

Educational Psychology

Graduate Student Handbook

2014-2015

Table of Contents

General Information

Introduction	4
Administrative Overview	4
Role of Adviser	6
Registration Requirement	6
Full-time registration	7
Leave of Absence	7
Degree Plan	7
Changing Your Degree Plan	8
Transfer of Credits	8
G.P.A	8
Annual Review	9
Examination Committees	9
Commencement	9
Funding	9
Educational Psychology Degree Core Requirements	10
Important University Resources	15

Master of Arts (MA)

Timeline	18
Credit Requirements	18
Minor	18
Plan A or B	19
Final examination	19
Final Examination Committee	20
Graduation Packet	20

Master of Education (MEd)

Timeline	21
Credit Requirements	21
Related field	21
Plan C	21
Final examination	21
Graduation Packet	21

Specialist Certificate (SC)

Timeline	22
Credit Requirements	22
Final examination	22
Examination Committee	22
Graduation Packet	23

Doctorate (PhD)

Timeline	24
Credit Requirements	24
Minor	24
Preliminary Written Examination	25
Predissertation Project and Examination	25
Preliminary Oral Examination	26
Preliminary Oral Examination Committee	27
Scheduling the Oral Prelim	27
Early Thesis Credit Registration	28
Prospectus Meeting	28
Thesis	29
Doctoral Dissertation Fellowship	29
The Doctoral Final Oral Examination Committee	30
Final Oral Examination	31
Graduation Packet	31

Checklists

MA.....	32
MEd.....	34
SC	35
PhD.....	36

Introduction

This handbook is for the Educational Psychology Program, which is in the College of Education and Human Development at the University of Minnesota. Students are admitted to this program by one of five tracks: Counseling and Student Personnel Psychology (CSPP), psychological foundations of education, quantitative methods in education, school psychology, and special education. Although students are admitted to a specific track, educational psychology is the major. The track name is listed on the transcript, but only Educational Psychology is listed on the diploma.

Graduate students in Educational Psychology are accountable to the policies described in this handbook for the year of their admission along with those of the program track, Graduate School, College of Education and Human Development and University of Minnesota. Any changes in Educational Psychology core requirements will be distributed through the Educational Psychology Student Listserv and the Educational Psychology Student News.

Your adviser along with staff in room 250 EdSciB are useful resources.

Administrative Overview

Graduate education at the University of Minnesota is governed as a partnership between the Graduate School and the colleges. Both are responsible for the maintenance and development of high-quality graduate programs

Each graduate program is coordinated by a director of graduate studies (DGS). The DGS works with the chair of the department to guide and improve graduate education and is a liaison for students, faculty, and the Graduate School.

Chair: Geoffrey Maruyama, PhD

DGS: Ernest C. Davenport, Jr., PhD

Assistant to the DGS: Lori Boucher

Alicia Vegell (for MEd licensure)

The **Graduate Advisory Committee** (GAC) in the Department of Educational Psychology functions in an advisory capacity to the director of graduate studies. It is comprised of one faculty representative from each program track.

In addition, each track has a coordinator and its own handbook. The coordinator of each track guides the track-specific training and activities in collaboration with the other faculty in the track.

Track	Link to Handbook	Program coordinator	Staff
Counseling and student personnel psychology	http://www.cehd.umn.edu/edpsych/Programs/CSPP/Handbooks/default.html	Patricia M. Veach 152 Ed Sci Bldg 612-624-3580 veach001@umn.edu	Mary Farquhar 250 Ed Sci Bldg, 612-626-0708 farqu008@umn.edu Craig Harding 250 Ed Sci Bldg, 612-624-6827 hard0158@umn.edu
Psychological foundations	http://www.cehd.umn.edu/edpsych/Current/Foundations.html	Sashank Varma 165 Ed Sci Bldg 612-625-6718 sashank@umn.edu	Lori Boucher 250 Ed Sci Bldg, 612-624-4540 bouch004@umn.edu Sharon Sawyer 250 Ed Sci Bldg, 612-624-0042 sawye100@umn.edu
Quantitative Methods in Education	http://www.cehd.umn.edu/edpsych/Programs/QME/handbook.html	Mark L. Davison 182 Ed Sci Bldg 612-624-1327 mld@umn.edu	Lori Boucher 250 Ed Sci Bldg, 612-624-4540 bouch004@umn.edu Sharon Sawyer 250 Ed Sci Bldg, 612-624-0042 sawye100@umn.edu
School psychology	http://www.cehd.umn.edu/edpsych/Programs/SchoolPsych/students.html	Amanda Sullivan 350C Ed Sci Bldg 612-626-7221 asulliva@umn.edu	Alicia Vegell 250 Ed Sci Bldg, 612-626-0367 acvegell@umn.edu
Special education	http://www.cehd.umn.edu/edpsych/Current/SpecialEd.html	Kristen McMaster 350A Ed Sci Bldg 612-624-1859 mcmas004@umn.edu	Mary Farquhar 250 Ed Sci Bldg, 612-626-0708 farqu008@umn.edu Alicia Vegell 250 Ed Sci Bldg, 612-626-0367 acvegell@umn.edu

Graduate School directory

Resource	Contact information
General information	160 Williamson, 612-625-3490
Graduate degree plans, committee assignments, time extension requests	Mike Brown, Coordinator, Graduate Student Services gssp@umn.edu , 612-625-5833
Master's and Certificate degree progress and clearance,	Amber Cellotti, Coordinator,

Master's thesis formatting and submission questions, Master's advanced status (FTE) registration applications	Master's Degree Services, gssp@umn.edu , 612-625-4019
Doctoral degree progress and clearance, preliminary oral exam scheduling and clearance, final oral exam scheduling and clearance, dissertation formatting and submission questions	Stacia Madsen, gssp@umn.edu , 612-625-0168
Change of status/readmission information	gsguest@umn.edu , 612-625-3014
Fellowship Office	gsfellow@umn.edu , 612-625-7579
Disability Resource Center	https://diversity.umn.edu/disability/

Role of Adviser

The graduate adviser is central to the success of graduate students seeking an MA, MEd, SC or PhD. They provide insight on the content of study and the process of graduate school itself. They can often—but not always—provide guidance regarding the policies and procedures that are outlined in the various handbooks and policy documents for the track, program, college and university.

Graduate students should confer with their advisers at relevant milestones. Advisers are often required to approve student decisions with their signature (e.g., program plan, examination committees), but there are many decisions that advisers are privy to only if students meet and discuss those decisions with their advisers. For example, advisers do not formally approve course registration or many of the activities associated with the informal curriculum (e.g., attending or presenting at conferences or colloquia). Successful graduate students communicate with their advisers and solicit relevant guidance through discussion.

Students should recognize that there are a wide variety of advising styles such that some advisers expect independence while others expect more dependence. Students can solicit advice from their advisers, but the student is ultimately responsible for their success in graduate school.

