Welcome to the School Psychology Program at the University of Minnesota! This handbook provides a summary of key information about the School Psychology Program within 11 sections: General information and Facilities, Organization, School Psychology Student Association (SPSA), Policies, Additional Program Polices and Guidelines, Student Evaluation, Registration, Degree Requirements – General Information for both S.C. and Ph.D., and Other Information. Several appendices are provided to help chart your course toward degree completion. You should always refer to this handbook for your degree planning. It specifies the requirements for students entering the program in Fall of 2009.

As of Spring 2009, 233 Ph.D. students and 172 S.C. (Specialist Certificate) students have graduated from the School Psychology Program.

In addition to reading the guidelines offered in this handbook, students enrolled in Educational Psychology, Psychology, and Child Development should obtain and read their respective departmental handbooks. Also, you will find information on the University, College, Department, and Graduate School websites (http://www.umn.edu/, http://www.education.umn.edu/, http://www.education.umn.edu/edpsych/, www.grad.umn.edu).

Throughout the year additional memos are distributed in your mailboxes and sent via email. These deal with various issues such as practica selection, internship, and research activities. Any major policy changes approved by the Faculty Council are reported in minutes or separate memos distributed to every student.

We hope that this handbook will answer many of your questions. Should you have additional questions, please contact School Psychology Administrative Assistant, at 612/624-4156. Our warmest wishes to you as you begin your graduate studies at Minnesota. We look forward to a productive and pleasant year!

Best Regards,

James Ysseldyke, Ph.D.
Professor and Coordinator
Vision statement

The school psychology program at the University of Minnesota is one of the oldest and most well established graduate programs in school psychology in the country. It is accredited by multiple governing bodies (e.g., APA, NASP, & NCATE) and its faculty are leaders in the field through authoring policy documents (e.g., the three editions of School psychology: A blueprint for training and practice) and by conducting high quality research that addresses the enhancement of individual child competence and the capacity of systems to meet the needs of children.

The school psychology program will continue its national reputation for excellence by (a) directly responding to both the needs of school psychology as a field and current research, (b) educating scientist-practitioners who will be future leaders in various settings and fields, (c) recruiting high-quality graduate students that represent diverse backgrounds in terms of culture, ethnicity, gender, and experience, and (d) providing a rich graduate school education in which students participate in diverse experiences both in and out of the university classroom.

We will accomplish this vision by focusing on the NASP School Psychology: A Blueprint for Training and Practice (3rd ed.; Ysseldyke et al., 2006) and the following goals:

1. Attract more students from diverse ethnic and cultural backgrounds.
2. Attract more male students.
3. Educate university professors – increase the number of students who go into academia.
4. Have faculty and students annually present at least 15 papers and posters at state and national conferences.
5. Provide opportunities for continuing education among practicing school psychologists (e.g., summer institutes).
6. Obtain external funding for major projects.
7. Strengthen our practicum settings.
8. Increase visibility of our program in publications (books, chapter, and journal articles).
9. Nominate faculty for state and national awards.
10. Nominate students for internal and national fellowships and awards.
11. Implement a new course offering regarding mental health services in the schools.
12. Recruit heavily students who want to earn a Ph.D. with a focus on research and university teaching.
13. Identify students who would be strong candidates for the MITER Fellowship.
School Psychology: program assumptions

There are ten assumptions that underlie the coursework and applied experiences for a degree in the school psychology program. These assumptions, which are reviewed annually by the faculty, are:

1. Psychology, as a behavioral science, makes important contributions to the educational success of students. The range of school psychology's impact includes, but is not limited to, the application of theory and research in the psycho-social development and learning of children and youth, social interaction processes, prevention and competence enhancement strategies, instructional intervention and program development, delivery of mental health services, and systems change, as well as contributions to the attainability of the national educational goals.

2. School psychologists fill a wide range of positions within the educational enterprise. We train practitioners, trainers of practitioners, and researchers who are committed to translating research and theory into practice. School psychologists are employed in various settings-schools, community mental health, universities, and medical-however, regardless of their employment setting, they are interested in promoting optimal educational success for children and youth.

3. Competencies needed by school psychologists include knowledge in developmental psychology, personality and learning theory, social psychology, and educational processes and methods; assessing individual and systems needs; generating and implementing prevention programs and intervention strategies; collaborative consultation; cultural diversity; and evaluating and redesigning programs.

4. Although different theoretical perspectives are provided in training, the importance of an ecological perspective is emphasized. Individual behavior is best understood within the various environmental contexts in which it naturally occurs. Furthermore, the complex nature of behavior often cannot be accounted for by simple linear cause-and-effect relationships. The explanations are more likely dependent upon multiple causes that have multivariate linkages with observed behavior.

5. A systems and developmental perspective is integral to delivery of effective school psychological services. The school psychologist is the person on the educational team responsible for integrating and explaining information and influences on children's development. School psychologists recognize that: (a) children's cognitive, social, and affective development is inseparable; (b) children bring the totality of their life experience to the classroom; and (c) classrooms have a powerful influence on children's lives. Development results from complex interactions between the individual and his/her worlds (school, home, peers, community). A holistic view of an individual is dependent upon appreciating and understanding the interrelationships of these worlds and their mutual influences and reciprocal effects.

6. Schools, homes, and communities are critically important settings that influence the development and academic, social, behavioral, and emotional competence of children and youth.
7. The interrelatedness of the health-education-welfare triad shapes the "optimal learning environment." A shared responsibility among schools, home, and community for educational outcomes is emphasized. School psychologists must attend to the multiple contexts in which children develop, and work with other professionals to develop school-linked services to address such high-risk factors as poverty, disease, lack of health care, etc. Schools play a primary nurturing and socializing role in an increasingly complex world.

8. Delivery of school psychological services is based on rigorous scientific methods of study and objective, reliable data collection. The scientific credibility of theories, measures, techniques, and intervention strategies must be established prior to their implementation. Science and practice are integrated.

9. Program development, consultation, research, and evaluation are major roles of school psychologists. Assessment and intervention are primary functions of school psychologists. These roles and functions are not to be conceived of as isolated, separate domains of expertise. Rather, links among these areas (e.g., assessment-intervention link, research-intervention) are emphasized in training.

10. Training modalities include the formal curriculum, such as academic coursework, traditional research experiences, and field placements, as well as informal curriculum, including a wide variety of seminars and independent study projects. We assume students have different interests and personal goals, which we strive to foster and develop. A wide range of community resources is available to facilitate goals of the program.
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Section I: General Information and Facilities

Program Faculty & Staff

- **Matthew Burns**, Assoc. Professor, Educational Psychology, 612/626-7324
  341 EdSciB
- **Theodore Christ**, Assistant Professor, Educational Psychology 612/624-7068
  343 EdSciB
- **Sandra Christenson**, Professor, Educational Psychology 612/624-0037
  344 EdSciB
- **Annie Hansen**, Instructor & Practica/Internship Coordinator 612/624-5547
  350B EdSciB
- **James Ysseldyke**, Professor, Educational Psychology 612/624-4014
  342 EdSciB
- **Heather McLaughlin**, Program Assistant, School Psychology 612/624-4156
  250 EdSciB

Adjunct Faculty

- **Nicki Crick**, Professor, 134C Child Development 612/625-8879
- **Byron Egeland**, Professor, 230 Child Development 612/624-5273
- **Scott McConnell**, Professor, 215 Pattee 612/624-6365
- **Rich Weinberg**, Professor, 180 Child Development 612/624-3575

Program Affiliates

- **Brian Abery**, Ph.D. Lecturer, 111 Pattee Hall 612/625-5592
- **Ann Casey**, Ph.D., Director of MN RTI Center 651/303-5806
  323 Elliott Hall
- **Camilla Lehr**, Ph.D., Minnesota Dept. of Education 651/582-8563
  Coordinator of Drop Out Prevention
- **Yvonne Godber**, Ph.D., Research Associate – CEED 612/625-3058
- **Martha Thurlow**, Ph.D., National Center on Educ. Outcomes 612/624-4826
- **Mark Sanders**, Psy.D., LP, MPS, Safe and Healthy Schools 612-668-5489
  Grant

Additional Important Phone Numbers

- **Theodore Christ**, Director of Graduate Studies 612/624-7068
  343 EdSciB
- **Kathy Walter**, Assistant to the Director of Graduate Studies, 612/624-1698
  Educational Psychology, 250B EdSciB
- **Susan Hupp**, Department Chair, Educational Psychology 612/624-1003
  246 EdSciB
- **Pam Matti**, Licensing Specialist, Student & Professional Services 612/625-8042
  110 Wulling Hall
- **Minnesota Department of Education (MDE)**, 612/296-2046
  Licensure Department
  1500 Hwy. 36 W., Roseville, MN 55113
Joint Program Departmental Numbers
- Institute of Child Development 612/624-0526
- Psychology Department 612/625-4042

Other Educational Psychology Program Phone Numbers
- Special Education Programs 612/626-0367
- Counseling and Student Personnel Psychology Program [CSPP] 612/624-6827
- Psychological Foundations of Education / QME 612/624-0042

Graduate School Phone Numbers
- Student Programs, Petitions, and Thesis Registration 612/625-5833
- Doctoral Exam Scheduling, Preliminary Exam 612/625-4019
- Doctoral Exam Scheduling, Final Exam 612/625-0168
- Graduation, Doctoral 612/625-0168
- Graduation, Master’s 612/625-4019
- Transcripts 200 Fraser Hall

Facilities
Offices
The School Psychology offices are located primarily on the 3rd floor of Education Science Building. The Educational Psychology Department offices are located in 2nd floor of the Education Science Building. Students typically have office space (if they have an assistantship) in the building where their research projects are housed. Most often these offices are located in Education Science Building, Pattee Hall, Peik Hall, or the Institute for Child Development (ICD). Attempts are made to provide office space to School Psychology students in Education Science Building, but due to space limitations there are no guaranteed spaces.

Office Equipment
Audio tape recorders can be checked out through Assessment TAs. A data projector and overhead projector can also be checked out from Heather McLaughlin. Students have access to computers through research projects, University computer labs, throughout the Education Sciences Building and the Educational Psychology Student Resource Library (3rd floor of ESB). A computer lab fee will appear automatically on your fee statement regardless of your actual U of M computer use.

Keys
Office keys are issued to students in the program allowing you to enter the building after office hours and during weekends. Keys for individual offices and Education Sciences Building are issued by the Educational Psychology Department office (250 ESB), and are provided for one semester at a time. For safety reasons, do not prop open any outside doors during evening and weekend hours.

Security
DO NOT LEAVE ANY UNATTENDED OFFICE DOORS OPEN OR UNLOCKED AT ANY TIME! Valuable computers, thesis research, money, radios, wallets/purses, and coats have been stolen during brief absences.
Mailboxes
Mailboxes located in first floor ESB are provided for current students and staff. Students with offices outside of ESB may have additional mailboxes in those buildings. Check your mailboxes often. Do not leave valuable items in these mailboxes as they are not in a secured area.

Bulletin Boards
All general information notices such as job openings, scholarships, and lectures are posted on the bulletin board in 225 ESB. School Psychology Student Association also maintains a bulletin board in 225 posting a calendar of events. Students should check these areas frequently.

Educational Psychology Resource Library
The Educational Psychology Resource Library, located in 350D ESB, is maintained for faculty and students to use both as a resource and a gathering location. This room contains books, some intervention materials, references, journals, research reports, master’s theses & doctoral dissertations, coursework readings, and three computers. Reference materials and journals are NOT available for check-out, but may be temporarily removed for photocopying. All other resources are available for checkout using the posted procedures. There are testing materials stored in the Resource Library that are signed out for course work. Please see the Assessment Teaching Assistants to access these materials. While students may use these materials during their practicum experiences, NO resources may go with students on their internships. Students are responsible for all materials they check out, and will be held accountable for missing or damaged materials. The Resource Library is maintained and new materials are purchased with fees collected from students. Purchases are made with input from the Student Resources Committee of the School Psychology Student Association and approval of the Coordinator.

Resource Fees
Fees for 1st and 2nd year students are mandatory. Students in 3rd year and beyond may opt to pay fees to access resource room materials. Outside students who are enrolled in School Psychology courses also must pay fees to access these materials. Fees are higher for 1st and 2nd year students as many materials are maintained for their coursework.

<table>
<thead>
<tr>
<th>Students</th>
<th>Materials Fee</th>
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<tr>
<td>1st Year Students</td>
<td>$210.00</td>
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<tr>
<td>1st and 2nd Year Students</td>
<td>$75.00/yr.</td>
</tr>
<tr>
<td>3rd Year Students</td>
<td>$30.00/yr.</td>
</tr>
<tr>
<td>Outside students taking coursework</td>
<td>$10.00/yr.</td>
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</table>

Fees from 1st and 2nd year students are collected by the assessment and intervention course instructors. Fees from other students are collected by Heather McLaughlin, Program Assistant. Resource fees include access to the assessment and intervention materials, the resource room computer and the printer, as well as testing protocols.

Testing/Intervention Materials
All testing equipment and some intervention materials are kept in ESB and may be checked out using the posted procedures from the Assessment Teaching Assistants during the regular academic year or Heather McLaughlin during summer sessions. The assessment materials will be checked out according to the following priority: (1) Assessment Coursework, (2) Practica/Internship, (3) School Psychology Faculty, (4) Other Student Needs, and (5) Educational Psychology Faculty. Students are responsible for all materials they check out. Students will be held accountable for missing or damaged materials.
Parking and Transportation Facilities
The Twin Cities campus has only 19,000 parking spaces to accommodate nearly 75,000 people per day, and meter monitors are always busy giving tickets to overtime/illegal parkers. Alternate means of transportation are encouraged.

**Busing** Metro Transit operates 35 city bus routes serving the University directly; Route 52 buses are ideal, if your schedule permits. A U-Pass, offering unlimited rides on city buses at $84/semester, may be purchased online at [http://buspass.umn.edu](http://buspass.umn.edu) or calling 624-1523. Free Campus Connector buses run between the St. Paul and Minneapolis campuses and three Campus Circulator buses run within the Minneapolis campus.

