to determine whether the matter can be resolved.
4. After considering the student's response, if the decision is made to proceed with the recommendation to terminate the student's program or preclude the student from pursuing any further graduate studies, the Graduate Committee Chair will inform both the student and the Dean for Graduate Studies of that decision in writing.
5. The Dean for Graduate Studies will investigate the matter and decide whether to proceed with terminating the student from a program or precluding that student from pursuing any further graduate studies at UNL.
6. If the Dean for Graduate Studies decides to proceed with terminating the student from a program or precluding that student from pursuing any further graduate studies at UNL, the Dean will inform the student of that decision in writing and advise the student of the right to appeal the decision.

Appeal of Academic Action

A graduate student who is terminated from a program or is precluded from pursuing further graduate studies because of a decision rendered by the Dean for Graduate Studies may appeal that decision to the UNL Graduate Council, which will serve as the appeals board.

1. To initiate an appeal, the student must submit a written request for an appeal to the Dean for Graduate Studies, who will act as the chair of the UNL Graduate Council, within thirty (30) calendar days after receiving the Dean's decision. Although the Dean for Graduate Studies serves as the chair of the UNL Graduate Council, the Dean will not participate in deliberations leading to, nor vote on, the appeal decision of the UNL Graduate Council.

2. The affected student is responsible for submitting all information that the student wants the UNL Graduate Council to consider as part of the appeal. The written appeal must include the following:
 - a. A full description of the basis on which the student is bringing the appeal;
 - b. A full description of the remedy being sought by the student; and
 - c. Copies of all documentation supporting the student's appeal.
3. After taking into consideration all information and documentation submitted by the student in conjunction with the appeal and taking into consideration the letter(s) recommending probation or termination, the UNL Graduate Council will render its decision. That decision will be communicated in writing to the student, the individual(s) who made the initial recommendation, and the Graduate Committee overseeing the student's graduate program. In most cases, this decision will serve as the final decision.

Appeals to the Executive Graduate Council

In most cases, the decision of the UNL Graduate Council will be final. Only under special circumstances will the Executive Graduate Council hear an appeal from the decision of the UNL Graduate Council.

1. There is no absolute right of appeal to the Executive Graduate Council. The Executive Graduate Council will accept appeals only in those cases where in the exercise of its sole discretion it shall first find that one or more of the following grounds for accepting the appeal exist:
 - a. That the UNL Graduate Council has violated some element of fair procedure (example: has failed to allow the parties concerned to present their cases fully to the UNL Graduate Council);
 - b. That the UNL Graduate Council has failed to examine or give adequate weight to important evidence relevant to one party's position;
 - c. That the UNL Graduate Council has given undue weight to evidence not pertinent to the case; or
 - d. That some gross miscarriage of justice would be perpetrated if the decision of the UNL Graduate Council is allowed to stand.

A decision by the Executive Graduate Council not to accept jurisdiction of an appeal shall be final and is not subject to further appeal.

1. Appeals to the Executive Graduate Council must be made in writing and must specifically outline the grounds for the appeal. Such appeal must be made within twenty (20) working days of the day the decision of the campus Graduate Council is received (working days shall not include those days the University is not in session).
2. The Executive Graduate Council must decide to hear the appeal or not to hear the appeal within thirty (30) working days after receipt of the appeal. Acceptance or denial of jurisdiction over the appeal will be made in writing.

3. The decision of the Executive Graduate Council on the merits of the case will be made and transmitted to the concerned parties within forty (40) working days after the decision to hear the appeal.
4. No person who was a member of the department or UNL Graduate Council involved in the case will be eligible to participate in the decisions of the Executive Graduate Council either to decide whether the case should be heard or to decide the merits of the case.

Appendix E

Resolving Authorship Disputes

(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:

- a. Initial discourse among all parties who are participating in a joint effort that may result in publication.
- b. 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.
- c. If the results of the mediation are not satisfactory, the dispute may be brought before a faculty. 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 several 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 project. These discussions may be summarized by a formal memorandum to ensure 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.

Appendix F

Supervision Plan for Graduate Student Instructors

(Adopted August 1997)

Rationale for using Graduate Teaching Assistants (GTA)

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, research assistantships-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 develop 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 GTAs 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 GTAs 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:

- a. 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.
- b. 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.
- c. 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.
- d. Interest in college teaching as a career goal.

Instructor Development

Our approach to instructor development assumes 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.

Course Policies: Course policies are established that allow individual instructors to implement individual ideas where this is consistent with the goals of the course. GTA’s 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.

Supervision: Each course has a faculty supervisor who is responsible for hiring GTAs, 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 GTAs to gain new ideas, reflect on their experience in the classroom, and to work to improve their teaching.

College and University Resources: GTAs 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. GTAs are made aware of the faculty in College of Education and Human Sciences who are available to work with GTAs to assess and improve their teaching. The Center for Transformative Teaching is an excellent resource: <https://teaching.unl.edu/>

Instructor Meetings: GTAs 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. GTAs 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 because of experience.

Individual assistance for instructors: The faculty supervisor is available to meet with GTAs on an ad hoc basis. This allows for confidential and personal discussion of problems with individual students and individualized attention to issues GTAs do not want to discuss in the group. The supervisor is available to visit classes if the GTAs request that. Also, instructors are encouraged to visit each other's classes.

Instructor Offices: Most GTAs share an office near their supervisor. This allows for informal communication among GTAs and easy access to the supervisor. This is an important priority as many issues about teaching need to be resolved quickly.