Resources for faculty and students are available at the [Graduate and Professional Student Advising](#) website.

Registration Requirement

You must register every semester (excluding summer) to maintain active status as a graduate student. You are withdrawn as a graduate student if you do not register for even one semester. As a result, your Graduate School records are deactivated. Inactive students may not register for courses, take examinations, submit Degree Plan or petition forms, file for graduation, or otherwise participate in the University community as

Graduate School students. Those who wish to resume graduate work must apply for readmission to the Graduate School and their track. Students who are readmitted will be held to course/credit requirements current at the time of readmission. If readmitted, you must register in the Graduate School for the semester of readmission to regain your active status. http://onestop.umn.edu/special_for/MaintainingActiveStatus.html

See Special Registration Categories for registration alternatives. http://onestop.umn.edu/special_for/SpecialRegistrationCategoriesforGraduateProfessionalStudents.html#grad999.

GRAD 999 is a zero-credit, zero-tuition registration option intended for graduate students who have completed all coursework and (if applicable) thesis credit requirements, and who must maintain registration to meet the [registration requirement](#). CEHD graduate students beginning in the program fall 2014 and later are limited to two registration terms of GRAD 999.

Full-time registration

Full time graduates students must register for a minimum of 6 credits for full time status. Many students are required to maintain full-time status (e.g., if you hold an graduate assistantship, are on a student visa, or have a scholarship that requires it). Full time tuition covers a maximum of 14 credits per semester and students are charged for each credit beyond the maximum.

Leave of absence

Graduate students are expected to maintain active status through continuous registration from the time they matriculate until they graduate. Students who are not able to maintain active status are strongly encouraged to consult with their Director of Graduate Studies, adviser, and relevant offices to determine whether requesting a leave of absence is the most appropriate course of action. An approved leave of absence may not exceed two academic years. Students who do not have an approved leave of absence and are not continuously enrolled may experience negative consequences related to academic, visa, financial aid, and other student issues.

<http://www.policy.umn.edu/Policies/Education/Education/GRADSTUDENTLEAVE.html>

Degree Plan

The [Degree Plan](http://policy.umn.edu/forms/otr/otr198.pdf) (<http://policy.umn.edu/forms/otr/otr198.pdf>) identifies the courses that you will complete to fulfill the requirements for your degree. It is a contract between you and the university, which must be approved by the adviser(s) and the DGS. This contract can be revised at any time with the same approvals by the adviser(s) and DGS.

When you fill out the Degree Plan, you will include required courses for Educational Psychology and specific track requirements, as well as those needed to meet your individual goals (e.g., to meet licensure requirements). As a general rule, those requirements stipulated by the track and adviser are the most specific. Track handbooks and other materials that list required courses often include department requirements as well. If you have questions about requirements, you should confer with your adviser.

Students in the PhD program may wish to complete an MA on their way to the PhD degree. If the master's degree is in the same major as the PhD, you must submit a graduate degree plan. If you are completing an MA in another program outside of your major, you must complete a change of status. In addition, you will need to submit a degree plan and form examination committees for each degree.

Changing Your Degree Plan

It is common to make adjustments to the Degree Plan form. For minor changes (e.g., one or two courses), students submit a Petition (<http://policy.umn.edu/forms/otr/otr190.pdf>) that describes the changes and provides a brief rationale. For substantial changes (e.g., a change of minor), students submit a revised Degree Plan with a separate sheet to describe the changes.

Transfer of Credits

Coursework from other institutions may be used to meet requirements; however, be sure to talk to your adviser to be sure the coursework will be accepted by your track. An [internal petition](#) may be required.

The work to be transferred from other institutions must be graduate-level (post-baccalaureate), taken for graduate credit after the award of the undergraduate degree, and taught by faculty members authorized to teach graduate coursework. In addition, courses must have been taken as

an enrolled, graduate-degree-seeking student and must appear on official graduate school transcripts of the institutions.

G.P.A.

The minimum G.P.A. for courses listed on the official Degree Plan for MA, MEd and SC students is 2.80 and, for PhD students, 3.00 (see [MEd handbook](#) for licensure specific GPA and grade requirements). At least two-thirds of the course credits completed in the Graduate School and included on the Degree Plan form must be taken under the A-F system. Grades of A, B, C (including C-), and S are acceptable. An S is not calculated in obtaining GPA, nor is registration for thesis credits (EPSY 8777 or 8888). Please note that all coursework taken toward EPSY core requirements must be graded A-F.

Annual Review

Each program track reviews the progress of all graduate students on an annual basis. Students are expected to submit relevant materials to each track for annual review. Failure to submit solicited materials is grounds for termination. Written feedback is provided to students with unsatisfactory performance on one or more of the program or track requirements. Unsatisfactory performance is grounds for termination.

At a minimum, the program requires that students maintain a satisfactory GPA (2.8 for MA, MEd and SC students; 3.0 for PhDs) without too many incompletes and timely completion of benchmarks (e.g., degree plan, examinations, thesis, research).

Examination Committees

MA (Plan A or B), SC and PhD students must establish one or more examination committees. The members of the committee will review the written and/or oral performance of the student. An examination committee is required for an MA (Plan A or B) thesis defense, SC final exam, PhD preliminary oral examination, and PhD thesis defense. Program tracks may also have an examination committee for written comprehensive examinations. Refer to the sections for each degree for specific examination requirements.

Commencement

The College of Education and Human Development hosts commencement exercises each year in May. It is not required but we do encourage all students who qualify to participate. To participate, MA, MEd and SC

students must have an approved degree plan on file; doctoral students must have submitted the thesis planning panel form.

Funding

Graduate students fund their education through a variety of ways. The most common form of support is through research and teaching assistantships; these positions provide a salary and may also provide a tuition reduction and health insurance. Your adviser may have suggestions of assistantships for which you might qualify. You should also inquire about positions in various research centers and other departments that might hire teaching assistantships. Below is a list of University centers and departments where our students have found assistantships:

Institute for Community Integration
Minnesota Center for Reading Research
Institute of Child Development
National Center on Educational Outcomes
Student Academic Success Services (UCCS)
Center for Applied Research and Educational Improvement

Also see the Human Resources [Graduate Assistant Employment Services](#) at to search for assistantships.

Fellowships are available through the University and other organizations (such as professional and fraternal organizations). University fellowships are available at <http://www.grad.umn.edu/fellowships/index.html>. Note that some of these require nominations by the graduate program. We will set earlier application deadlines for these so that the Director of Graduate Studies and the Graduate Advisory Committee may select the most competitive applications to forward for University-wide consideration.

MEd students: Please see [TEACH Grant program](#)

Doctoral students: Please see the PhD section of this handbook for information on the Doctoral Dissertation Fellowship.

EPSY degree core requirements

MEd students: See licensure specific requirement lists at <http://www.cehd.umn.edu/EdPsych/Programs/SpecialEd/course-req.html>.