**Biking** Bike hoops and racks can be found near most buildings and some sheltered parking is available for yearly rentals. Bike lockers equipped with an integrated locking system are available in Minneapolis and St. Paul. However, bikes locked to handrails, trees, fences, bus shelters, patio furniture, etc. will be ticketed and impounded.

**Walking** The Twin Cities Campuses have a comprehensive tunnel and skyway system open usually from 8:00 a.m. to 4:30 p.m. (times depend on location). Escort services are available 24-hours daily by calling 624-9255.

If driving is necessary, there are carpool and commuter lots as well as hourly parking. Daily carpool lots (requires 2 or more passengers) are available if you enter before noon for $1.50. Commuter lots near campus cost $3.00 daily and are serviced by the Campus Circulator buses. Hourly parking lots, ramps, and garages are located around campus for $2.25/hour. One- or two-hour meters are available for $1.25/hour. Free on-street parking can be found near campus, but be sure to allow plenty of extra time because space is limited and you may have quite a hike! On-street regulations are strictly enforced especially during winter snow emergencies. Violators are frequently towed at their expense (approx. $100-$150). Snow emergency information can be heard by calling 612/348-SNOW for Minneapolis and 615/266-PLOW for St. Paul.

Many parking facilities and metered areas have designated disability parking spaces. A State of Minnesota disability permit or license plate is required to use these spaces. Meters are free; otherwise patrons pay the rate charged in parking facilities. For additional information, call the State of Minnesota at 651/296-6911 or Disability Services at 624-4037. University Paratransit is a specialized curb-to-curb transportation service provided to persons with either temporary or permanent disabilities. Service is free and is available on a first come first serve basis. Secondary accessible service is also available on the Campus Shuttle system. This service operates 7:30 am - 5:00 pm, Monday through Friday, throughout the year, except during vacation periods. Call (612) 618-0318 to schedule a pick-up. Reservations are accepted up to two days in advance.

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**Section II: Program Organization and Governance**

School Psychology is an interdepartmental track granting two graduate degrees (Specialist Certificate, Doctor of Philosophy); a Master’s Degree is required for each degree. School Psychology is housed administratively in the Department of Educational Psychology along with Special Education, Counseling and Student Personnel Psychology [CSPP], Psychological Foundations of Education, and Quantitative Methods in Education. The Chair of the Department of Educational Psychology is Susan Hupp (245 EdSciB). The Coordinator for the School Psychology Program is Matthew Burns.
Doctoral students may also be enrolled in a School Psychology track that is operated jointly with two other departments, the Institute of Child Development and the Department of Psychology. The student’s department dictates the nature of the academic coursework, preliminary exam requirements, and other policies regarding graduate status and candidacy for degrees. Each student is reminded to check with the department that grants the degree in their major field for specific information pertaining to policies and regulations.

Degree Programs in School Psychology

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<td>(granted through the Department of Educational Psychology)</td>
<td>(granted through the Department of Educational Psychology)</td>
<td>(granted by the Institute of Child Development)</td>
<td>(granted by the Department of Psychology)</td>
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Faculty Council

Policies and decisions for School Psychology are made at regularly scheduled faculty meetings held on the third Monday of each month from 9:00 to 11:00 in 250 ESB. The faculty council is chaired by the Coordinator. Emergency meetings are occasionally called by the Coordinator. Agenda items are due to Heather McLaughlin one week in advance of the scheduled meeting. Students in the program can request topics be added to the agenda prior to the actual meeting and can attend meetings for scheduled times. A representative from SPSA attends each meeting, but all faculty and student personnel decisions such as promotion, tenure, and fellowship nominations are made in closed meetings of faculty.

Task Forces and Program Retreat

Nonformalized committees, or task forces, are organized annually to discuss curriculum revisions. In addition, the faculty meets annually to review the program’s progress and generate new ideas for development.

Roundtable Meetings

All faculty and students from the School Psychology Program meet once each month during the academic year for the Roundtable discussions. The meetings are held in the McEvoy Conference Room of ESB and are designed to be informal yet structured conversations about relevant topics that could include professional development, program procedures, student activities, etc. The standing agenda for the meeting is a) celebrations and announcements, b) topical discussion, and c) student issues. The SPSA Communications Committee facilitates the meetings. Topic ideas and student issues should be presented to representatives of the Communications Committee. First- and second-year students are expected to attend the Roundtable meetings and should notify the Program Coordinator if they will miss one. Third- and fourth-year students are encouraged to attend, but practicum placements etc. might prevent attendance. Thus, the faculty greatly appreciate the presence of advanced students (3rd year and beyond) at Roundtable meetings. Although the meetings serve an important role in
program communication, they are primarily viewed as a chance for faculty and students to regularly join together as a community.

Committees

To facilitate department activities, the following committees function as working arms of the program. These committees propose policies and guidelines related to various program concerns and present their proposals to the council for action. The committee's proposals and council actions must be consistent with the university, college, and department policies which guide the program.

**Graduate Advisory Committee**  This committee comprised of Educational Psychology faculty representatives maintains Graduate School regulations within the department and program and establishes and implements policies regarding written and oral preliminary exams, MA, and specialist, and Ph.D. degree exam requirements, etc. Sandy Christenson serves as the School Psychology program representative.

**Admissions Committee**  Co-chaired by the Coordinator and Administrative Assistant, this committee comprised of all School Psychology faculty review admission criteria, interview and evaluate applicants and accept new students.

**Practica and Internship Committee**  Chaired by the Practica/Internship Coordinator, this committee comprised of the Practica/Internship Coordinator, the Program Coordinator, and Advising Faculty reaffirm or establish procedures for recruiting practica and internship sites for student placements, review and monitor internship guidelines for the program and conduct biennial site visits to field settings.
Section III: School Psychology Student Association (SPSA)

SPSA is a formal student group that was organized during the 1992-93 school year to promote student involvement in the School Psychology Program and in the field of school psychology. The group focuses on professional development in a fun and relaxed atmosphere.

Membership

All School Psychology students are strongly encouraged to participate in SPSA. Annual dues are $15 to be collected at the beginning of the fall semester. Dues provide funds to support the activities of the committees.

There are several ways for students to be active in SPSA. Some suggestions include:

1. Participate in committee activities (First-year students).
2. Co-chair a committee (Second-year students).
3. Run for executive committee (Third-year students).

Several choices of committees exist that will allow you to express your unique interests during your graduate school experience:

**Executive Committee** The executive committee provides leadership and organization for the SPSA committees and is responsible for ensuring that SPSA runs smoothly and democratically. Consisting of third-year student SPSA officers, the committee responsibilities include: making decisions that benefit SPSA as a whole, ensuring that SPSA follows University of Minnesota guidelines for student organizations, and handling questions from prospective students.

**Communications Committee** The communications committee is designed to facilitate communication among students, faculty, the department, university, and field. The communications committee organizes, plans, and facilitates the Roundtable meetings publishes student newsletters, and maintains the program bulletin board in 225.

**Curriculum Committee** The curriculum committee is devoted to understanding what is required within the program curriculum and maintaining student resources. This includes the resource library, SPSA Web site, and curricular materials. The student head(s) of this committee will have his/her Resource fees waived for the year.

**Political and Professional Committee** The political and professional committee is responsible for developing and maintaining dialogue between students and the broader community on issues related to school psychology. The goals of this committee are to: inform students about current issues in the field, and to develop a strong network between students and professionals. Information is relayed in student meetings, bag lunches, and email communication.

**Social Committee** The social committee is responsible for organizing social events, and assisting with organizing community service events. These events could include informal and formal gatherings to increase communication between students and faculty, and activities to serve children, adults, and families in the community. These events will be designed to strengthen the sense of community among those affiliated with the program.
Section IV: Policies on Student Research and Practice

Student Research

Students are required and encouraged to participate in research in many capacities during their enrollment in the School Psychology Program. In addition to the required research of theses and dissertations, most students also engage in research through research assistantships (RA), and some engage in additional independent research under the supervision of their advisor, RA supervisor, or other university professor. Students are further encouraged to present their research to the professional community through conferences, symposia, and colloquia. Some of the research opportunities in School Psychology include:

**Research Mentorship** Students in the Ph.D. program participate in a research mentorship program of four semesters of supervised research experience in their first two years of study. This research experience may be gained through a research assistantship or through enrollment in independent research credits such as EPsy 8993.

**Research Practicum** Students interested in increasing their research experiences may choose to participate in an additional practicum focusing on a special research project. Students can gain additional supervised experiences in developing, conducting, and analyzing research preparing them for future academic research. (Students may choose this option to replace the Clinical/Community Practicum). If you are interested in a Research Practicum, you should discuss it with your advisor.

**Volunteer Opportunities** Because research is ongoing and a foundational to the mission of the program, department, college, and university, students are encouraged to actively seek out research opportunities. Thus, many students volunteer to join the research team of a faculty member with whom they have a common research interest. Moreover, first- and second-year students frequently volunteer to assist with data collection for advanced students’ theses and dissertation in hopes that future students will similarly help them.

In order to engage in research at the university, students must conform to all university policies governing research as well as conduct themselves according to professional standards set forth by NASP and APA.

**University Policy on Research Involving Human Subjects**
The university requires that all research involving human subjects be cleared through proper channels. The student and student's advisor must submit research proposals to the University Institutional Review Board (IRB) which must approve all proposals for research (even those using existing databases). Students must receive approval for any independent research, including master's papers and doctoral dissertations. Allow sufficient time (2 weeks to 2 months depending on exempt, expedited or full review) to process this paperwork!

Address forms to:

Institutional Review Board  
Box 820, D528 Mayo Memorial Building  
420 Delaware St. SE  
Minneapolis, MN 55455  
612/626-5654

The IRB maintains an extensive set of web-based resources. Students are strongly encouraged to review these materials at [www.irb.umn.edu/guide](http://www.irb.umn.edu/guide)
Student Professional Practice

Students are required and encouraged to participate in supervised professional practice during their enrollment in the School Psychology Program. Students are required to obtain practical experience through practica and internships during their enrollment in the program.

Policy on Professional Practice by Graduate Students

No graduate student in the training program shall engage in public activity, including presenting at seminars, conferences and workshops, course projects, and work as a volunteer within or outside of the university, in which he/she would represent the profession of psychology without the written permission of the advisor. When considering any such activity, the student and advisor should ensure that the activity is commensurate with the APA and NASP code of ethics and with the student's level of professional training.

No unlicensed graduate student in the program shall engage in the unsupervised practice of psychology, including: counseling, psychotherapy, school consultation, or psychometric evaluation. Exceptions to this regulation can be made only by the coordinator with the concurrence of the student's advisor and only if the student by other training or experience has qualifications meeting existing professional standards in a specified domain of practice. Such standards would include holding the proper license or certificate if the student is working for a fee. Students should consult with the coordinator regarding restrictions for provisional licensing in school psychology while pursuing graduate studies.

A student, even when engaged in permissible practices of consulting activity, is not to identify him/herself with the university by the use of university stationery, a university mention on a personal card, etc., without the written approval of the coordinator of the training program and the concurrence of the student's advisor. When a graduate student is engaged in such approved activity, s/he may identify herself/himself only as a "graduate student in the Educational Psychology School Psychology Program, University of Minnesota."
Section V: Additional Program Policies & Guidelines

Student Files
Personal information and student files are located centrally in 250 EdSciB. If any of the material in these files is requested by someone outside our program, it will be given only with student consent. Under the Buckley Amendment, you have access to all information in your file excepting those items for which you waived your right of access.

Loss of Property
The School Psychology office maintains a current inventory of assessment devices and intervention materials. In many cases, these are quite expensive to purchase. The materials are available for students to borrow. Students are responsible for the materials they borrow. Therefore, in the unlikely event of loss of theft, students are responsible for replacing the materials. Because of this policy, we encourage students to verify that their homeowner's or renter's insurance would cover the replacement costs of assessment devices and intervention materials. Should you have questions about the costs of materials, please see the instructor for the class.

Student Service
Students are asked to contribute to the overall functioning of the program. This request is consistent with committee work or professional service required of a school psychologist who is employed in school and community settings. The following activities satisfy this requirement: officer or executive board in SPSA, SPSA committee member, Ad hoc committee member, and participation in School Psychology Program events. However, this list is not exhaustive, and each student is encouraged to identify an area of service that will strengthen the School Psychology program.

Grievance Procedures
There are three options for students in School Psychology to handle their concerns and/or to resolve a grievance. These options are put in place after the student has discussed his/her concern with the respective faculty member. The options are: 1) meet with the coordinator to implement a formal problem-solving intervention, 2) meet with the Chair of the Department in which the student is enrolled (Educational Psychology, Child Psychology, or Psychology), and 3) engage the involvement of the Student Conflict Resolution Center (SCRC) at 211 Eddy Hall, (612) 624-7272. The SCRC center can assist students in dealing with university regulations and policies, or misunderstandings between students and instructors or administrators. SCRC provides a full range of services to students with campus-based complaints or concerns.

Tracking System
The Graduate School requires the Program to provide it with information about student demographics and progress to degree completion. Also as an APA-accredited and NASP-approved program, we are often asked to complete surveys about this information. Therefore, the program tracks the following information annually on the Jonquil Memo: student address/phone number, dates of M.A. defense and conferment, date of S.C. conferment, date of preliminary oral, date of final Ph.D. defense and conferment, and year and site of internship. Students are responsible for providing Heather with this required information.
Section VI: Student Evaluation

The faculty provide continual, timely appraisal to ensure that graduate students have the necessary skills to be competent psychologists. Ongoing contact and positive working relationships between students and faculty are important to the student evaluation process.

Advisement

Advisors serve as the primary contact between the students and the program. The advisor works with the student to plan coursework and student research (e.g., theses & dissertations). Some students may have research assistantships affiliated with their advisors; however, this is neither necessary nor expected. Advisors meet with their students regularly to review progress and plan for students’ progress toward degree completion.