Course evaluations: GTAs must conduct end of semester course evaluations using Course Evaluations and Surveys (CES). 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 GTA. 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 GTA meetings.

GTAs are also encouraged to get student evaluations during the semester.

GTAs 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.

GTA's Reflection: In January of each year, GTAs 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 evaluate the effectiveness of this supervision model.

- a. Student evaluations: A primary approach is to examine the performance of GTAs on student course evaluations. Where student comments indicate a difficulty with GTAs 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.
- b. GTA evaluations: At least once each year GTA 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 schools, colleges, and universities in 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 GTAs 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

Changes may be made to a Supervisory Committee any time prior to the submission of the Application for Final Oral Exam using a change request form as described in the [Doctoral Milestones](#).

If the Supervisory Committee Chair leaves the employ of the University, or retires or is otherwise unable to serve on the Committee, Graduate Studies must be notified immediately and a change in the Committee made as follows:

- If the student has achieved Candidacy, the former chair who has left may continue to serve as co-chair of the Supervisory Committee, with approval of the departmental Graduate Committee and the Dean for Graduate Studies. A second co-chair must be appointed who is a resident Graduate Faculty member.
- If the student has not achieved Candidacy, a new chair of the Supervisory Committee who is a resident Graduate Faculty member must be appointed immediately, with the agreement of the departmental/school Graduate Program Committee and the Dean for Graduate Studies.

If a member other than the Chair leaves the employment of the University or retires, a replacement should be appointed who is a resident graduate faculty member. When continuing expertise is needed and the faculty member is willing to continue serving, he/she may continue as a member of the Supervisory Committee, with the approval of the Supervisory Committee Chair and the concurrence of the Dean for Graduate Studies.

Appendix H

Reference Guide to some Helpful UNL Offices and Lincoln, NE

The following is a list of the addresses, phone numbers, and websites of relevant University offices. In the U.S. and Canada, all offices below can be reached by calling UNL's toll-free number (1-800-742-8800) and asking for the specific department. Most UNL offices are open between 8:00 a.m. and 5:00 p.m. (CST), Monday through Friday. All written correspondence should be addressed to the appropriate person and department, University of Nebraska–Lincoln, Lincoln, NE 68588.

Office of Graduate Studies: 101 Seaton Hall, P.O. Box 880619

<https://graduate.unl.edu/about>

Admissions: (402) 472-2878

General Information: (402) 472-2875

Office of the Registrar: 107 Canfield Administration Building, P.O. Box 880416; (402) 472-3635; <https://registrar.unl.edu/>

Scholarships & Financial Aid: 17 Canfield Administration Building, P.O. Box 880411; (402) 472-2030; <https://financialaid.unl.edu/>

Housing Information—Both on and off campus: UH, 530 N. 17th Street, Lincoln, NE 68588-622; (402) 472-356; <https://housing.unl.edu/>

International Student & Scholar Office (ISSO): 201 Seaton Hall; (402) 472-0324; <https://global.unl.edu/isso>

Jackie Gaughan Multicultural Center (Housed in OASIS): 1505 S Street, Lincoln, NE 68508; (402) 472-5500; <https://unions.unl.edu/jgmc>

Institutional Equity and Compliance (IEC): 128 Canfield Administration Building, Lincoln, NE 68588 0437; (402) 472-3417; <https://www.unl.edu/equity/>

Graduate Student Assembly (GSA): 136 Nebraska Union, (402)-472-8921, gsa@unl.edu ; <https://www.unl.edu/gsa/>

Gender & Sexuality Center: 340, 345, 346 Nebraska Union; (402) 472-2597; <https://gsc.unl.edu/>

Services for Student with Disabilities (SSD): 117 Louise Pound Hall, P.O. Box 880335; (402) 472-3787 or (402) 472-3730 (SSD Testing Center); <https://www.unl.edu/ssd/>

UNL Children's Center: 2225 W St, Lincoln, NE 68588; (402) 472-2009; <https://childcare.unl.edu/>

University Health Center: 550 N 19th St, P.O. Box 880618, Lincoln, NE 68588; (402) 472-5000 <https://health.unl.edu/>

Counseling and Psychological Services: 550 N 19th St, Suite 223, Lincoln, NE 68588; (402) 472-7450 (24 hours); <https://caps.unl.edu/>

Student Legal Services: 335 Nebraska Union; (402) 472-3350; <https://asun.unl.edu/student-legal-services/welcome>

University of Nebraska – Lincoln and Surrounding Community

The University of Nebraska–Lincoln is the largest and most comprehensive of the four University of Nebraska campuses. We are 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. The UNL campus is located in Lincoln, Nebraska’s state capitol and is home to approximately 286,000 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, Pinnacle Bank Arena, the Haymarket District, and over 90 miles of hike and bike trails. Selected as an All-American City, Lincoln provides a supportive and enjoyable environment for maintaining an integrated work-life balance.

Appendix I

Course Evaluation Guidelines

The Office of the Executive Vice Chancellor (EVC) and the University of Nebraska have implemented a common Student Learning Experience Survey across all colleges for graduate and undergraduate coursework. Evaluations are required to be collected by all students on a Teaching Assistantship.

Please refer to the following website for guidelines regarding Course Evaluation Surveys:
<https://executivevc.unl.edu/academic-excellence/teaching-resources/course-evaluations>