MA, SC and PhD students in Educational Psychology are required to take core courses in learning/cognition, social psychology/personality and/or history/systems; statistics and measurement or evaluation. In addition, students in Specialist or PhD plans must also take courses in research methods. See the list below for courses that meet these requirements.

Coursework in substantive areas (cognition, social psychology, personality, and issues in educational psychology) provide a shared foundation of content knowledge. Coursework in the methodological areas (statistics, measurement, and research design/methods) provide a shared foundation to consume and carryout research.

Coursework is divided into survey and specialized course work.

1. Survey courses provide broad coverage with limited depth. These are often prerequisites for specialized courses. Most are 5xxx level courses.
2. Specialized courses provide narrower coverage with substantial depth. These often have survey courses as prerequisites. Most are 8xxx level courses.

Note: 4xxx and EDHD 5xxx do not meet core requirements and may not be included on the graduate degree plan.

Areas	M.A. ¹	S.C. ¹	Ph.D. ¹
Statistics	3 credits	3 credits	6 credits
Measurement/Evaluation	3 credits	3 credits	3 credits
Learning/Cognition Social/Personality History/Systems	6 credits from at least two areas	6 credits from at least two areas	9 credits from at least two areas
Research methods	NA	3 cr in Res Methods	6 cr Res methods, or equiv., and pre-dissertation research project

EPSY electives	(Student must have a minimum of 14 cr in EPsy for an MA)	6 cr of EPSY	9 cr in EPSY
Related field/supporting prog. or minor	NA	NA	NA
Predissertation research	NA	NA	Yes
Prelims	NA	NA	Program-specific written exam(a), research project; one oral exam based on integrative literature review driven by a specific question and its theoretical base
Thesis credits	Plan A: 10 cr EPSY 8777 Plan B: check with program	NA	24 cr EPSY 8888
Final oral	Plan A - Yes Plan B - Yes	(Program dependent)	Yes
Min. credits required	30 semester cr	60 semester cr	(Unspecified, 54 recommended)
EPsy minor²	6 EPSY cr (A-F grading only)	NA	15 EPSY cr: of which at least 9 cr must be at 8xxx level; no prelim. (A-F grading only)

¹ Please check with your program area for their additional requirements.

² For students whose major is not EPsy.

The following courses are approved to meet MA, SC and PhD core requirements in Educational Psychology.**

Learning/Cognition, Social/Personality, History/Systems

MA: 6 credits from at least two areas

SC: 6 credits from at least two areas

PhD: 9 credits from at least two areas

LEARNING/COGNITION

- **Survey**
 - EPSY 5101—Intelligence and Creativity
 - EPSY 5112—Knowing, Learning, and Thinking
 - EPSY 5114—Psychology of Student Learning
 - EPSY 5115—Psychology of Adult Learning and Instruction
 - EPSY 5119—Mind, Brain and Education
 - Psy 5014—Psychology of Human Learning and Memory

- **Specialized**
 - EPSY 5113—Psychology of Instruction and Technology
 - EPSY 5118—Language: Psycholinguistic Research and Educational Application
 - EPSY 5616—Behavior Analysis and Classroom Management
 - EPSY 8112—Mathematical Cognition
 - EPSY 8115—Psychology of Instruction and Technology
 - EPSY 8707—Principles of Behavior Analysis and Learning
 - CPSY 8301—Developmental Psychology: Cognitive Processes
 - Psy 5015—Cognition, Computation, and Brain

SOCIAL

- **Survey**
 - EPSY 5157—Social Psychology of Education
 - Psy 5204—Psychology of Interpersonal Relationships
 - Soc 8721—Theories of Social Psychology

- **Specialized**
 - EPSY 5135—Human Relations Workshop
 - EPSY 5151—Cooperative Learning
 - EPSY 5152—Psychology of Conflict Resolution
 - EPSY 5155—Group Dynamics and Social Influence
 - CPSY 8302—Developmental Psychology: Social and Emotional Processes
 - Psy 5202—Attitudes and Social Behavior
 - Psy 5205—Applied Social Psychology
 - Psy 5207—Personality and Social Behavior
 - Psy 8201—Social Cognition
 - Psy 8202—Close Relationships
 - Psy 8208—Social Psychology: The Self

PERSONALITY

- **Survey**
 - Psy 5101—Personality Psychology

- **Specialized**
 - EPSY 8132—Personality Development and Socialization
 - CPSY 8302—Developmental Psychology: Social and Emotional Processes
 - CPSY 8606—Advanced Developmental Psychopathology

- Psy 5135—Psychology of Individual Differences
- Psy 5207—Personality and Social Behavior

HISTORY/SYSTEMS

- EPSY 8905—History and Systems of Psychology: Landmark Issues in Educational Psychology

Research methods

MA: NA

SC: 3 credits in research methods

PhD: 6 credits in research methods; in addition, pre-dissertation research project

RESEARCH METHODS

- **Survey**
 - EPSY 5216—Introduction to Research in Educational Psychology
 - EPSY 8215—Quantitative and Qualitative Methods in Educational Research
 - EPSY 8431—Master's Research Seminar: CSPP (CSPP students only)
 - EPSY 8694—Research in Special Education
- **Specialized**
 - EPSY 5244—Survey Design, Sampling, and Implementation (QME only)
 - EPSY 5247—Qualitative Methods in Educational Psychology (QME only)
 - EPSY 8216—Seminar: Research Processes in Psychological Foundations
 - EPSY 8411—Advanced Counseling Research
 - EPSY 8694—Research in Special Education
 - EPSY 8706—Single Case Designs in Intervention Research
 - EPSY 8822—Seminar on Research in School Psychology

Statistics

MA: 3 credits

SC: 3 credits

PhD: 6 credits

STATISTICS

[Advanced course work in statistics or measurement will often assume content knowledge acquired as part of the 8251/8252 sequence. [Guidelines for choosing between the EPsy 8251/8252 and EPsy 8261/8262 statistics sequence](#)]

- **Survey**
 - EPSY 5261—Introductory Statistical Methods
- **Specialized**
 - EPSY 8251—Methods in Data Analysis for Educational Research I
 - EPSY 8252—Methods in Data Analysis for Educational Research II

- EPSY 8261—Statistical Methods I: Probability and Inference
- EPSY 8262—Statistical Methods II: Regression and the General Linear Model
- EPSY 8264—Advanced Multiple Regression Analysis
- EPSY 8266—Statistical Analysis Using Structural Equation Methods
- EPSY 8267 Applied Multivariate Analysis
- EPSY 8268 Hierarchical Linear Modeling in Educational Research
- EPSY 8282 Statistical Analysis of Longitudinal Data