Each student is assigned an advisor upon entrance into the program. First-year students should maximize contacts with all faculty advisors during the first year. Your advisor, selected to have compatible interests, can be changed after the first year. At the end of spring semester, when students complete the Jonquil Memo (see below), each student may request a new advisor who is appropriate given the student's specialization. However, choices of advisor will need to be sorted to equalize faculty advisement loads, but attempts will be made to assign an advisor who closely matches the student's specialty.

Also, it is acceptable for students to change advisors at other times during their graduate study. To do so, the student should discuss desired change with his/her current advisor. Then, the student should speak with the proposed advisor.

Jonquil Memo

Progress toward degree completion is a focal point of the student evaluation process. Therefore, students in School Psychology (except All But Dissertation [ABD] students) are required to complete the Jonquil Memo annually to record their accomplishments or progress toward their degrees within the academic year. Students who fail to complete the Jonquil Memo will not be allowed to register for School Psychology courses.

Distributed to students at the beginning of spring semester, the memos are due to Heather McLaughlin, Program Assistant, by April 15. Heather distributes the memos to the academic advisors, who review the contents in preparation for the Student Review meeting in early May. Students’ advisors provide written feedback to them about their progress toward degree completion by the end of spring semester. (Students may schedule a meeting with their advisor should they so desire).

Assessment of student progress is collected from several sources: mentors, practicum supervisor (for 1st- and 2nd-year students, this is the classroom teacher for assessment or intervention projects; for advanced students this is their clinical/school/research practicum supervisor), student evaluation of assessment TA (when appropriate), and School Psychology faculty. These evaluations are added to your cumulative file in EdSciB 250. Copies are available at your request (call Heather McLaughlin at 624-4156).
The Portfolio System

Graduate students in the University of Minnesota’s School Psychology program use a portfolio system to document their growth and development in each of the 11 domains of training and practice specified in the National Association of School Psychologists’ (2000) Standards for Training and Field Placement Programs in School Psychology. The portfolio system is used to demonstrate to faculty and others the ways in which those areas of competence have been achieved. The faculty views the portfolio system as both a formative and summative measure of student performance and progress. As a formative measure, students use the portfolio in meetings with their advisor and to demonstrate progress at pre-assigned checkpoints (e.g., annual review of student progress, master’s degree examination, and preliminary oral examinations). Each of these checkpoints serves as a basis for verifying that major program milestones are being met. The portfolio review, in conjunction with the special field preliminary requirements, is used as a summative measure to demonstrate that students have met program goals. During a graduate student's program, each checkpoint serves as a means for progressing toward the next step in achieving one’s degree. The student portfolio is evaluated by each student’s advisor using the rubric presented in Appendix B.

Portfolio Components

The portfolio is defined as a systematic and organized collection of a student’s work that documents one's professional competencies. There is no prescribed set of materials that must be put into a portfolio. In fact, it is expected that there will be much variation among individual students’ portfolios. The goal of this system is to obtain an ongoing picture of a graduate student’s performance that tells an accurate and dependable story. The material that goes in should document attainment of competencies. The portfolio will contain a set of core content, and then be individualized for each student. Students are not expected to include every relevant document from their respective educational experiences, but should present at least one artifact that clearly demonstrates the basic competency. Moreover, students are encouraged to draw heavily from their internship experiences. Of course, all identifying information should be removed. Examples of possible entries include the following:

Data-Based Decision Making and Accountability
- Assessment reports showing competence in administration, scoring, and interpretation of standardized measures of achievement, cognition, and social-emotional functioning
- Functional academic and behavioral assessments that demonstrate the use of data at every step of the consultation/problem-solving process
- Statements from supervisors or professors attesting to competence in using data to plan interventions for students
- Evidence of knowledge and skill in implementing a problem solving process to address student academic and behavior problems
- Evidence of skill in collecting data through observation, interviewing and record review
- Evidence of skill in quantitative and qualitative assessment of instructional ecologies and environments as well as using the information obtained to design an intervention

Interpersonal Communication, Collaboration, and Consultation
- Reports from individual and system consultation experiences
- Evidence that the student demonstrates the ability to listen well, participate in discussions, convey information, and work with others as individuals, groups, and in systems
- Evidence of skill in collaboration and consultation
- Evidence of good problem solving skills

Effective Instruction and Development of Cognitive/Academic Skills
- Academic intervention reports.
- Individualized education programs that include academic goals developed from and linked to assessment data
- Evidence of skill in setting cognitive and affective goals for students at multiple levels
- Evidence of skill in designing interventions to help students achieve cognitive/academic goals
- Evidence of skill in monitoring student progress and using the information to adapt or adjust instruction

**Enhancing the Development of Wellness, Social Skills, Mental Health, and Life Competencies**
- Behavioral intervention reports
- Individualized education programs that include behavioral goals developed from and linked to assessment data
- Evidence of skill in setting social and life goals for students at multiple levels.
- Evidence of skill in designing interventions necessary to help students achieve social and life goals.
- Evidence of skill in monitoring student progress and using the information to adapt or adjust instruction.

**Diversity Awareness and Sensitive Service Delivery**
- Personal journals about experiences working with diverse student populations
- Personal journals about the need for cultural sensitivity in previous consultation experiences
- Evidence of completion of coursework and experiences addressing student diversity and individual differences.

**School and Systems Organization, Policy Development, and Climate**
- A system consultation report
- Presentations to groups regarding system-level issues
- Evidence of understanding of ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**Prevention, Crisis Intervention, and Mental Health**
- Reports of involvement in developing and implementing crisis response and prevention programs
- Evidence of knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.

**Home / School / Community Collaboration**
- Statements from supervisors regarding work with families and community agencies.
- Documentation of collaborations with families and community agencies.
- Evidence of knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery
- Evidence of ability to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**Research and Program Evaluation**
- Published research articles
- Critiques of research articles
• Reports of applied research or program evaluation
• Evidence of knowledge of research, statistics and evaluation methods.
• Evidence of ability to evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services

School Psychology Practice and Development
• Documentation of inservice participation during internship
• A professional development plan for the first five years of practice
• Report of an ethical dilemma in practice and how professional standards etc. informed the decision
• Statements regarding interpretations of public policy and implications for local schools
• Evidence of knowledge of (a) the history and foundations of their profession; (b) of various service models and methods; (c) of public policy development applicable to services to children and families; (d) of ethical, professional, and legal standards.

Information Technology
• Technology generated progress monitoring reports
• Printouts of spreadsheets used to organize psychological services
• Printed Power Point Presentations
• Summaries and critiques of websites provided to parents in schools
• Evidence of knowledge of information sources and technology relevant to their work
• Evidence of ability to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of school psychological services

Potential Additional Information to Include
• Forms or evaluations from practicum and internship
• The internship plan
• The degree program
• Jonquil feedback forms
• A list of NASP, APA, and departmental requirements and how they have been met
• A Vita

Concerns and Correction
The School Psychology program has been designed to help all students acquire professional and ethical behavior as well as specific competencies. Student competence and professional behavior are evaluated annually in the Student Reviews. Individuals may raise concerns about any student's professional behavior at any time during the student's enrollment. Procedures for addressing concerns about students’ professional behavior include:

• In accordance with NASP and APA professional and ethical standards, concerns about a student's performance should be first discussed directly with the student by the individual who has the concern. If the concern persists, the student's advisor should be contacted.

• The advisor and student develop an action plan, using the Constructive Feedback Plan Form. The student is given a copy, and a copy is filed in the student's file.

• If the concern is serious or if the advisor and student cannot remediate the concern using the Constructive Feedback Plan, the case is discussed by School Psychology faculty. Faculty can vote to implement remedial action or to terminate program enrollment.
The student may grieve the situation to Mark Bultmann, Associate Director, Student & Professional Services in the College of Education and Human Development, 110 Wulling Hall.

In all instances, the student will be notified in advance of deliberation, will have an opportunity to respond, and will be encouraged to participate in the design of a tentative treatment plan. Regular feedback and an opportunity to correct the concern are seen as the main ways to protect student’s due process rights. Examples of possible remedial activities are to increase direct supervision of student performance, reduce workload by extending the time period for completing required coursework, require additional academic courses/practica, recommend individual or group counseling, and redo assignments. Satisfactory progress toward correcting the concern must be documented on the Constructive Feedback Plan Form; additional rating forms may be used.

Section VII: Registration

Although the signature of your advisor is needed only prior to the filing of your degree program, it is recommended that you consult your advisor regularly.

Links to course information can be found on-line at OneStop (http://onestop.umn.edu) and on flyers placed on area bulletin boards.

Register on-line at http://onestop.umn.edu/onestop/registration.html. Most School Psychology core courses need Permission numbers in order to register. You can get the permission numbers from Heather McLaughlin in 250 EdSciB (mcla0031@umn.edu or 612/624-4156).

You will need to get a University of Minnesota ID Card which identifies you as a member of the U of M community. To get a U Card, bring a photo ID such as a driver's license, state ID, or passport to the U Card Main Office, G22 Coffman Memorial Union, 300 Washington Ave. SE, (612) 626-9900. You may initiate your U of M e-mail account at https://www.umn.edu/initiate

To do so you need to know your student ID number. The number was assigned to your file when you applied to Graduate School. Call the Technology Help Line at 612-301-4357 if you need assistance.

Registration: Early Registration Deadline

Students are required to register for classes BEFORE the first day of classes in order to avoid paying late registration fees. However, the Graduate School will allow students to register through the end of the second week of the semester if they pay late registration fees. This date is also the last day to add a course, change sections of a course, change grading options (including to or from audit status), and cancel a course without a "W" (withdrawal) appearing on your transcript. All changes in registration after the second week require instructor and Graduate School approval. Graduate students will be permitted to cancel courses through Friday of the sixth week of the semester with the advisor's signature. Courses canceled after the eighth week will require the signature of both the advisor and instructor, and the approval of the graduate school. No registration changes will be permitted after the last day of instruction.

These registration deadlines will be strictly enforced. (Remember that registration changes are not effective until the student takes a completed course request form to the registration center.) Exceptions will be considered only by written request to the Graduate School. Such requests will not be routinely approved.
These deadlines will in no way change the university’s refund policies, which are enforced by the Office of the Registrar. Further details on these policies, as well as on tuition and fees are available in the online Class Schedule.

Delayed Financial Support

Students whose financial support is pending should not delay registration. They should register on time and contact Student Accounts Receivable [20 Fraser Hall, 625-8500] for information on late payment fee policies. The University provides options for payment of fees that allow students to spread out payment amounts over the school term.

Registration and Holds Status

The Graduate School determines when and if students are eligible to register for classes. Holds on registration may be placed on students’ accounts for scholastic reasons (e.g., low grade point averages, more than 8 credits of incompletes, or failure to file required paperwork) or financial reasons (e.g., overdue library books/fines or unpaid fees). If you have a hold on your record, you may not register until that hold is cleared. Notice of any hold, including the name of the office where it may be cleared, will be listed on your student account available online.

Graduate School Policy on Incompletes

When a student accumulates more than 8 credits of incompletes, s/he is issued a warning at registration indicating the need for lowering the number of incomplete credits to 8 or less before the next semester. If the student still has more than 8 credits of incompletes when the next registration period begins, a hold is placed on his/her account preventing him/her from registering.

In addition to the above policy, our program has instituted the following procedures:
- Instructors should specify at the beginning of the course his/her position on incompletes in consultation with students enrolled in that course. This procedure is necessary because of the immediate professional responsibilities which students have toward their clients in the assessment and intervention sequences, practica, and other courses.
- Advisors should be informed of impending incompletes as soon as possible.
- Please note that a grade of "K" is frequently given in a course involving an ongoing program of study or research. Upon completion of the course requirements, the "K" grade is then converted to the regular course grade, and credit is granted.
School psychology, as a profession, does not have a single national standard for training and/or licensure. As such there are a variety of overlapping requirements that a student must meet in order to earn a degree in school psychology. Doctoral students at the University of Minnesota must fulfill School Psychology Program requirements, departmental requirements (Educational Psychology, Institute of Child Development, or Department of Psychology) and APA requirements. Specialist students must fulfill School Psychology Program requirements, departmental requirements (Educational Psychology) and NASP requirements. Furthermore, if doctoral students wish to obtain a licensed psychologist (LP) status, it is the student’s responsibility to ensure that they fulfill the licensure requirements in the state in which they intend to practice. Ideally, all of these requirements overlap such that they are fulfilled by the same coursework and practical experiences; however, students are responsible to work with their advisors to ensure that all of these requirements will be met during their graduate school experience.

The School Psychology Program offers two programs of graduate study within the Department of Educational Psychology, the Specialist Certificate and the Doctorate. A terminal M.A. is not offered. A summary of the requirements of each of the degrees includes:

- **Education Specialist Certificate (S.C.)**
  - Coursework [54 semester credits] in years 1-2
  - Master's degree completed in year 2
  - School-based internship in year 3 (6 semester credits)
  - Special field exam either in January or May of year 3.

- **Doctorate of Philosophy (Ph.D.):**
  - Coursework [90 semester credits] in years 1-3 (with Teaching/Supervisory experience)
  - Research mentorship in years 1 and 2
  - Master's degree in year 2
  - School and Clinical/Community practica in year 3
  - Preliminary oral and special field exams in year 3 or 4
  - Dissertation-related tasks in year 4
  - Internship in year 5 (10 semester credits). [Some students alternate the order of internship and dissertation.]

The following two sections provide specific requirements for the Specialist Certificate (p. 18) and for the Ph.D. (p. 28). Each section contains a description of the specific degree requirements, a requirement planning form, information about completing graduate school paperwork, descriptions of theses, preliminaries, and dissertations, typical progress toward degree completion, and a program planning form.

Additional information regarding degree requirements can be found in the most recent Educational Psychology Handbook and in the Graduate School Handbook which is on the Department of Educational Psychology and/or Graduate School websites. Students are responsible for checking both the Handbooks to ensure that forms are filed in a timely fashion.
Section IX: S.C. Degree Requirements and Typical Progress

The Specialist Certificate (S.C.) is a three-year program that requires the completion of a minimum of 60 graduate semester credits (two years of coursework and one year of internship). Students complete the requirements for the Master's degree with a major in Educational Psychology. With approval of the advisor, director of graduate studies in the major, and Graduate School, a transfer of up to 50% of the degree program coursework may be permitted. Please consult the Graduate School Catalog at www.catalogs.umn.edu/grad/gen/special.html for details. All courses counted toward the S.C. must be taken within 12 consecutive years, beginning with the earliest coursework on the degree program (a graduate school requirement).

All students in the Specialist program are under the Department of Educational Psychology, which dictates the nature of the academic coursework, special field exam requirements, and other policies regarding graduate status and candidacy for degrees. Students should carefully refer to the requirements as listed in the Educational Psychology Graduate Student Handbook.

Program Planning and Area of Specialization

In the Specialist program, students have the opportunity to select courses and practicum placements that are appropriate, given their interests and career directions. Each student designs his/her program of study with his/her advisor. Although there is much overlap in the courses in which students enroll, programs vary depending on the interests and backgrounds of the student. Students within the program are able to draw from resources across departments and have opportunities for developing their own areas of specialization and interest.

Students who are accepted in the program often share a similar interest and generally take many courses in common. However, the faculty has attempted to facilitate specialization that reflects a student's particular career goals, research interests, and competencies. While intra-program specializations are individually developed, the following might provide some examples of informal program specialties: early childhood education, program development and evaluation, adolescent psychoeducational interventions, developmental disabilities, home-school-community partnerships, and consultation models. Another alternative is to pursue a general practitioner model and sample a wide variety of curricular offerings while developing a core of competencies as a school psychologist. In all cases, irrespective of track or specialization, all specialist students are required to take coursework required for state certification as a school psychologist and NASP.

During the first year of graduate study, students should put together a tentative plan with their advisor that details when coursework, practica, portfolio, M.A. thesis defense, special field exam, and internship will be completed. Degree Program forms must be submitted by the end of the first academic year for DGS approval. Two requirement checklists (M.A. Requirement for the Department of Educational Psychology Checklist and S.C. Requirement for the Department of Educational Psychology & NASP Requirement Checklist) that can be completed electronically are available for students. These two forms can help students to ensure all the requirements are fulfilled and can be used as a guide to complete the Degree Program forms.
Degree Requirements

Coursework Requirements
Specialist students must meet the following program, department, and NASP requirements as part of their degree. [Note that many of these requirements overlap.]

School Psychology Program Coursework

Assessment Sequence: 10 semester credits [EPsy 8813 concurrent w/ EPsy 8811/12]
- EPsy 8811: Assessment I in School Psychology, 3 credits
- EPsy 8813: Assessment Practicum in School Psychology, 2 credits
- EPsy 8812: Assessment II in School Psychology, 3 credits
- EPsy 8813: Assessment Practicum in School Psychology, 2 credits

Intervention Sequence: 10 semester credits [EPsy 8818 concurrent w/ EPsy 8815/16]
- EPsy 8815: Systems Intervention and Consultation, 3 credits
- EPsy 8818: Intervention Practicum in School Psychology, 1 credit
- EPsy 8816: Individual Intervention and Consultation, 3 credits
- EPsy 8818: Intervention Practicum in School Psychology, 1 credit
- EPsy 8800: Behavioral Consultation, 2 credits

Other Required School Psychology Courses
- EPsy 8821: School Psychology Professional Issues, 3 credits
- EPsy 8823: Ethics and Professional Standards, 3 credits
- EPsy 5851: Collaborative Family-School Relationships, 3 credits
- EPsy 8842: Internship: School Psychological Services, 6 semester credits

Other School Psychology Requirements
- Individual Differences: 1 in psychopathology [e.g., CPsy 8606]
- Practicum: S.C. students are encouraged but not required to complete a practicum in a school and/or a community/clinical setting. The number of hours can be negotiated with the advisor.
- Specific Practical Experiences Requirements: For school psychology graduate students admitted in the program Fall 2004 or beyond, they are asked to document the following practical experiences. First, the graduate student has conducted a comprehensive evaluation for at least one school-age student in each of the three age groups: below 5 years old, between 5 and 15 years old, and above 15 years old. This will ensure graduate students to have experience evaluating the needs of individuals who are at different stages of development. Second, the graduate student conducts at least one case consultation with classroom and/or special education teacher regarding the instructional programming for a student with low incident disability such as Developmental Cognitive Disability, Autism, Traumatic Brain Injury, etc. These two requirements can be fulfilled during school practicum and/or internship and the completion of these requirements must be documented on the Special Field Prelim Requirements Form.

Educational Psychology and Graduate School Coursework
Learning/Cognition: 3 credits  
Research Methods: 3 credits  
Social Psychology or Personality: 3 credits  
Statistics and Measurement: 4 credits  
EPsy Electives: 6 credits  
Masters Thesis Credits  
• EPsy 8777: Thesis Credits: Masters, 10 credits [Plan A] OR  
• EPsy 8994: Research Problems, 2 credits [Plan B]  

NASP Standards for Training and Field Placement  
• The UMN School Psychology Program is accredited by NCATE/NASP. S.C. students have a minimum of 3 years of full-time study (typically, two years of coursework and one year of internship) at the graduate level with at least 60 semester credits (54 semester credits of coursework and 6 credits of internship). At the specialist level, the program context and structure has been designed to operationalize the skills and competencies articulated in the NASP Standards for Training.

School Psychologist State Licensure Requirements  
Students who graduate from a NASP certified program are eligible for certification as a School Psychologist in the State of Minnesota. Students who complete the Specialist Certificate will be eligible for licensure in the State of Minnesota. Should a student plan to work in another state, he/she should contact the state department for licensure requirements.

Master's Program  
Unless admitted to a previous graduate program, all students must complete a master’s degree during their course of study in the Educational Psychology – School Psychology program. Following completion of 10 graduate credits or by the end of 2nd semester of their first year, students should complete the Master's Degree Program form from the Graduate School. On this form the student lists all coursework (completed and proposed) required for the degree. This form must be signed by your advisor and Director of Graduate Studies (DGS). The form is then submitted to the Graduate School, which will grant final approval of your program. These forms are available online at: www.grad.umn.edu/current_students/forms/gs89a.pdf  

This program lists 30 semester credits including 6 outside (non-EPsy) credits in these areas:

<table>
<thead>
<tr>
<th>Coursework Area</th>
<th>Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>3 credits (1 course)</td>
</tr>
<tr>
<td>Social Psychology or Personality</td>
<td>3 credits (1 course)</td>
</tr>
<tr>
<td>Statistics and Measurement</td>
<td>4 credits (1 course each)</td>
</tr>
<tr>
<td>Related Fields (Non-EPsy courses)</td>
<td>6 credits (2 courses)</td>
</tr>
<tr>
<td>Additional EPsy courses</td>
<td>To total 30 credits</td>
</tr>
</tbody>
</table>
Students must earn a minimum GPA of 2.80 for courses listed on the student's official program. At least two-thirds of the credits completed in the Graduate School (and all taken to fulfill EPsy core) which are included on the degree program must be taken under the A-F system. Up to 40% of the degree coursework (graduate level taken for graduate credit) could be transferred from other graduate schools or other nonmatriculated graduate credit at the University of Minnesota (as non-degree graduate student meeting specific registration criteria). For further details regarding Transfer of Credits, please consult the Graduate School Catalog at [www.catalogs.umn.edu/grad/gen/masters.html](http://www.catalogs.umn.edu/grad/gen/masters.html). Credits earned more than 7 years ago cannot be applied to the M.A.

A form to propose examining committee members for the master's oral defense is submitted with the Program (http://education.umn.edu/EdPsych/forms/default.html). For the master's, an examining committee (M.A. Examining Committee) is comprised of three faculty members (2 internal examiners and 1 external examiner): your advisor, another faculty member with Educational Psychology Graduate status, and one faculty member from another department (e.g., Child Psychology or Educational Policy and Administration). Students, in conjunction with their advisor, identify potential committee members, solicit their acceptance to serve, and make a recommendation to the Director of Graduate Studies.

Students have two options for completing their thesis. Most students select **Plan B**.

### Plan A: Master's Degree with Thesis

**Coursework** You must complete a minimum of 14 semester credits in your major, i.e., EPsy, and 6 in one or more related fields outside the major (for a traditional minor, 6 credits in a single field need to be taken) for a total of 20 semester credits of coursework. In addition, students must register for 10 semester hours of thesis credits under EPsy 8777. The combined credits necessary for the Masters equals 30 semester credits.

**Master's Thesis** Plan A requires the completion of a formal master's thesis. Exact instructions on preparation of the thesis are available at the Graduate School. You must submit the title of your thesis, approved by your advisor, on the Master’s program. Five copies of the thesis must be provided: 2 for the university library, 1 for you, 1 for your advisor, and 1 for the School Psychology Library.

### Plan B: Master's Degree Without Thesis

**Coursework** You must complete a minimum of 14 semester credits in your major, i.e., EPsy, and 6 in one or more related fields outside the major. Within the major field, at least 9 credits must be in the foundation core courses. The remaining credits to be taken are determined by you and your advisor for a total of 28 semester credits of coursework. In addition, students register for 2 semester hours of thesis credits under EPsy 8994. The combined credits necessary for the Masters equals 30 semester credits.

**Plan B Project(s)** A project representing the quality but not the range of a master's thesis shall be prepared under faculty supervision. This Plan B project should require a level of effort such that this option could be completed in a minimum of 120 hours of work. Although **data-based projects are encouraged for all students**, scholarly integrative literature reviews are acceptable. Copies of recent Plan B papers are in the Educational Psychology Resource Library.

Although the Plan B papers are not registered in the Graduate School, you will have to make them available to the members of your examining committee. A Plan B paper will not be bound. Provide a copy to each member of your committee **two weeks prior to the scheduled exam**.
date. After your defense and any final corrections are made, provide one copy for the file in the Educational Psychology Resources (give to Heather).

**Master's Thesis or Plan B Paper**

The Master's thesis serves as the basis for an oral examination of candidates for degree leading to receipt of a Masters of Arts degree from the Graduate School in Educational Psychology. As students in the Specialist program are not seeking a terminal Masters degree, students can complete a master's document using either a Plan A or Plan B format (see specifics below). Most students in our program choose Plan B.

**Scope** The Master's Thesis is a scholarly document. Theses can be either reports of empirical investigations or integrative reviews of an academic literature. Although the faculty prefer empirical reports (including pilot studies, narrowly focused analyses of existing data sources, or original research), they will also accept integrative literature reviews when suggested by a student and advisor. While empirical investigations may be suitable for further dissemination, it is assumed that integrative literature reviews will be of scope and quality to warrant publication in a peer-reviewed journal.

Given the scope of theses, it is likely that many will subsequently be submitted for publication. Peer-review does not, however, replace advisement and examination at the University of Minnesota. It is assumed that students may be conducting thesis research on topics related to grant or contract activities.

**Topic** The topic for a Master's Thesis is developed by the student and advisor to reflect (a) an area of concern to School Psychology, Educational Psychology, or related discipline; and (b) an area of interest to the student, ideally related to his/her long-term professional interest. Also, the topic must be acceptable to the advisor on behalf of the Committee.

The student should participate substantially in selection of a topic, generation of research questions or a procedural plan, collection of relevant literature and research information, data analysis, and interpretation. The student should receive collegial support and feedback from the advisor and/or others during all phases of this project.

**Format** While the degree of detail appropriate for a Master's document is difficult to describe, two guidelines might help:

- The thesis topic should be relatively focused, and the investigation described fully in the manuscript. The document is to be written in APA-style having the following:
  - **Introduction** section including a review of current knowledge of both empirical reports and literature reviews, need for further work, and purpose of this project,
  - **Methods** section detailing the methodology employed,
  - **Results** section detailing the findings of the investigation, and
  - **Discussion** section including any interpretation of the findings and its relationship/contribution to the existing literature.

- Most Master's theses will be 15-30 pages in length. Although length does not dictate quality, most manuscripts should be of length equivalent to that of journal submissions.

**Advisement** It is assumed that the student will work with his or her academic advisor for the master's study; however, some topics or other considerations might require the student to work more closely with a Thesis Advisor other than the academic advisor. A Thesis Advisor must hold graduate faculty status at the University of Minnesota and should serve as an Examination committee member. Selection of a thesis advisor other than the academic advisor must be arranged and accepted explicitly by the student, academic advisor, and
thesis advisor. A written agreement regarding the responsibilities and authority of each individual is recommended.

**Style.** Plan A theses must meet manuscript requirements of the University of Minnesota Graduate School, but otherwise Plan A and Plan B theses will not differ in scope, quality, or style. Further, all School Psychology Master's theses will be prepared in accordance with publications guidelines of the American Psychological Association, as described in its most current edition, *Publications Manual, 5th edition.*

**Process**

1. **Select Topic** Based on student interest, experience, and objectives, the student and advisor develop a general topic and operational plan for thesis.

2. **Develop Research Plan** Based on this topic, the student will develop a detailed outline and timeline for all activities leading to preparation of thesis. This outline will be reviewed with, and accepted by, the student's advisor. If appropriate, the student and advisor will circulate a prospectus for the study to examination committee members.

3. **Human Subjects Approval** Obtain Internal Review Board’s approval for research with guidance from your advisor. Information about human subjects is provided in *EPsy 5216: Introduction to Research in Educational Psychology,* or from the website.

4. **Implement Research Plan** The student will execute the plan agreed to with the advisor.

5. **Prepare Manuscript.** The student will draft the thesis manuscript and submit this draft to the advisor for review and comment. The student will then revise the manuscript based on advisor comments. Review and revision will continue until the student and advisor agree that the manuscript is ready for defense.

6. **Oral Examination.** After final revisions of the completed manuscript, the student will schedule a meeting of the examining committee. The thesis should be distributed to examining committee members two weeks in advance of the oral defense. The examination will last for no more than one hour, and will include a review of the research plan, the results, and any questions or discussions from any member of the committee. Questions related to the relationship between a thesis and professional practice or other research is also warranted. The committee will vote privately at the close of this examination with the results communicated immediately to the student.