Measurement or evaluation

MA: 3 credits

SC: 3 credits

PhD: 3 credits

MEASUREMENT

- **Survey**
 - EPSY 5221—Principles of Educational and Psychological Measurement
 - Psy 5862—Psychological Measurement: Theory and Methods
- **Specialized**
 - EPSY 5614—Foundations of Special Education II
 - EPSY 8221—Psychological Scaling
 - EPSY 8222—Advanced Measurement: Theory and Application
 - Psy 5865—Advanced Psychological and Educational Measurement
 - EPSY 8265—Factor Analysis
 - EPSY 8225—Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating
 - EPSY 8226—Item Response Models: Theory and Applications

EVALUATION

- **Survey**
 - EPSY 5243 (OLPD 5501)—Principles and Methods of Evaluation
 - EPSY 5244—Survey Design, Sampling, and Implementation
 - EPSY 5247—Qualitative Methods in Educational Psychology
- **Specialized**
 - EPSY 8247—Advanced Interviewing and NVIVO

**Relevant EPSY special topics and seminar courses are candidates for petition to meet core requirements (see guidelines for [internal petitions](#)). Relevant course numbers include, but are not limited to: 5200, 5220, 5720, 8114, 8220, 8290, 8600, and 8800.

Important University resources

Graduate School Student Services and Progress Office

<http://www.grad.umn.edu/students/>
160 Williamson Hall, Minneapolis, 625-3490

Although your adviser and program staff are your first point of contact, the GSSP office also advises students, staff, and faculty concerning Graduate School and University policies and procedures, and answers questions and concerns about academic issues.

Graduate Assistant Employment, Office of Human Resources

www.umn.edu/ohr/gae
Donhowe Building, 2nd Floor, Minneapolis, 624-7070

The Graduate Assistant Employment office checks eligibility for and audits graduate assistant appointments, administers the graduate assistant tuition benefit program, resident tuition rate privilege, extended resident tuition rate privilege for students and their family members, and explains graduate assistant policies and procedures.

Graduate Assistant Insurance Office

<http://www.shb.umn.edu/index.htm>
Boynton Health Service, 624-0627 or e-mail: gradins@bhs.umn.edu

If you have questions about the graduate assistance insurance plan, contact GAIO.

Center for Teaching and Learning

<http://www1.umn.edu/ohr/teachlearn/>
120 Folwell Hall, 625-3041

This center works with departments, faculty, and graduate teaching assistants on teaching and learning concerns. They offer teaching enrichment workshops, short courses, and discussions, provide confidential consultations on general classroom concerns or specific teaching techniques, and provide testing services and courses for non-native English-speaking prospective teaching assistants.

Council of Graduate Students

<http://www.cogs.umn.edu/>
405 Johnston Hall, 626-1612; e-mail: cogs@tc.umn.edu

COGS represents graduate students to the Graduate School and to the University community. They work on issues that affect graduate students, such as Graduate Student Health Insurance Plan, TA development programs, registration and financial aid policies.

Graduate and Professional Student Assembly

<http://www.gapsa.umn.edu/>

Suite 234 Coffman Union, 625-2982, e-mail: gapsa@umn.edu

GAPSA is a nonprofit confederation of ten independent college councils representing all 13,000+ graduate and professional students on the Twin Cities campus to the Board of Regents, to the President, to the officers of the executive branch of governance at the University of Minnesota, and the University at large. GAPSA serves in several capacities by acting as a resource for member councils, as the primary contact point for administrative units, as a graduate and professional student policy-making and policy-influencing body, and as the growing centerpoint of intercollegiate and intracollegiate interaction between students.

International Student and Scholar Services

<http://www.iss.umn.edu/>

190 Humphrey (West Bank), 626-7100, e-mail: iss@tc.umn.edu

ISSS provides counseling and assistance to international students. One of their main functions is to help international students maintain their non-immigrant, student status.

University Counseling & Consulting Services

<http://www.uccs.umn.edu/>

109 Eddy, or 199 Coffey, 624-3323

UCCS provides individual and group counseling on academic and personal issues, organizes support groups (e.g., dissertation, women's, men's, exploring sexual orientation, relationship issues), and offers quarterly seminars and workshops.

Students should also refer to the following publications and Web sites:

Graduate Student Survival Guide

http://www.cogs.umn.edu/docs/publications/survival%20guide_2011.pdf

The University of Minnesota Graduate School Catalog

<http://www.catalogs.umn.edu/grad/>

CEHD Career Services

<http://www.cehd.umn.edu/career/grad-school/default.html>

Master of Arts (MA)

Timeline

All the coursework and examinations (including Thesis Defense) must be completed in five years or less. The actual duration depends on previous coursework, requirements of specific tracks, and the choices of individual students.

The **MA checklist** (at the end of this handbook) provides a timeline to complete the various requirements. See also Master's Degree Completion Steps at <http://www.grad.umn.edu/students/masters/index.html>.

The [Degree Plan](http://policy.umn.edu/forms/otr/otr198.pdf) (<http://policy.umn.edu/forms/otr/otr198.pdf>) defines the coursework. It must be submitted in the second semester of coursework.

Credit Requirements

To earn your MA in Educational Psychology, you must complete at least 30 credits in the following:

- 3 credits in Statistics
- 3 credits in Measurement or evaluation
- 6 credits in at least two areas of Learning/Cognition, Social/Personality or History/Systems
- 10 cr in 8777 for Plan A Thesis Credits or check with your program for Plan B registration.

See the general section of this handbook for a list of courses that meet the core area requirements. Your track may specify which courses to take in order to meet the requirement.

Minor

External credits (outside the major) are not required by Educational Psychology—check with your program track for their specific requirements.

If you do declare a minor, your minor courses are determined by the minor program and must be approved by the DGS of the minor program. In addition, one member of the examination committee must represent the minor program.

Because of the diversity of courses within our program, the Graduate School allows educational psychology students to declare an internal minor; that is, students may take EPSY courses that are outside their specific track (6 credits) and use them to meet the requirement for a minor. However, at least one credit must be taken outside of Educational

Psychology. In order to declare an internal minor, you must indicate courses on your degree program that are outside your specific track requirements as other program courses. Note: One member of your committee must represent a graduate program outside of Educational Psychology.

Plan A or B

The choice of plan is made by the student in consultation with the adviser. Under Plan A, the student completes a formal thesis and a minimum number of academic credits that are distributed between course work and thesis credits (EPSY 8777); 10 thesis credits are required

Under Plan B, the student completes at least one project or paper in lieu of a formal thesis. The academic credits requirement for Plan B may be met through course work. Check with your adviser or track to see whether you are required to register for credit related to work on your paper/project under EPSY 8994 or 5991.

Final examination

The nature of the final examination is determined by the committee members. The purpose of the final exam is to judge the student's overall qualifications for being conferred the MA degree. Typically, the final exam focuses on the student's thesis or Plan B paper(s) and secondarily on the coursework listed on the Degree Plan form. Students should also be prepared to talk about their career direction and what they plan to do once the MA is conferred.