7. **Complete paperwork.** If the student passes this examination, the student will submit the examination materials and degree request forms. If the examination is failed, the advisor will develop a remedial plan with the student.

**Specialist Certificate Program**

After completing 20 semester credits of graduate work (or by the end of the 1st year), **you must submit the Specialist Certificate Degree Program.** On this form the student lists all coursework (completed and proposed) required for the degree, including those courses listed on the Master’s Program. This form must be signed by your advisor and Director of Graduate Studies (DGS). The DGS then submits it to the Graduate School for final approval. These forms are available on line at: [www.grad.umn.edu/current_students/forms/gs89a.pdf](http://www.grad.umn.edu/current_students/forms/gs89a.pdf) and in the Educational Psychology Handbook.

<table>
<thead>
<tr>
<th>Coursework Area</th>
<th>Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>3 credits (1 course)</td>
</tr>
<tr>
<td>Research Methods</td>
<td>3 credits (1 course)</td>
</tr>
<tr>
<td>Social Psychology or Personality</td>
<td>3 credits (1 course)</td>
</tr>
</tbody>
</table>
The minimum GPA for courses listed on the student’s official program is 2.80. At least two-thirds of the credits completed in the Graduate School (and all taken to fulfill EPsy core) which are included on the degree program must be taken under the A-F system. Up to 50% of the degree coursework (graduate level taken for graduate credit) could be transferred from other graduate schools or other department/work at the University of Minnesota (as non-degree graduate student meeting specific registration criteria). Please consult the Graduate School Catalog at [www.catalogs.umn.edu/grad/gen/special.html](http://www.catalogs.umn.edu/grad/gen/special.html) for specific details. Credits earned more than 12 years ago cannot be applied to the S.C.

For the specialist certificate, an examining committee (Specialist Examining Committee) is comprised of three faculty members: your advisor, another examiner with Educational Psychology Graduate status, and one other examiner, with Graduate status from Educational Psychology or another graduate program (e.g., Child Psychology or Educational Policy and Administration). Students, in conjunction with their advisor, identify potential committee members, solicit their acceptance to serve, and recommend them to the DGS for committee members. A form to propose examining committee members is submitted with the program ([http://education.umn.edu/EdPsych/forms/default.html](http://education.umn.edu/EdPsych/forms/default.html)). If you wish to make changes to your committee, you will need your advisor’s and the new committee member’s approval. As a courtesy, be sure to inform any committee members that you are dropping. You should email Kathy Walter (kwalter@umn.edu) the DGS assistant with the changes so she can forward the information to the Graduate School. If you are adding a new member, be sure to email their agreement to serve to Kathy or ask them to sign the Examining Committee Consent Form.

**Special Field Preliminary Examination**

The Special Field Exam procedures require students to demonstrate their competencies across coursework and field-based learning areas, as well as, an integration of competencies expressed through portfolios and written examinations requiring the synthesis of information across content areas.

**S.C. Requirements for the Special Field Exam**

1) B- or better on all final exams (if required) and course grades for School Psychology courses, including:
   a. 5851 Collaborative Family-School Relationships
   b. 8811-8813 Assessment
   c. 8815-8816 Intervention & Consultation
   d. 8821 School Psychology Professional Issues
   e. 8823 Ethics and Professional Standards
   f. 8800 Eco-Behavioral Consultation

OR

Demonstrated competence in that area as determined by the student and advisor
(e.g., students may be asked to retake a comparable final exam devised by the course instructor and advisor or write a paper in the content area)

2) B- or better for course grades in all Core Courses that meet the Educational Psychology requirements. OR

Demonstrated competence in that area as determined by the student and advisor (e.g., students may be asked to retake a comparable final exam devised by the course instructor and advisor or write a paper in the content area)

Note: This applies to all department requirements. Therefore, students in Child Psychology or Psychology must have a grade of B- or better.

3) Portfolio. As described in the handbook, students will be required to develop a portfolio that contains evidence of competency of the NASP training standards competency areas. The portfolio will be discussed by students and their advisors annually prior to the Jonquil Memo. The Jonquil Memo will provide students with feedback on their progress. In order to meet the requirements for the special field prelim, a final review of the student's portfolio must be conducted during the spring of the third year by the advisor. The portfolio will be evaluated by the advisor using the rubric in Appendix B.

4) Comprehensive Written Examination (see the section of this Handbook entitled "Comprehensive Written Examination.

5) School Psychology Praxis Examination Each student must take and receive a passing score on the School Psychology Praxis Examination, which would then make them eligible to apply for national certification as a school psychologist.

Fulfillment of the S.C. Special Field Requirements
When students have fulfilled all the special field requirements listed above, they should complete the S.C. Special Field Prelim Requirements Form with their advisor, which documents that all special field requirements have been met. Then, students can request the Graduation Package from the Graduate School, in which the Final Examination Form can be found. The students must solicit signatures from their Specialist Examining Committee members to complete the graduation process.

Internship
Successful completion of the internship (third year) is necessary for the Specialist Certificate. This is a 6 semester credits experience with a minimum requirement of 1200 hours (600 hours must be in a school setting where interns have access to general education students). Coursework requirements must be completed before students go on internship. More importantly, students must pass their M.A. oral exam before any clock hours can be counted towards the 1200 hours requirement. Students are strongly encouraged to attend the fall internship planning meeting if they are planning to complete their internship requirement in the fall of the following year.

For additional information regarding internships, consult the Field Placement Coordinator and the supplemental document, School psychology internships: General information, requirements, and Procedures.
Typical Progress toward Degree Completion for Specialist Students

While individual programs may vary, specialist students usually finish their entire course of study for Master/Specialist within 3 years. In the first 2 years, students focus on completing their coursework while participating in research. In the spring and summer of their second year, student complete and defend their Master’s. If a student is going to participate in a clinical/community practicum, they most often do so in the summer of their 2nd year. In the third year, students participate in their internship. It is recommended that students take the Comprehensive Written Examination in January of their internship year. After they pass the written exam, they can submit the supporting materials and complete the S.C. Special Field Requirements Form with their advisor. This typical schedule is depicted graphically below.
## Checklist for Progress Toward Degree Completion

<table>
<thead>
<tr>
<th>Task</th>
<th>Plan A</th>
<th>Plan B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with your advisor and decide on your 1\textsuperscript{st} year of coursework and on the Master's Plan A or B option. Register for the agreed upon coursework and the appropriate amount of research credits for the Master’s option chosen.</td>
<td>Obtain the Degree Program form on line at <a href="http://www.grad.umn.edu">www.grad.umn.edu</a> or 316 Johnston and complete the MA program.</td>
<td>After first semester in the program, submit M.A. program and M.A. Examining Committee consent form to your advisor for signature. Then send it to the Director of Graduate Studies (DGS). [You should actually give it to the DGS Assistant in room 250 Education Sciences Building]. Note: You will have to get faculty to agree to be Master’s committee members at this time; however, these initial agreements are not set in stone. You may change committee members before the defense if your topic changes.</td>
</tr>
<tr>
<td>Obtain the Degree Program form on line at <a href="http://www.grad.umn.edu">www.grad.umn.edu</a> or 316 Johnston and complete the MA program.</td>
<td>After first semester in the program, submit M.A. program and M.A. Examining Committee consent form to your advisor for signature. Then send it to the Director of Graduate Studies (DGS) assistant in room 250 Education Sciences Building.</td>
<td>Select a Master’s topic based on student interests and experiences with your advisor. Develop a research plan (detailed outline and timeline) with approval from your advisor. Implement research plan as agreed upon.</td>
</tr>
<tr>
<td>After first semester in the program, submit M.A. program and M.A. Examining Committee consent form to your advisor for signature. Then send it to the Director of Graduate Studies (DGS). [You should actually give it to the DGS Assistant in room 250 Education Sciences Building]. Note: You will have to get faculty to agree to be Master’s committee members at this time; however, these initial agreements are not set in stone. You may change committee members before the defense if your topic changes.</td>
<td>Select a Master’s topic based on student interests and experiences with your advisor. Develop a research plan (detailed outline and timeline) with approval from your advisor. Implement research plan as agreed upon.</td>
<td>Prepare manuscript and submit for review and revision to your advisor until it is ready for defense. Schedule a one-hour oral defense with all of your committee members. Request masters graduation packet from the graduate school. Complete coursework according to the plans developed [and redeveloped] with your advisor.</td>
</tr>
<tr>
<td>Continue coursework according to the plans developed [and redeveloped] with your advisor.</td>
<td>Continue coursework according to the plans developed [and redeveloped] with your advisor.</td>
<td>Complete coursework and arrange an internship for the following year by Spring of 2\textsuperscript{nd} year.</td>
</tr>
<tr>
<td>Distribute the thesis to committee members 2 weeks before the oral defense.</td>
<td>Distribute the Plan B paper to committee members 2 weeks before the oral defense.</td>
<td>You will need to have the Final Examination form at your final defense. The form will be in your graduation packet.</td>
</tr>
<tr>
<td>After your committee members have read and approved your thesis and signed off on the Thesis Reviewer's Report form (included in your graduation packet), return the form to the Graduate School and pick up the Final Examination form.</td>
<td>After your committee members have read and approved your thesis and signed off on the Thesis Reviewer's Report form (included in your graduation packet), return the form to the Graduate School and pick up the Final Examination form.</td>
<td>Hold the final oral exam where committee members will sign off on the Final Exam form. Return the form to the Graduate School.</td>
</tr>
<tr>
<td>Hold the final oral exam where committee members will sign off on the Final Exam form. Return the form to the Graduate School.</td>
<td>Hold the final oral exam where committee members will sign off on the Final Exam form. Return the form to the Graduate School.</td>
<td>File two bound copies of your thesis with Graduate School and pay binding fee.</td>
</tr>
<tr>
<td>File two bound copies of your thesis with Graduate School and pay binding fee.</td>
<td>File two bound copies of your thesis with Graduate School and pay binding fee.</td>
<td>Submit the Application for Degree form for the MA (included in the graduation packet) to 316 Johnston Hall by the 1\textsuperscript{st} working day of the month in which you wish to graduate.</td>
</tr>
<tr>
<td>Submit the Application for Degree form for the MA (included in the graduation packet) to 316 Johnston Hall by the 1\textsuperscript{st} working day of the month in which you wish to graduate.</td>
<td>Begin internship year</td>
<td>Begin internship year</td>
</tr>
<tr>
<td>Begin internship year</td>
<td>Take the Comprehensive Written Examination in January during your internship year</td>
<td>Take the Comprehensive Written Examination in January during your internship year</td>
</tr>
<tr>
<td>Take the Comprehensive Written Examination in January during your internship year</td>
<td>Complete and pass the Praxis School Psychology Written Examination</td>
<td>Complete and pass the Praxis School Psychology Written Examination</td>
</tr>
<tr>
<td>Complete and pass the Praxis School Psychology Written Examination</td>
<td>Submit Special Field Preliminary Requirements form and supporting materials to advisor.</td>
<td>Submit Special Field Preliminary Requirements form and supporting materials to advisor.</td>
</tr>
<tr>
<td>Submit Special Field Preliminary Requirements form and supporting materials to advisor.</td>
<td>Submit Final Examination form, signed by all specialist examining committee members, to the Graduate School (This form is part of the degree packet you get from the graduate school)</td>
<td>Submit Final Examination form, signed by all specialist examining committee members, to the Graduate School (This form is part of the degree packet you get from the graduate school)</td>
</tr>
<tr>
<td>Submit Final Examination form, signed by all specialist examining committee members, to the Graduate School (This form is part of the degree packet you get from the graduate school)</td>
<td>Apply for Specialist Certificate. Submit Application for Degree form for the SC (as above)</td>
<td>Apply for Specialist Certificate. Submit Application for Degree form for the SC (as above)</td>
</tr>
</tbody>
</table>
If you plan to attend commencement, you must fill out and submit the commencement form to the graduate school. You will need the signature of your advisor and the DGS.

Listed below is the typical program that specialist students complete. There is some flexibility in students’ actual program, but generally speaking each cohort follows this sequence of courses:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Requirement Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>(Recommended Credits: 11 to 13)</td>
<td>School Psych</td>
</tr>
<tr>
<td>EPsy 8811: Assessment (3 credits)</td>
<td>School Psych</td>
</tr>
<tr>
<td>EPsy 8813: Assessment Practicum (2 credits)</td>
<td>Stats &amp; Measurement</td>
</tr>
</tbody>
</table>

| **Spring** | School Psych |
| (Recommended Credits: 10 to 13) | Stats & Measurement |
| EPsy 8812: Assessment II (3 credits) | Elective |
| EPsy 8813: Assessment Practicum (2 credits) | |
| EPsy 5261: Introductory Statistical Methods (3 credits - credits cannot apply to Ph.D. program) | |
| EPsy 8800: (Behavioral) Consultation (2 credits) | |
| EPsy 8707: Functional Behavioral Assessment/Analysis (3 credits) | |

| **Summer** | Elective |
| (Recommended Credits (3 to 5)) | |
| Electives | |

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Requirement Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>(Recommended Credits: 10 to 13)</td>
<td>School Psych</td>
</tr>
<tr>
<td>EPsy 8816: Individual Intervention and Consultation (3 credits)</td>
<td>School Psych</td>
</tr>
<tr>
<td>EPsy 8818: Intervention Practicum (1 credit)</td>
<td>School Psych</td>
</tr>
<tr>
<td>EPsy 5851: Collaborative Family-School Relationships (3 credits)</td>
<td>Research Methods</td>
</tr>
<tr>
<td>EPsy 5216: Intro to Research Methods: Ed Psych and Human Development (3 credits)</td>
<td>Learning</td>
</tr>
<tr>
<td>EPsy 8600: Principles of Learning and Behavior (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

| **Spring** | School Psych |
| (Recommended Credits: 10 to 13) | Social or Personality |
| EPsy 8815: Systems Intervention and Consultation (3 credits) | School Psych |
| EPsy 8818: Intervention Practicum (systems) (1 credit) | |
| CPsy 8606: Advanced Developmental Psychopathology (3 credits) | |
| EPsy 8823: Ethics and Professional Standards (3 credits) | |

| **Summer** | Optional |
| Summer Practicum | |

<table>
<thead>
<tr>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPsy 8842: Internship credits (6 credits)</td>
</tr>
</tbody>
</table>

NOTE – Students must also complete 3 additional credits of Ed. Psych. Electives and should register for EPsy 8894: Research Problems (2 credits – Plan B paper) while completing their Plan B project.
Section X: Degree Requirements: Ph.D. in Educational Psychology

The doctoral program is designed as a five-year program that requires the completion of a minimum of 90 graduate semester credits (approximately three years of coursework and practical experience, one year of prelim exams and dissertation, and one year of internship). The first three years are devoted primarily to completion of coursework. Students complete the requirements for the Master’s degree as the first part of their course of study. If you have credits to transfer, you must check with your advisor about transfer of credits.

Students in the Doctoral Program may be enrolled in Child Psychology, Educational Psychology, or Psychology program. The specific requirements for the major dictate the nature of the academic coursework, preliminary examination requirements, and other policies regarding graduate status and candidacy for degrees. Each student is reminded to check with the program that grants the degree for specific information about policies and regulations. This handbook summarizes the requirements for Educational Psychology only. All Ph.D. students must, however, complete APA requirements irrespective of their department. Our program is NASP certified at the doctoral level because we are APA accredited. Therefore, when doctoral students complete APA requirements, they also complete NASP requirements.

Students in the joint Ph.D. programs with the Department of Psychology or the Institute of Child Development must complete School Psychology coursework, the Special Field Preliminary, TA requirements, and additional coursework listed in their departmental handbooks. (Child Psychology students need to TA for one semester of the assessment sequence)

Guidelines for Program Planning

In Ph.D. programs, students have the opportunity to select courses and practica placements that are appropriate given their interests and career directions. Each student designs his/her program of study with his/her advisor. Although there is much overlap in the courses in which students enroll, programs vary depending on the interests and backgrounds of the student. Irrespective of major, students within the program are able to draw from resources across departments and have opportunities for developing their own areas of specialization and interest.

Students in the program often share a similar interest and generally take many courses in common. However, the faculty has attempted to facilitate specialization that reflects a student's particular career goals, research interests, and competencies as an applied psychologist. While intra-program specializations are individually developed, the following “specializations” might provide some examples of program specialties: early childhood education, program development and evaluation, adolescent psychoeducational interventions, academic-researcher emphasis, developmental disabilities, home-school-community relationships, and consultation models. Another alternative is to pursue a general practitioner model and sample a wide variety of curricular offerings while developing a core of competencies as a school psychologist. In all cases, irrespective of track or specialization, all doctoral students are required to take coursework required by APA.

During the first year of graduate study, students should put together a tentative plan with their advisor that details when coursework, practica, portfolio, TA experiences, M.A. thesis defense, written and oral preliminaries, and internship will be completed.
Degree Requirements

Coursework Requirements
Doctoral students must meet the following program, department, and APA requirements as part of their degree. [Note: Many of these requirements overlap.]

School Psychology Program Coursework

**Assessment Sequence:** 10 semester credits [EPsy 8813 concurrent w/ EPsy 8811/12]
- EPsy 8811: Assessment I in School Psychology, 3 credits
- EPsy 8813: Assessment Practicum in School Psychology, 2 credits
- EPsy 8812: Assessment II in School Psychology, 3 credits
- EPsy 8813: Assessment Practicum in School Psychology, 2 credits

**Intervention Sequence:** 10 semester credits [EPsy 8818 concurrent w/ EPsy 8815/16]
- EPsy 8815: Systems Intervention and Consultation, 3 credits
- EPsy 8818: Intervention Practicum in School Psychology, 1 credit
- EPsy 8816: Individual Intervention and Consultation, 3 credits
- EPsy 8818: Intervention Practicum in School Psychology, 1 credit
- EPsy 8800: Behavioral Consultation, 2 credits

**Other Required School Psychology Courses**
- EPsy 8821: School Psychology Professional Issues, 3 credits
- EPsy 8823: Ethics and Professional Standards, 3 credits
- EPsy 5851: Collaborative Family-School Relationships, 3 credits
- EPsy 8831: Practicum: School Psychological Services, 3 credits (225 hours)
- EPsy 8832: Clinical/Community Practicum, 3 credits (225 hours)
- EPsy 8841: Instruction and Supervision in School Psychology, 4 credits [taken twice, 2 credits each]
- EPsy 8842: Internship: School Psychological Services, 10 semester credits
- EPsy 8850: Doctoral Seminar (3 credits): Ph.D. students take a doctoral seminar in year 4. Typically the seminar meets every other week for all year. There are two main assignments: 1) students select readings and topics and a discussion occurs with respect to research, training, practice and policy issues, and 2) students identify “holes” in their knowledge about their area of specialization, obtain instructor consent for specific readings, and make a presentation to others. There is a particular emphasis on life long learning.

**Other School Psychology Requirements**
- Individual Differences: 2 courses, 1 in psychopathology [e.g., CPsy 8606]
- Research Mentorship: 4 semesters [This may be fulfilled through coursework or assistantships]
- **Specific Practical Experiences Requirements:** For school psychology graduate students admitted in the program Fall 2004 or beyond, they are asked to document the following practical experiences. First, the graduate student has conducted a comprehensive evaluation for at least one school-age student in each of the three age groups: below 5 years old, between 5 and 15 years old, and above 15 years old. This will ensure graduate students to have experience evaluating the needs of individuals who are at different stages of development. Second, the graduate student conducts at least one case consultation with classroom and/or special education teacher regarding the instructional programming for a student with low incident disability such as Developmental Cognitive Disability, Autism, Traumatic Brain Injury, etc. These two requirements can be fulfilled during school practicum
and/or internship and the completion of these requirements must be documented on the Special Field Prelim Requirements Form.

**Educational Psychology and Graduate School Coursework**

**Issues in Educational Psychology:** 3 credits
- EPsy 8905: History & Systems of Psychology: Landmark Issues in Educational Psychology, 3 credits

**Learning / Cognition:** 3 credits

**Research Methods:** 6 credits and Predissertation Research Project
- Epsy 8215: Quantitative and Qualitative Methods in Education Research, 3 credits
- EPsy 8822: Seminar on Research in School Psychology, 3 credits

**Social Psychology or Personality:** 3 credits [at least 1 course]

**Statistics, Measurement, Evaluation:** (12 semester credits) 6 credits must be in statistics at the 8xxx level; 3 credits must in measurement area


**Supporting/Related Fields or Minor:** 12 credits min [Non-EPsy courses]

**Masters Thesis Credits**
- EPsy 8777: Thesis Research, 10 credits [Plan A]
- EPsy 8994: Research Problems, 2 credits [Plan B]

**Doctoral Thesis Credits**
- EPsy 8888: Thesis Credits: Doctoral, 24 credits [You must pass your preliminary oral before you can take your doctoral thesis credits. You can register for a maximum of 18 thesis credits per semester.] Note: Graduate assistantship tuition pays for a maximum of 14 credits.

**School Psychologist State Licensure Requirements**

Students who graduate from a NASP certified program are eligible for certification as a school psychologist in the State of Minnesota. Students who complete the Ph.D. program are eligible for licensure in the State of Minnesota. Ph.D. students who have completed all S.C. requirements including an internship will be eligible for licensure. Typically these students are ABD (all but dissertation). Should a student plan to work in another state, he/she should contact the state department for licensure requirements.

**National Association of School Psychology Coursework**

NASP certifies the doctoral program as a function of our accreditation with APA. The coursework requirements for NASP at the doctoral level are a minimum of 4 years of full time study including the internship (1500 hours with at least 600 in a school setting where interns have access to general education students). The student must accumulate 90 graduate semester hours or the equivalent, at least 78 of which excludes credits for the doctoral supervised internship experience and any terminal doctoral project such as dissertation. The NASP requirements are listed for your awareness; however, they are not necessary for students to focus on for course selection. Meeting APA requirements, which follow, should be used in course planning. As can be seen by the following list, core school psychology coursework, EPsy departmental requirements, and APA requirements will address NASP requirements. Taking the correct coursework is necessary to be eligible for the NCSP (National Certified School Psychologist) exam.

**Internship** [1,500 total clock hours with at least 600 in a school setting where interns have access to general education students], 10 credits
Psychological Foundations

- Biological Bases of Behavior (e.g., biological bases of development, neuropsychology, physiological psychology, psychopharmacology)
  - Human Learning
  - Social and Cultural Bases of Behavior (e.g., cross-cultural studies, social development, social and cultural diversity, social psychology)
- Child and Adolescent Development
  - Individual Differences (e.g., human exceptionalities, developmental psychopathology)
  - Instructional Design
  - Organization and Operation of Schools (e.g., including education of exceptional learners, school and community-based resources, alternative service delivery systems, etc.)

Interventions/Problem Solving

- Assessment (diverse models and methods linked to direct and indirect interventions)
- Direct Interventions, Individual and Group (including counseling and behavior management)
- Indirect Interventions (including consultation, systems and organizational change)

Statistics and Research Methodologies

- Research and Evaluation Methods
- Statistics
- Measurement

Professional School Psychology

- History and Foundations of School Psychology
- Legal and Ethical Issues
- Professional Issues and Standards
- Alternative Models for the Delivery of School Psychological Services
- Emergent Technologies
- Roles and Functions of the School Psychologist

American Psychological Association

All doctoral students must meet the coursework requirements for APA to ensure our continued accreditation. Many of the areas, however, are covered by core coursework in School Psychology and departmental requirements. APA requirements include:

- Professional Standards and Ethics
- Biological Bases of Behavior
- Cognitive and Affective Bases of Behavior
- Social Bases of Behavior
- History and Systems of Psychology
- Psychological Measurement
- Research Methodology
- Techniques of Data Analysis
- Individual Differences in Behavior
- Human Development
- Psychopathology
- Theories and Methods of Assessment/Diagnosis:
  - Effective Intervention:
  - Consultation and Supervision:
  - Evaluating the Efficacy of Interventions:
Students fill out the following APA Requirements Monitoring Form yearly to ensure that they are fulfilling APA course requirements:

The purpose of this checklist is to help each doctoral student in UMN School Psychology Program document that he/she has fulfilled the required course work requirement under the accreditation by the American Psychological Association (APA). Although this is the best attempt by the faculty to help students monitor program requirements, each student is responsible for checking the most recent changes and amendments. To complete this checklist, you are required to use some of the form functions such check box, pull down menus, and fill-in-the-blank (click on the grey area and type in the information).

For each core content area, please check or add the course(s) you took that fulfill the curriculum requirement stated in the Guidelines and Principles for Accreditation of Programs in Professional Psychology (APA Committee on Accreditation, 2005).

### 1. Biological aspects of behavior

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester, Year</th>
<th># of semester credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CPsy 8301 Developmental Psychology: Cognitive Processes AND *CPsy 8302 Developmental Psychology: Social and Emotional Processes</td>
<td>SEMESTER, YEAR</td>
<td>0</td>
</tr>
<tr>
<td>*EPsy 5624 Biomedical and Physical Aspects of Developmental Disabilities</td>
<td>SEMESTER, YEAR</td>
<td>0</td>
</tr>
<tr>
<td>Psy 5137 Introduction to Behavioral Genetics</td>
<td>SEMESTER, YEAR</td>
<td>0</td>
</tr>
<tr>
<td>Psy 5061 Neurobiology of Behavior</td>
<td>SEMESTER, YEAR</td>
<td>0</td>
</tr>
<tr>
<td>Psy 5062 Cognitive Neuropsychology</td>
<td>SEMESTER, YEAR</td>
<td>0</td>
</tr>
<tr>
<td>Psy 5064 Brain and Emotion</td>
<td>SEMESTER, YEAR</td>
<td>0</td>
</tr>
</tbody>
</table>

### 2. Cognitive and affective aspects of behavior

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester, Year</th>
<th># of semester credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CPsy 8301 Developmental Psychology: Cognitive Processes</td>
<td>SEMESTER, YEAR</td>
<td>0</td>
</tr>
<tr>
<td>EPsy 5101 Intelligence and Creativity</td>
<td>SEMESTER, YEAR</td>
<td>0</td>
</tr>
<tr>
<td>EPsy 5112 Knowing, Learning, and Thinking</td>
<td>SEMESTER, YEAR</td>
<td>0</td>
</tr>
<tr>
<td>Psy 5014 Psychology of Human Learning and Memory</td>
<td>SEMESTER, YEAR</td>
<td>0</td>
</tr>
<tr>
<td>Psy 5015 Cognition, Computation, and Brain</td>
<td>SEMESTER, YEAR</td>
<td>0</td>
</tr>
</tbody>
</table>

### 3. Social aspects of behavior

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Year</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CPsy 8302</td>
<td>Developmental Psychology: Social and Emotional Processes</td>
<td></td>
<td></td>
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<tr>
<td>*EPsy 5156</td>
<td>Social and Personality Influences on Education</td>
<td></td>
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<tr>
<td>EPsy 8132</td>
<td>Personality Development and Socialization</td>
<td></td>
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</tr>
<tr>
<td>Psy 5205</td>
<td>Applied Social Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Psy 5207</td>
<td>Personality and Social Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 8107</td>
<td>Personality, Culture, and Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 8201</td>
<td>Social Cognition</td>
<td></td>
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</tbody>
</table>


### 4. History and systems of psychology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Year</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPsy 8905</td>
<td>History and Systems of Psychology: Landmark Issues (required)</td>
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</tbody>
</table>

### 5. Psychological measurement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Year</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>*EPsy 5221</td>
<td>Principles of Educational and Psychological Measurement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPsy 8222</td>
<td>Advanced Measurement: Theory and Application</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Research methodology

☐ EPsy 8215 Advanced Research Methodologies in Education (required)  
  SEMESTER , YEAR  3

☐ EPsy 8822 Seminar on Research in School Psychology (required)  
  SEMESTER , YEAR  3

7. Techniques of data analysis

☐ EPsy 8261 Statistical Methods I: Probability and Inference (required)  
  SEMESTER , YEAR  3