1. For students submitting a Plan A thesis, the final examination must contain an oral component. The final oral examination is a closed examination open only to the final oral examination committee and the student. Programs may also require a written examination.
2. For students submitting a Plan B project, the final examination may be oral, written, or both. The final oral examination is a closed examination open only to the final oral examination committee and the student.
3. Students must provide the reviewers with a copy of the Plan A thesis or Plan B project submitted at least 14 days before the scheduled date of the final examination.
 - For Plan A (thesis) every member of the final examination committee must certify on the master's thesis reviewer's report that the thesis is ready for defense before the final examination may take place. The reviewers report is available by requesting a graduation packet at <http://www.grad.umn.edu/students/masters/index.html>.

4. A majority vote of an examining committee is required to pass the master's final examination.
5. If revisions are required as a condition of passing, the adviser/s must certify that the revisions have been completed before the degree is awarded.
6. If the student fails the final examination, he or she may retake the examination only if all committee members, or all committee members save one, approve this option.
7. The second attempt to pass the master's final examination must use the same committee members as the first examination unless an emergency situation necessitates a substitution.
8. If the committee does not approve a retake, or if the student fails the second attempt, the student will be terminated from the program.

Final Examination Committee

Students must identify and recruit approved graduate faculty to participate on their examination committee. Committee members must have Graduate Education Responsibilities (GER) at the University of Minnesota. Check eligibility at: [Graduate Education Faculty Role List](#).

1. In collaboration with your adviser, select committee members who align with your research interests. It is important that you contact potential committee members to ask them to serve on your committee. Submit your online committee form during your second semester at <http://www.grad.umn.edu/students/forms/masters/index.html>.
2. The final examination committee must consist of at least three members, including the adviser/s. All members of the committee and the student must participate in the final examination.
 - a. At least one member must represent a field outside of the student's track, but may be within Educational Psychology.
 - b. If the student has a declared minor(s), the outside member(s) must be from the minor field(s).
 - c. Members cannot satisfy the requirement with respect to more than one field.
 - d. The student's adviser may function as committee chair.
3. Changes in committee membership may be made if approved by the program Director of Graduate Studies and the collegiate unit. Changes must be submitted online at <http://www.grad.umn.edu/students/forms/masters/index.html> .

Graduation Packet

Request a Graduation Packet from the Graduate School (<http://www.grad.umn.edu/students/masters/index.html>).

Master of Education (MEd)

Timeline

All the coursework must be completed in five years or less. The actual duration depends on previous coursework, requirements of specific tracks, licensure areas, and the choices of individual students.

The **MEd checklist** (at the end of this handbook) provides a timeline to complete the various requirements. See also Master's Degree Completion Steps at <http://www.grad.umn.edu/students/masters/index.html>.

The [Degree Plan](http://policy.umn.edu/forms/otr/otr198.pdf) (<http://policy.umn.edu/forms/otr/otr198.pdf>) defines the coursework. It must be submitted in the third semester of coursework.

Credit Requirements

To earn your MEd in Educational Psychology, you must complete at least 30 credits.

See the licensure specific requirement list at <http://www.cehd.umn.edu/EdPsych/Programs/SpecialEd/course-req.html>.

Related field

Courses required for a related field are determined by the licensure area and must be approved by your adviser. Licensure background course credits may be used to fulfill this requirement.

Plan C

Under Plan C, the student completes at least one project or paper in lieu of a formal thesis. The academic credits requirement for Plan C may be met through course work. Check with your adviser or track to see whether you are required to register for credit related to work on your paper/project under EPSY 5690 or 5991.

Final examination

There is no final examination required for Plan C Master's degrees. However, students must satisfy all of the course and other requirements specified by the program in order to complete the degree.

Graduation Packet

Request a Graduation Packet from the Graduate School (<http://www.grad.umn.edu/students/masters/index.html>).

Specialist Certificate (SC)

Timeline

All the coursework and examinations must be completed in seven years or less. The actual duration depends on previous coursework, requirements of specific tracks, and the choices of individual students.

The **SC checklist** (at the end of this handbook) provides a timeline to complete the various requirements. See also Specialist Certificate Completion Steps at <http://www.grad.umn.edu/students/postbac/index.html>.

The [Degree Plan](http://policy.umn.edu/forms/otr/otr198.pdf) (<http://policy.umn.edu/forms/otr/otr198.pdf>) defines the coursework. It must be submitted in the second semester of coursework.

Credit Requirements

To earn the Specialist Certificate in Educational Psychology, you must complete at least 60 credits, including core courses in the following:

- 3 credits in Statistics
- 3 credits in Measurement
- 6 credits in at least two areas of Learning/Cognition, Social/Personality or History/Systems
- 3 cr in Research Methods
- 6 cr in EPSY electives.

See the general section of this handbook for a list of courses that meet the core area requirements. Your track may specify which courses to take in order to meet the requirement.

Final examination

The Graduate School requires specialist certificate students to successfully complete either a final written or a final oral examination. The nature of the final examination is determined by your track and/or committee members. The purpose of the examination is to judge your overall qualifications and competency for a specialist certificate being conferred.

Examination Committee

Students must identify and recruit approved graduate faculty to participate on their examination committee. Committee members must have Graduate Education Responsibilities (GER) at the University of Minnesota. Check eligibility at: [Graduate Education Faculty Role List](#).

- a. In collaboration with your adviser, select committee members who align with your research interests. It is important that you contact potential committee members to ask them to serve on your committee. Submit your online committee form during your second semester (<http://www.grad.umn.edu/students/forms/postbac/index.html>).
- b. The final examination committee must consist of at least three members, including the adviser/s. All members of the committee and the student must participate in the final examination.
 - i. At least two members must represent Educational Psychology.
 - ii. An outside member is allowable, but not required (check with program adviser).
 - iii. The student's adviser may function as committee chair.
- c. Changes in committee membership may be made if approved by the program Director of Graduate Studies and the collegiate unit. Changes must be submitted online <http://www.grad.umn.edu/students/forms/postbac/index.html>.

Graduation Packet

Request a Graduation Packet from the Graduate School (<http://www.grad.umn.edu/students/postbac/index.html>).

Doctorate (PhD)

Timeline

All the coursework and examinations (including Dissertation Defense) must be completed in eight years or less. The actual duration depends substantially on previous coursework, requirements of specific tracks, and the choices of individual students.

The **PhD checklist** (at the end of this handbook) provides a timeline to complete the various requirements. See also Doctoral Completion Steps at <http://www.grad.umn.edu/students/doctoral/index.html>.

The [Degree Plan](http://policy.umn.edu/forms/otr/otr198.pdf) (<http://policy.umn.edu/forms/otr/otr198.pdf>) defines the coursework. It must be submitted by the end of the fourth semester and prior to written preliminary examinations.

Credit Requirements

Students must complete the following core requirements for Educational Psychology along with other requirements for the respective track.

- 6 credits in Statistics
- 3 credits in Measurement or evaluation
- 9 credits from at least two areas in Learning/Cognition, Social/Personality or History/Systems
- 6 cr in Research Methods and pre-dissertation research project
- 9 cr in electives in EPSY
- 24 cr in EPSY 8888 for Thesis credits
- program-specific written preliminary exam(s)
- predoctoral research project
- preliminary oral exam (prelim)
- final oral defense

See the general section of this handbook for a list of courses that meet the core area requirements. Your track may specify which courses to take in order to meet the requirement.

Minor

External credits outside the major are not required by Educational Psychology—check with your program area for their specific requirements.

If you do declare a minor, your minor courses are determined by the minor program and must be approved by the DGS of the minor program. In addition, one member of the examination committee must represent the minor program.

Internal Minor. The diversity of tracks in Educational Psychology is sufficient to support an internal minor, which is comprised of 11 credits in Educational Psychology, but outside of the track, plus at least one credit outside of Educational Psychology. The program plan must specify courses that are in and outside of the program track.

Note: PhD examination committees (Oral Prelim & Final Defense) must include at least one member from outside of Educational Psychology even if there is an internal minor.

Preliminary Written Examination

PhD students must pass a preliminary written examination. There are three requirements to fulfill the preliminary written exam in Educational Psychology: 1) two research methods courses, 2) a pre-dissertation research project, and 3) the written specialty prelim. Each track in Educational Psychology has specific procedures for the written specialty examination. This is often a sit down exam or a written paper.

Students register for the preliminary written exam by submitting the registration form available at <http://www.cehd.umn.edu/EdPsych/forms/default.html>. The Degree Plan must be submitted before taking the written preliminary exam.

- i. The doctoral preliminary written examination will be graded either pass, pass with reservations, or fail in accordance with program standards.
- ii. For students who pass with reservations, conditions to be met must be given in writing to the student within ten working days, including a timeline for completion.
- iii. Students who fail the written prelim exam may re-take the exam. If the student fails the exam a second time they will be discontinued from the program. However, a third attempt may be allowed at the discretion of the student's program. (Programs may have more stringent requirements.)

Upon completion of the written prelim exam, students must submit the following form to the DGS assistant in 250 EdSciB:

[Checklist for Showing Completion of EPsy Written Prelim](http://www.cehd.umn.edu/EdPsych/forms/default.html) Requirement
[<http://www.cehd.umn.edu/EdPsych/forms/default.html>]

Predissertation Project and Examination

The project requires analysis of original data, using either quantitative or qualitative research methods, along with a paper in APA style. Students who complete a data-based thesis as part of their MA program in Educational Psychology, or related field, have often fulfilled this requirement.

The predissertation research project is a collaborative effort between you and your adviser, but if the paper were to be published, the student should be listed as first author of the paper.

Requirements

1. Research review: With your adviser's guidance, you complete a focused review of the literature. You work with your adviser to formulate a research idea and to articulate and define their research idea.
2. Research proposal: Students develop a research proposal and obtain approval from your adviser. Students obtain permission from the University's [Institutional Review Board](http://www.irb.umn.edu) (IRB) (www.irb.umn.edu) for your proposed research.
3. Study implementation: Once the study is approved by the IRB, you collect and analyze data.
4. Results: Write up the results of your research.

Evaluation of the predissertation research project

The predissertation research project is evaluated by the predissertation committee, which is comprised of the adviser and one other faculty with graduate status in Educational Psychology. The two readers judge the project to be either acceptable or not acceptable. When judging the project, the evaluators take into account both the quality of the research and the quality of the written paper. The student must receive a passing score to continue and may revise and retake at the discretion of the committee.

Preliminary Oral Examination

The oral preliminary examination is taken after you have successfully satisfied the written prelim requirements and completed the majority of the courses listed on the doctoral program as determined by you and your adviser. In general, the examination focuses on: (a) the oral prelim paper, and (b) courses listed on your Program form, including the minor or supporting field.

PhD students must pass a preliminary oral examination. The preliminary oral examination is conducted as a closed examination, attended by only the student and the examining committee.

The nature of the oral prelim is determined by your adviser and committee members. Review the material in this handbook and the [Graduate School Catalog](#) (<http://www.catalogs.umn.edu/grad/index.html>). Although some program tracks and advisers might use a written paper or materials to frame or prepare for the oral preliminary examination, the content for evaluation is the student's (oral) performance during the examination period. The

student must be able to (1) address the theoretical foundations of the field; (2) integrate the relevant literature; (3) critique the relevant literature; and (4) respond to questions relevant to their major and minor course(s) of study.

- a. The oral examination may not take place before examiners have certified that the candidate received a passing grade on the preliminary written examination and that any reservations have been removed.
- b. The doctoral preliminary oral examination will be graded either pass, pass with reservations, or fail.
- c. If a student fails the exam, he or she may retake the examination once. All committee members, or all committee members save one must approve this option.
- d. The second attempt to pass the preliminary oral examination must use the same committee members unless an emergency situation necessitates a substitution.
- e. If the committee does not approve a retake, or if the student fails the second attempt, the student will be terminated from the program.

Preliminary Oral Examination Committee

Students must identify and recruit approved graduate faculty to participate on their examination committee. Committee members must have Graduate Education Responsibilities (GER) at the University of Minnesota. Check eligibility at: [Graduate Education Faculty Role List](#). Submit the online committee form at <http://www.grad.umn.edu/students/forms/doctoral/index.html>.

The doctoral preliminary oral committee must consist of at least four members, including the adviser(s). All members of the committee and the candidate must participate in the preliminary oral examination.

- a. At least three members (including the adviser) must be from Educational Psychology.
- b. The chair is usually the adviser.
- c. At least one member must represent a field outside Educational Psychology (their primary appointment must be outside of Educational Psychology).
- d. If the student has declared a minor, at least one member must represent the minor field (this also applies to an internal minor).
- e. Members cannot satisfy the requirement with respect to more than one field.

Scheduling the oral prelim

Once the adviser approves, the student may schedule the exam online with the Graduate School at <http://www.grad.umn.edu/students/prelimschedule/index.html>. (Note that the Graduate School will not allow the oral prelim exam to be scheduled until the preliminary written examination results have been submitted—[Checklist for Showing Completion of Written Prelim](#).) The prelim examination form will be sent to the chair of your committee prior to the exam.

You will also need to schedule a room for the exam with program staff in 250 EdSciB.

Early Thesis Credit Registration

Students may take 6 thesis credits prior to the oral prelim (1) when the adviser determines the student is research ready, (2) 36 credits are complete, and (3) degree program is completed. The department form [[Doctoral Thesis Credit Registration Request](#)] must be completed prior to registration. The remainder of the PhD thesis credits (EPsy 8888) must be completed after the oral prelim.