☐ EPsy 8262 Statistical Methods II: Regression and the General Linear Model (required)  
  SEMESTER , YEAR  3

☐ EPsy 8263 Design and Analysis of Experiments  
  SEMESTER , YEAR  0

☐ EPsy 8264 Advanced Multiple Regression Analysis  
  SEMESTER , YEAR  0

☐ EPsy 8265 Factor Analysis  
  SEMESTER , YEAR  0

☐ EPsy 8266 Statistical Analysis Using Structural Equation Methods  
  SEMESTER , YEAR  0

8. Individual differences in behavior

☐ CPsy 8606 Advanced Developmental Psychopathology (required)  
  SEMESTER , YEAR  3

☐ Psy 5135 Psychology of Individual Differences  
  SEMESTER , YEAR  3

9. Human Development
10. Dysfunctional behavior or psychopathology

- CPsy 8606 Advanced Developmental Psychopathology *(required)*

11. Professional standards and ethics

- EPsy 8821 School Psychology Professional Issues *(required)*
- EPsy 8823 Ethics and Professional Standards *(required)*

12. Theories and methods of assessment and diagnosis

- EPsy 8811 Assessment I in School Psychology *(required)*
- EPsy 8813 Assessment Practicum in School Psychology *(1st assessment practicum, required)*
- EPsy 8812 Assessment II in School Psychology *(required)*
- Epsy 8813 Assessment Practicum in School Psychology *(2nd assessment practicum, required)*

13. Effective intervention

- EPsy 8815 Systems Intervention and Consultation *(required)*
- EPsy 8818 Intervention Practicum in School Psychology *(1st intervention practicum, required)*
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester</th>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPsy 8816 Individual Intervention and Consultation (required)</td>
<td>SEMESTER 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPsy 8818 Intervention Practicum in School Psychology (2nd intervention practicum, required)</td>
<td>SEMESTER 1</td>
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</table>

14. **Consultation and supervision**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester</th>
<th>Year</th>
<th>Notes</th>
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<tbody>
<tr>
<td>EPsy 8816 Individual Intervention and Consultation (required)</td>
<td>SEMESTER 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPsy 8818 Intervention Practicum in School Psychology (required)</td>
<td>SEMESTER 1</td>
<td></td>
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<tr>
<td>EPsy 8800 Behavioral Consultation (required)</td>
<td>SEMESTER 2</td>
<td></td>
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<tr>
<td>EPsy 8841 Instruction and Supervision in School Psychology (1st TA, required)</td>
<td>SEMESTER 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPsy 8841 Instruction and Supervision in School Psychology (2nd TA, required)</td>
<td>SEMESTER 2</td>
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</tbody>
</table>

15. **Evaluating the efficacy of interventions**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester</th>
<th>Year</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPsy 8815 Systems Intervention and Consultation (required)</td>
<td>SEMESTER 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPsy 8818 Intervention Practicum in School Psychology (required)</td>
<td>SEMESTER 1</td>
<td></td>
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</tr>
<tr>
<td>EPsy 8816 Individual Intervention and Consultation (required)</td>
<td>SEMESTER 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPsy 8818 Intervention Practicum in School Psychology (required)</td>
<td>SEMESTER 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPsy 5243 Principles and Methods of Evaluation</td>
<td>SEMESTER 0</td>
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</table>

Your Name: ___________________________  Signature: ___________________________  Date: __________

Advisor’s Name: ___________________________  Signature: ___________________________
Research Mentorship

Upon entering the Ph.D. program, students participate in a research mentorship program. Each student is required to fulfill four semesters of supervised research experience, which is monitored in the Jonquil Memo. **Up to two semesters of this requirement can be waived** according to the student's previous experience. Waivers of requirements and exceptions to this policy must be approved by the advisor and faculty.

Students typically satisfy this requirement by a research assistantship (RA) during years 1 and 2. However, research experiences may be gained through paid assistantships or credit (e.g., EPsy 8993). Students may not register for credit for any activities for which the student is also paid through an RA position. If the student is paid for 20 hours per week but works 25 hours per week, the student, with permission of the advisor and project director, could register for credit (EPsy 8993) for the extra 75 hours per semester. Should students not hold a paid research assistantship, they will want to register credits for their research mentorship. In this situation, students have two choices. They may wait until they have completed their preliminary oral and register for EPsy 8888 for 18 credits to reflect this experience. Or, students may register for EPsy 8993 concurrently while completing their mentorship experience. The decision should be made with their advisor.

Teaching/Supervision

Each Ph.D. student is required to fulfill two semesters of teaching and supervisory experience. **One of these experiences may be waived** on the basis of the student's previous experience. Waivers and exceptions to the policy must be approved by the advisor and faculty, typically at the Student Review Meeting in May. A student receives two credits of EPsy 8841 for each semester they teach and supervise.

To complete this requirement, students must be a TA for at least 1 semester in the Assessment sequence supporting Epsy 8813. The second semester may be fulfilled in Assessment or other settings and experiences designed with the advisor. Students choosing to meet part of this requirement through a teaching assistantship for a course other than Epsy 8813 will need to meet with the instructor for EPsy 8841 to obtain approval. Students must file the "Supervision Agreement Form" with the EPsy 8841 instructor and submit a copy to their advisor. Students may be paid for these experiences; however, they cannot take credits if paid. Under these conditions, they will request a waiver for registering credits. Child Development students may complete this requirement by being a TA in Child Psychology classes. Joint Child Psychology students must meet with their advisor to ensure that their TA experience meets the APA supervision experience, which students get by being a TA for assessment classes in School Psychology.

Master's Program

All students who do not have a master's degree must complete a master's degree during their course of study in School Psychology. Following completion of 14 graduate credits or by the end of 2nd semester, students should complete the Masters Degree Program form from the Graduate School. On this form the student lists all coursework (completed and proposed) required for the degree. This form must be signed by your advisor and Director of Graduate Studies (DGS). The form is then submitted to the Graduate School for approval. These forms are available on line at: [http://education.umn.edu/EdPsych/forms/default.html](http://education.umn.edu/EdPsych/forms/default.html)
This program lists 30 semester credits including 6 outside (non-EPsy) credits in these areas:

<table>
<thead>
<tr>
<th>Coursework Area</th>
<th>Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>3 credits (1 course)</td>
</tr>
<tr>
<td>Social Psychology or Personality</td>
<td>3 credits (1 course)</td>
</tr>
<tr>
<td>Statistics and Measurement</td>
<td>See Ph.D. requirements for Statistics, Measurement or Evaluation (Pg. 36)</td>
</tr>
<tr>
<td>Related Fields (Non-EPsy courses)</td>
<td>6 credits (2 courses)</td>
</tr>
<tr>
<td>Additional EPsy courses</td>
<td>To total 30 credits</td>
</tr>
</tbody>
</table>

The minimum GPA for courses listed on the student’s official program is 2.80. At least two-thirds of the credits completed in the Graduate School (and all taken to fulfill the EPsy core) and included on the degree program must be taken under the A-F system. Up to 40% of the degree coursework (graduate level taken for graduate credit) can be transferred from other graduate schools or other department/ work at the University of Minnesota (as non-degree graduate student meeting specific registration criteria).). Credits earned more than 7 years ago cannot be applied to the M.A.

A form to propose examining committee members for the master’s oral defense is submitted with the program. For the masters, an examining committee is comprised of three faculty members: your advisor, another examiner with Educational Psychology Graduate status, and one faculty member from another department (e.g., Child Psychology or Educational Policy and Administration). Students, in conjunction with their advisor, identify potential committee members, solicit their acceptance to serve, and make a recommendation of them to the DGS for committee members.

**Master’s Thesis**

The Master’s thesis serves as the basis for an oral examination of candidates for degree leading to receipt of a Masters of Arts degree from the Graduate School in Educational Psychology. As students in the Specialist track are not seeking a terminal Masters degree, students can complete a master’s document using either a Plan A or Plan B format (see specifics below). Most students in our program choose Plan B.

**Scope** The Master’s Thesis is a scholarly document. Theses can be either reports of empirical investigations or integrative reviews of an academic literature. Although the faculty prefer empirical reports (including pilot studies, narrowly focused analyses of existing data sources, or original research), they will also accept integrative literature reviews when suggested by a student and advisor. While empirical investigations may be suitable for further dissemination, it is assumed that integrative literature reviews will be of scope and quality to warrant publication in a peer-reviewed journal.

Given the scope of theses, it is likely that many will subsequently be submitted for publication. Peer-review does not, however, replace advisement and examination at the University of Minnesota. It is assumed that students may be conducting thesis research on topics related to grant or contract activities.

**Topic** The topic for a Master’s Thesis is developed by the student and advisor to reflect (a) an area of concern to School Psychology, Educational Psychology, or related discipline; and
(b) an area of interest to the student, ideally related to his/her long-term professional interest. Also, the topic must be acceptable to the advisor on behalf of the Committee.

The student should participate substantially in selection of a topic, generation of research questions or a procedural plan, collection of relevant literature and research information, data analysis, and interpretation. The student should receive collegial support and feedback from the advisor and/or others during all phases of this project.

**Format** While the degree of detail appropriate for a Master's document is difficult to describe, two guidelines might help:

- The thesis topic should be relatively focused, and the investigation described fully in the manuscript. The document is to be written in APA-style having the following:
  - **Introduction** section including a review of current knowledge of both empirical reports and literature reviews, need for further work, and purpose of this project,
  - **Methods** section detailing the methodology employed,
  - **Results** section detailing the findings of the investigation, and
  - **Discussion** section including any interpretation of the findings and its relationship/contribution to the existing literature.
- Most Master's theses will be **15-30 pages in length**. Although length does not dictate quality, most manuscripts should be of length equivalent to that of journal submissions.

**Advisement** It is assumed that the student will work with his or her academic advisor for the master's study; however, some topics or other considerations might require the student to work more closely with a **Thesis Advisor** other than the academic advisor. A Thesis Advisor must hold graduate faculty status at the University of Minnesota and should serve as an Examination committee member. Selection of a thesis advisor other than the academic advisor must be arranged and accepted explicitly by the student, academic advisor, and thesis advisor. A written agreement regarding the responsibilities and authority of each individual is recommended.

**Style** Master's theses can be submitted as either Plan A or Plan B manuscripts; Plan A theses must meet manuscript requirements of the University of Minnesota Graduate School, but otherwise Plan A and Plan B theses will not differ in scope, quality, or style. Further, all School Psychology Master's theses will be prepared in accordance with publications guidelines of the American Psychological Association, as described in its most current edition, *Publications Manual, 5th edition*.

**Process**

8. **Select topic** Based on student interest, experience, and objectives, the student and advisor develop a general topic and operational plan for thesis.

9. **Develop research plan** Based on this topic, the student will develop a detailed outline and timeline for all activities leading to preparation of thesis. This outline will be reviewed with, and accepted by, the student's advisor. If appropriate, the student and advisor will circulate a prospectus for the study to examination committee members.

10. **Human Subjects Approval** Obtain Institutional Review Board approval for research with guidance from your advisor. Information about human subjects is provided in the IRB website (www.irb.umn.edu).

11. **Implement research plan** The student will execute the plan agreed to with the advisor.

12. **Prepare manuscript**. The student will draft the thesis manuscript and submit this draft to the advisor for review and comment. The student will then revise the manuscript based on advisor comments. Review and revision will continue until the student and advisor agree that the manuscript is ready for defense.
13. **Oral examination.** After final revisions of the completed manuscript, the student will schedule a meeting of the examining committee. The thesis should be distributed to examining committee members **two weeks in advance of the oral defense.** The examination will last for no more than one hour, and will include a review of the research plan, the results, and any questions or discussions from any member of the committee. Questions related to the relationship between a thesis and professional practice or other research is also warranted. The committee will vote privately at the close of this examination with the results communicated immediately to the student.

14. **Complete paperwork.** If the student passes this examination, the student will submit the examination materials and degree request forms. If the examination is failed, the advisor will develop a remedial plan with the student.

For EPsy students, a “predoctoral research” requirement must also be met. Students completing a Master’s degree as part of their doctoral studies in EPsy fulfill this requirement by completing and defending their MA thesis. Students with Master’s degrees from other programs should consult the EPsy Graduate Handbook and their advisor to review their options for meeting this requirement.

**Ph.D. Program**

Doctoral students must submit their doctoral programs to the Graduate School no later than after successful completion of 4 semesters of coursework. The doctoral program must be submitted before taking written preliminaries and at least two semesters prior to the term in which the preliminary oral examination is to be scheduled. On this form students list all coursework (completed and proposed) required for the degree. Transfer work from other graduate schools may be included as appropriate. This form must be signed by your advisor and Director of Graduate Studies (DGS). The form is then submitted with a current transcript of all graduate work taken at the U of M to the Grad School, which will notify you of final approval of your program. Program forms are available on line at: [http://education.umn.edu/EdPsych/forms/default.html](http://education.umn.edu/EdPsych/forms/default.html)  [Note: After filing, it is possible to make changes in your program by a petition approved by your advisor and the director of graduate studies.]

This program lists **80+** semester credits including **12** outside credits. Requirements include:

<table>
<thead>
<tr>
<th>Coursework Area</th>
<th>Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>3 credits (1 course)</td>
</tr>
<tr>
<td>Learning</td>
<td>3 credits (1 course)</td>
</tr>
<tr>
<td>Research Methods</td>
<td>6 credits &amp; Project</td>
</tr>
<tr>
<td>Social Psychology or Personality</td>
<td>3 credits (1 course)</td>
</tr>
<tr>
<td>Statistics, Measurement, Evaluation</td>
<td>12 credits w/ 6 in statistics at the 8xxx level ; 3 credits in measurement</td>
</tr>
<tr>
<td>Additional EPsy courses</td>
<td>9 credits min</td>
</tr>
<tr>
<td>Supporting Program (Non-EPsy or Internal minor)</td>
<td>12 credits min</td>
</tr>
<tr>
<td>Doctoral Thesis Credits [EPsy 8888]</td>
<td>24 credits</td>
</tr>
</tbody>
</table>

At least two-thirds of the credits completed in the Graduate School (and all taken to fulfill EPsy core) and included on the degree program must be taken under the A-F system.