Students must return the original Prelim Oral Examination Report to Graduate Student Services (160 Williamson) and a copy to Educational Psychology (250 EdSciB). The form must be submitted on or before the second Monday after classes begin in order to register for post-oral prelim thesis credits that same semester.

Prospectus Meeting

Students will present a prospectus to their Final Oral Examination Committee for approval prior to beginning their dissertation work.

The thesis planning panel consists of your adviser and at least two additional members: one from the major and one from outside of Educational Psychology. If there is a co-adviser, both advisers must serve on the panel (the co-adviser can serve as the additional member from the major). Ordinarily these members will become the thesis readers. Generally the thesis planning panel convenes as a group; however, the program does not require it (check with your track for specific requirements).

The functions of the panel are two-fold. First, the panel reviews your prospectus and offers suggestions and feedback on its conceptualization, design, and feasibility. Second, panel members have the opportunity to clarify their expectations of the project and to define the criteria by which you will be judged during the final oral examination.

Panel members will sign the [thesis planning panel form](#) in order to show their approval.

This form must be submitted to the DGS Assistant the semester following the preliminary oral exam. Note: The thesis planning panel form must be submitted in order to participate in commencement.

Thesis

The doctoral thesis shows proficiency in independent scholarly inquiry.

The preparation of the doctoral thesis should meet both APA and Graduate School guidelines. Consult the *APA Publication Manual* and the Graduate School website for [Thesis Formatting and Submission](#).

Proceed through the following steps:

1. Conduct the study, staying in contact with your adviser and committee members.

Any major changes in protocol involving the use of human subjects in research must be referred to the University's Institutional Review Board.

Any major changes in research design or purpose must be Submitted to the DGS with a revised Thesis Planning Panel Form (again signed by the panel members). If assistance is needed to determine if it is a major change, the DGS can advise. You are strongly advised that even minor revisions be communicated in advance to the committee. Note: Do early review for commencement participation deadlines.

2. With the approval of the adviser, copies of the draft thesis are distributed to the thesis readers. Allow at least 30 days between the distribution to the reviewers and the tentative date of the final oral examination.
3. Your thesis readers must unanimously certify that the thesis is ready for defense. Submit the signed Reviewer's Report form to the Graduate School at least two weeks before the final oral examination.
4. At least two weeks before the final oral, distribute a copy of the thesis to the remaining members of your committee. **Note:** The approved and completed thesis must be submitted to the Graduate School by the last working day of the month you want to graduate.

Doctoral Dissertation Fellowship

The Graduate School awards doctoral dissertation fellowships on a competitive basis to support doctoral students during the dissertation writing stage of their graduate career. Students must be nominated by their program. Competition for these awards is fierce but we do encourage all eligible students to apply. Educational Psychology students have been successful in receiving this fellowship.

To be eligible for the award, students must have completed all coursework on their degree plans, passed the written and oral prelim exams, and have submitted the thesis planning panel form.

Early in the spring semester, students will be asked to submit proposals to the program. The Graduate Advisory Committee will review the proposals and submit the most promising to the Graduate School.

Information on the doctoral dissertation and other fellowships is available at <http://www.grad.umn.edu/fellowships/index.html>.

The Doctoral Final Oral Examination Committee

Students must identify and recruit approved graduate faculty to participate on their examination committee. Committee members must have Graduate Education Responsibilities (GER) at the University of Minnesota. Check eligibility at: [Graduate Education Faculty Role List](#). Submit the online committee form at <http://www.grad.umn.edu/students/forms/doctoral/index.html>.

- a. The doctoral final oral committee must consist of at least four members, including the adviser(s). All members of the committee and the candidate must participate in the final oral examination.
 - i. At least three members (including the adviser) must be from Educational Psychology
 - ii. At least one member must represent a field outside Educational Psychology (their primary appointment must be outside of Educational Psychology).
 - iii. If the student has declared a minor, at least one member must represent the minor field.
 - iv. Members cannot satisfy the requirement with respect to more than one field.
- b. Thesis Reviewers for final oral examination:
 - i. A minimum of 2 major field reviewers and 1 minor/outside reviewer are required. In the case of multiple minors, there must be a reviewer for each minor.
 - ii. Adviser(s) must serve as reviewers and may not serve as the chair of the committee.

- iii. Students must provide reviewers with a copy of the dissertation at least 30 days before the scheduled date of the doctoral final oral examination.
- iv. Every designated reviewer on the doctoral dissertation reviewer's report must certify that the dissertation is ready for defense before the doctoral final oral examination may take place. The reviewers report is available by requesting a graduation packet at <http://www.grad.umn.edu/students/doctoral/index.html>.
- v. You will notify the program and the Graduate School of your committee online at <http://www.grad.umn.edu/students/assigndocfinalcommittee/index.html>.

Final Oral Examination

Students must successfully complete a dissertation defense and submit their dissertation to the graduate school. [Doctoral Final Oral Exam Scheduling](#) is done online at <http://www.grad.umn.edu/students/finalschedule/index.html>.

You will also need to schedule a room for the exam with program staff in 250 EdSciB.

The doctoral final oral examination must include:

- a. A public presentation of the candidate's dissertation to the doctoral final oral examination committee and the invited scholarly community.

The *Graduate School Catalog* states, "The final oral examination consists of a seminar in which the candidate presents the thesis and to which the scholarly community is invited." So that your dissertation seminar can be announced, inform the DGS assistant as to the time, place, and title of the presentation. A notice of each final oral examination will be posted on the bulletin board outside 250 Education Sciences Building, and in Educational Psychology Student News to inform interested persons. Only the committee members will remain in the room and participate in the vote at the end of the presentation.

- b. A closed session (open only to the doctoral final oral examination committee and the candidate) immediately following the public presentation.

To be recommended for the award of the doctoral degree, all committee members, or all committee members save one, must certify that the student has passed the doctoral final oral examination.

Students are not allowed to retake the final oral examination.

All students who complete a doctoral dissertation must file a digital copy of the dissertation with the University in accordance with University standards.

Graduation Packet

Request a Graduation Packet from the Graduate School (<http://www.grad.umn.edu/students/doctoral/index.html>).

Educational Psychology MA Checklist

This checklist provides for graduation in two years. All MAs must complete in a maximum of five years.

	Requirement	Forms	Date Completed
Semester 1	Meet with adviser to discuss course registration and plan future courses	See http://www.cehd.umn.edu/edpsych/Current/handbook/default.html for courses that meet EPsy core requirements.	
	Register for classes.		
	Decide between Plan A and Plan B.		
Semester 2	Register for classes.		
	Submit degree plan	http://policy.umn.edu/forms/otr/otr198.pdf	
	Form committee and submit online.	http://www.grad.umn.edu/students/forms/masters/index.html	
	Initiate discussions and work on thesis.		
	Annual review		
Semester 3	Meet with adviser to discuss thesis or Plan B project		
	Register for classes.		
	Work on thesis (file IRB, begin data collection).	http://www.research.umn.edu/irb/forms.html#.UD0vSfv9zT0	
Semester 4	Register for classes.		
	Review degree plan; submit petitions if necessary	http://policy.umn.edu/forms/otr/otr190.pdf	
	Sign up for commencement participation. (Spring ceremony only)	You'll receive an email invitation.	
	Request graduation packet	http://www.grad.umn.edu/students/masters/index.html	
	Submit application for degree form by the first working day of the month you intend to graduate.	This form is in the graduation packet.	
	Finalize thesis/Plan B work.		
	Submit thesis or Plan B to committee		
	For Plan A, submit thesis reviewers' report form to Graduate School.	This form is in the graduation packet. When you turn in this form, you will receive the final exam form.	
	Final exam		
	For Plan A, submit thesis and final exam form to Graduate		

	School by the last working day of the month you intend to graduate.		
	For Plan B, submit final exam form to the Graduate School by the last working day of the month you intend to graduate.	This form is in the graduation packet.	

Educational Psychology MEd Checklist

This checklist provides for graduation in two years. All MEds must complete in a maximum of five years.

	Requirement	Forms	Date Completed
Semester 1	Meet with adviser to discuss course registration and plan future courses	See MEd handbook at http://www.cehd.umn.edu/EdPsych/Current/SpecialEd.html	
	Register for classes.		
Semester 2	Register for classes.		
	Annual review		
Semester 3	Register for classes.		
	Submit degree plan	http://policy.umn.edu/forms/otr/otr198.pdf	
Semester 4	Register for classes.		
	Meet with adviser to discuss paper/project	Register for EPsy 5690 and begin working with adviser on paper/project	
	Submit paper/project		
	Take MTLE Pedagogy Special Ed Content Tests		
	Sign up for commencement participation. (Spring ceremony only)	You'll receive an email invitation.	
	Request graduation packet	http://www.grad.umn.edu/students/masters/index.html	
	Submit application for degree form by the first working day of the month you intend to graduate.	This form is in the graduation packet.	
	Apply for licensure.		

Educational Psychology SC Checklist

This checklist provides for graduation in three years. All SCs must complete in a maximum of seven years.

	Requirement	Forms	Date Completed
Semester 1	Meet with adviser to discuss course registration and plan future courses	See http://www.cehd.umn.edu/edpsych/Current/handbook/default.html for courses that meet EPsy core requirements.	
	Register for classes.		
Semester 2	Register for classes.		
	Submit degree plan.	http://policy.umn.edu/forms/otr/otr198.pdf	
	Annual review		
Semester 3	Register for classes.		
	Form committee and submit online.	http://www.grad.umn.edu/students/forms/postbac/index.html	
Semester 4	Register for classes.		
	Annual review		
Semester 5	Register for classes or internship.		
Semester 6	Register for classes or internship.		
	Review degree plan; submit petitions if necessary	http://policy.umn.edu/forms/otr/otr190.pdf	
	Sign up for commencement participation. (Spring ceremony only)	You'll receive an email invitation	
	Request graduation packet.	http://www.grad.umn.edu/students/doctoral/index.html	
	Submit application for degree form by the first working day of the month you intend to graduate.	This form is in the graduation packet.	
	Final exam		
	Submit Final Examination Report form to the Graduate School by the last working day of the month of intended graduation.	This form is in the graduation packet.	

Educational Psychology PhD Checklist

This checklist provides for graduation in four years. All PhDs must complete in a maximum of eight years.

	Requirement	Forms	Date Completed
Semester 1	Meet with adviser to discuss course registration and plan future courses.	See http://www.cehd.umn.edu/edpsych/Current/handbook/default.html for courses that meet EPsy core requirements.	
	Register for classes.		
Semester 2	Register for classes.		
	Initiate predissertation project.		
	Annual review		
Semester 3	Register for classes.		
	Complete research methods courses.		
	Apply for Eva O. Miller and/or William Stout Fellowships	http://www.grad.umn.edu/fellowships/ended/index.html	
	Progress on predissertation project		
Semester 4	Register for classes.		
	Submit degree plan.	http://policy.umn.edu/forms/otr/otr198.pdf (must be submitted before you register for the written prelim)	
	Form prelim committee and submit online	http://www.grad.umn.edu/students/forms/doctoral/index.html	
	Complete pre-dissertation research.		
	Complete & defend predissertation project		
	Annual review		
Semester 5	Register for classes.		
	Complete written prelim exam; submit Ed Psych Checklist for Showing Completion of Written Prelim	http://www.cehd.umn.edu/edpsych/forms/WritPrelimChklst.pdf (must be submitted before scheduling the oral prelim)	
Semester 6	Register for classes.		
	Write oral prelim paper		
	Schedule oral exam with committee and online.	http://grad.umn.edu/students/prelimschedule/index.html	
	Pass oral prelim; submit signed Report of Preliminary Oral Examination form.	The committee chair has this form. Congratulations – you are now a doctoral candidate!	
	Apply for Doctoral Dissertation Fellowship	http://www.grad.umn.edu/fellowships/ddf/index.html . Internal deadline to be announced.	
	Annual review		

Semester 7	Register for thesis credits (EPsy 8888)		
	Form final committee; submit online.	http://www.grad.umn.edu/students/forms/doctoral/index.html	
	Hold thesis prospectus meeting; submit thesis planning panel form.	http://www.cehd.umn.edu/edpsych/forms/EPsyThesisPlanningPanel.pdf	
	File IRB forms to request approval to conduct dissertation research.	http://www.research.umn.edu/irb/forms.html#.UD0vSfv9zT0	
	Begin dissertation research.		
Semester 8	Register for thesis credits (EPsy 8888)		
	Write dissertation.		
	Review degree plan for completion; submit petitions if necessary	http://policy.umn.edu/forms/otr/otr190.pdf	
	Request graduation packet.	https://apps.grad.umn.edu/secure/gradpacket/	
	Sign up for commencement (spring ceremony only).	You'll receive an email invitation.	
	Submit application for degree.	This form is in the graduation packet; it must be submitted by the first working day of the month you intend to graduate.	
	Submit dissertation to reviewers at least two weeks before defense; submit reviewers' report form.	This form is in the graduation packet.	
	Schedule final exam with committee and online; notify DGS assistant of time, date and place and title of dissertation.	http://grad.umn.edu/students/finalschedule/index.html	
	Final defense; submit final oral exam report form to the Graduate School.	The committee chair has this form.	
	Submit dissertation online.	http://www.grad.umn.edu/prod/groups/grad/@pub/@grad/documents/asset/otr206_formatting_and_submissi.pdf	
	Submit thesis abstract, thesis cover page (signed by adviser), Microfilm Agreement form and Survey of Earned Doctorates.	These forms are in the graduation packet. All materials must be submitted by the last working day of the month you intend to graduate.	