Educational Psychology Ph.D. programs must have at least 27 semester credits of didactic coursework (excludes human relations courses/workshops) in psychological foundations (or equivalent courses) as a central part of the major emphasis to obtain director of graduate
studies (DGS) approval. Unless declaring an internal minor (please see the Educational Psychology Student Handbook) or supporting program, courses offered with EPsy designators may not be listed as part of a supporting program or related field. They are considered major-field coursework. (If student has internal minor, they must register for at least one course outside of Educational Psychology.)

A form to propose Ph.D. oral examining committee members is submitted with the program. For the doctorate, a preliminary examining committee is comprised of four members: your advisor, two examiners from Educational Psychology, and one examiner from your minor or supporting program or outside department (e.g., Child Psychology or Educational Policy & Administration). Students, in conjunction with their advisor, identify potential committee members, solicit their acceptance to serve, and make a recommendation of them to the DGS for committee members.

Note: There is no language requirement for Ph.D. students in educational psychology, psychology, or child psychology. However, proficiency in language(s), as well as special research techniques, may be offered as part of the degree program with advisor approval.

Educational Psychology Preliminary Requirements
To complete a Ph.D. in Educational Psychology, students must complete two preliminary examination phases: a written preliminary phase and an oral preliminary phase. To begin the written preliminary phase, students must complete: (a) coursework in core areas (statistics, measurement/evaluation, learning/cognition, and social psychology), (b) 2 semester courses of research methodology (one department-specific and one school psychology-specific), and (c) a predissertation paper (e.g., M.A. Thesis). Students may consult the Educational Psychology Handbook for more specific information on degree requirements and guidelines for the predissertation paper. The written preliminary phase consists of program-specific special field preliminary requirements and CANNOT begin until the MA degree is completed. For School Psychology Program, there is one written preliminary examination, which is the Applied Measurement and Statistics exam. The oral preliminary phase requires an integrative literature review (oral preliminary paper) and an oral exam. [See the following descriptions of these requirements.] Students may consult the Department Handbook for additional information about preliminaries, including paperwork to be filed and their due dates.

Special Field Preliminary Exam
The special field preliminary requires students to demonstrate competencies across coursework and field-based experiences, as well as, an integration of competencies expressed through portfolios and written evidence of the student’s ability to synthesize information across content areas. Students are eligible to submit the Special Field Preliminary Requirements form to their advisor and complete the Special Field Preliminary only after: (a) submitting the PhD degree program, (b) passing the M.A. final oral exam, and (c) completing sufficient practical experience (usually during internship). No exceptions to this rule will be granted. For students who come in the program after Fall 2004, the special field preliminary exam consists of five sections including: (a) school psychology coursework, (b) educational psychology coursework, (c) a portfolio, (d) a written comprehensive exam, and (c) the School Psychology Praxis Examination.

The two written examinations administered by the School Psychology program (Comprehensive Written Exam and Statistics & Measurement Exam) are offered twice during an academic year: the Tuesday after Dr. Martin Luther King, Jr. Birthday and the Tuesday before the Memorial Day. In the Fall, students are asked to submit their intent of taking the written prelim(s) for the academic year. For specific details in regard to the two written preliminary examinations,
please consult the subsequent section entitled, "Written Preliminary Examinations in Section XI in this handbook.

The remaining sections of the Special Field Exam are due within two weeks after the Comprehensive Written Exam. At this time, a copy of the completed Ph.D. Special Field Preliminary Requirements form along with appropriate documentation must be returned to the school psychology program assistant. Each Ph.D. student must meet the requirements of the special field preliminary before the degree is granted. The results of the preliminary must be submitted to the Graduate School at least five weeks prior to the anticipated graduation date.

Special Field Preliminary Requirements

1. **Grades for School Psychology**: B- or better on all final exams and course grades for:
   a. 5851 Collaborative Family-School Relationships
   b. 8811-8813 Assessment
   c. 8815-8816 Intervention & Consultation
   d. 8821 School Psychology Professional Issues
   e. 8823- Ethics and Professional Standards
   f. 8800 – Behavioral Consultation

   OR

   Demonstrated competence in that area as determined by the student and advisor (e.g., students may be asked to retake a comparable final exam devised by the course instructor and advisor or write a paper in the content area)

2. **Grades for Educational Psychology**: B- or better for all course grades

   OR

   Demonstrated competence in that area as determined by the student and advisor (e.g., students may be asked to retake a comparable final exam devised by the course instructor and advisor or write a paper in the content area)

3. **Portfolio** Students will be required to develop a portfolio that contains evidence of competency within the NASP Training Standards competency areas. The portfolio will be discussed by students and their advisors annually prior to the Jonquil Memo. The Jonquil Memo will provide students with feedback on their progress. In order to meet requirements for the special field preliminary, a final review of the student’s portfolio must be conducted during the spring of the third year by the advisor.

4. **Personal Competency Statement** (*for students entering the program prior to Fall 2004 only*) This statement is a written description (maximum 5 pages) of one’s competencies focusing on areas of expertise and boundaries or limits of practical skills. Students are required to submit this statement at the time of their Personal Specialization Paper (most likely during the spring term of their 3rd year). Students are expected to have considerable field-based experience in school psychology prior to writing this statement. This statement must be based on coursework, research, and school/clinical experiences. The statement should represent a succinct, integrative summary of many discrete skills and interests with consideration of general service delivery parameters (e.g., age range of consumers, service settings, focus of prevention/intervention efforts). Of all the components of a portfolio, this document should represent the best succinct definition of “who you are and what you can do” as a developing professional school psychologist. Statements will be read by the student’s advisor, who will provide feedback and may request revisions of the statement. Feedback forms used by advisors for scoring purposes may be obtained in 250 EdSciB.
5. **Comprehensive Written Examination** (for students entering the program in or after Fall 2004). See separate section on comprehensive written examinations.

6. **School Psychology Praxis Examination** Each student must take and receive a passing score on the School Psychology Praxis Examination, which would then make them eligible to apply for national certification as a school psychologist.

**Oral Preliminary Paper and Examination**
The oral preliminary provides a general review of the qualifications of the student for degree candidacy of a Doctorate of Philosophy in Educational Psychology and of their scholarly work on an integrative literature review. In this phase, students complete an oral preliminary paper and an oral examination to defend their progress and scholarly work to their committee members.

**Oral Preliminary Paper**
The oral preliminary paper serves as the guiding document for the oral examination. Guidelines for the paper can be found in the *Educational Psychology Handbook*.

**Scope** While there is some variability in advisors' specific expectations for these papers, Orals Papers uniformly represent a scholarly document that synthesizes an area of theory, research, and/or practice closely related to the student's own academic program and area of focus. The *Educational Psychology Handbook* describes Orals Papers in this way:

*The intent of the paper is to integrate the literature in a prescribed area of research. It should not include a specific plan of the student's dissertation. The paper is modeled on those integrative reviews found in the Review of Educational Research, Psychological Bulletin, or Psychological Review. Conceptually, the paper is neither a mindless listing of studies in excessive detail, nor a widely speculative paper with no evidence offered in support of argument. It is not flawed by theoretical gaps in the literature review. Rather, the paper identifies major issues in the area chosen. It is guided by ideas and uses information selectively and critically with respect to those ideas. It reflects methodological sophistication in the description of research strategies and results. The paper is to be coherent. Being analytic, integrative, and topically constrained, the paper is not to be discursive or of excessive length. It will normally range from 20-40 pages of double-spaced text. Given the scope and scholarly nature of this paper, it is possible that the product will subsequently be submitted for publication. Peer review does not replace advisement and examination at the University of Minnesota. If submitted for publication in a peer-reviewed journal or otherwise disseminated, APA guidelines should be used to determine order of authorship. In virtually all instances, however, the work should represent sole author (or, at a very minimum, senior author) effort by the student. It is assumed that students may prepare orals papers on topics related to grant or contract activities. While the grant may have been awarded (in whole or in part) to support preparation of scholarly reviews and these responsibilities have been assigned to the student, preparation of an orals paper must be over and above the work for which the student it paid.*
**Topic** The topic for an orals paper will be developed by the student in consultation with the advisor, and will reflect (a) an area of concern to School Psychology, Educational Psychology, or a closely related discipline; and (b) an area of interest to the student, ideally related to their long-term professional interest. While not restricted, this topic is often closely related to the student's proposed dissertation topic. Generally, the topic must be acceptable to the advisor on behalf of the Committee. The student must assume primary responsibility for selection of a topic, generation of scope and procedural plans for conducting the review, collection of relevant literature and research information, review synthesis, and preparation of the final paper. While the student may receive collegial support and feedback from the advisor or others ancillary to this project, the final paper must reflect the individual effort and perspectives of the student. In short, the orals paper is a single-author effort.

**Format** As noted, the format for orals papers closely follows that of other integrative reviews available in Educational Psychology. In all instances, orals papers should include (a) clear statement of the topic, (b) integrative review of relevant literature, (c) synthesis of extant knowledge, and (d) directions for future scholarship.

**Advisement** It is assumed that the student will work with his or her academic advisor to select a topic. While collegial assistance is appropriate in preparation of orals papers, after selection of the general topic, further effort is sole responsibility of the student.

**Style** All orals papers will be prepared in accordance with publications guidelines of the American Psychological Association as described in their Publications Manual, 5th edition.

### Oral Preliminary Examination

The examination is taken after completing all required core coursework in Educational Psychology and the majority of all Ph.D. coursework. The examination covers the major field, the minor field or supporting program, and any work fundamental to these areas, including the student's dissertation topic. This examination is conducted in a closed session by the examining committee submitted with the doctoral program. The oral preliminary paper must be distributed to committee members **two weeks in advance of the oral exam**. The oral must also be scheduled at least one week in advance in the Graduate School. The examination will last for no more than two hours, and will include a review of the student's program, portfolio, and any questions or discussions from any member of the committee. Questions related to the relationship between student research and professional practice or other research is also warranted. The committee will vote privately at the close of this examination with the results communicated immediately to the student. A written prelim form must be submitted to the graduate school (See Educational Psychology Handbook) and the internal checklist for showing completion of written preliminary form must be submitted to the DGS for signature. The prelim oral CANNOT be scheduled until the Written Prelim Exam form is submitted to the graduate school.

[Note: The oral prelim may not be held during the summer (unless the members of the assigned committees agree to assemble without substitution). Students will usually take the exam spring semester of 3rd year or fall semester of 4th year in the program.]

**Students must take their preliminary oral exam and have their thesis panel meeting prior to beginning their internship.** See detailed discussion of the Educational Psychology oral preliminary and thesis panel meeting in the *Handbook of the Educational Psychology Graduate Program*.

### Skills for the Oral Preliminary Examination
No specific criteria are provided for committee evaluations of student performance; however, there are skills and competencies that are necessary (but not sufficient) for successfully completing this Preliminary Oral Examination. These skills represent accumulated training, experience, and perspective, and are fundamental not only to the preliminary oral examination but to other scholarly and professional endeavors.

1) Provide a clear statement of themes, findings, or dilemmas that represent your interest in an existing body of literature.
   a) Make a clear statement of the area of literature, and theme(s) reviewed
   b) Provide a rationale for, and support of, identified theme(s)
   c) Describe the relation between identified theme(s), broader literature, and ongoing area of scholarly and/or professional activity

2) Have a sufficient store of facts: Master foundational areas of content (e.g., school psychology, drop-out prevention, early intervention), theory (e.g., developmental psychopathology, operant psychology), and technical skill (e.g., statistics, experimental design, measurement)

3) Read and discuss issues broadly

4) Monitor relevant journals & periodicals, conference proceedings, and professional activity

5) Demonstrate your capacity to ask complex conceptual questions
   a) Identify gaps of knowledge or theory in extant literature
   b) Identify gaps or shortcomings in methodology of extant literature
   c) Integrate perspectives or findings from multiple areas or sources

6) Demonstrate your capacity to answer complex conceptual questions
   a) Define essential element(s) of questions, when asked
   b) Identify information pertinent to each identified element
   c) Organize and present information coherently
   d) Check for understanding

7) Defend your own perspective, or change and accommodate that perspective when appropriate: Develop clear, supportable perspectives and opinions on body of theory, research, and methods

8) Know what you think, and the assumptions and facts on which your perspectives and opinions are based

9) Identify views that diverge from your own
   a) When divergence can be accounted for by differences in factual knowledge, change your view to accommodate new facts
   b) When divergence can be accounted for by differences in perspective or opinions, identify essential differences and provide rationale for your position on these differences

10) Be consistent, coherent, and respectful in responses to others' questions and challenges

**Ph.D. Candidacy**
Candidacy is established when the oral preliminary exam has been passed. Students are then allowed to register for doctoral thesis research credits (i.e., EPsy 8888) and must register at least once each semester until all requirements for the Ph.D. have been completed. Once you have registered for all 24 thesis credits, there are two options for continuing registration. If you have a student loan you wish to defer until after graduation, you will want to register for EPsy 8444 (1 cr. Tuition charge, but no student service fees) which is coded in the University registrations system as “full time” student. You must submit the “application for full-time status with one-credit registration” form each semester you register for EPsy 8444. The DGS (Asst.)
will enter the “student specific” permission allowing you to register for this. If you don’t have a loan to defer, you will want Grad 999 (0cr=$0 tuition/fees). Note: The Educational Psychology programs limit students to four semesters of Grad 999 registration. A time limit of 5 years for completion of the Ph.D. begins once you have passed the oral preliminary and is strictly enforced by the graduate school!

Students classified All But Dissertation (ABD) must report on their progress toward degree completion annually to the coordinator. The faculty supports deadlines established by the Graduate School and often sets specific deadlines for students to finish their dissertations. Failure to comply with the mutually agreed upon deadlines will jeopardize the student's status in the program or the Graduate School.

Dissertation
The doctoral thesis, or dissertation, serves as the basis for an oral examination of candidates for degree leading to receipt of a Doctorate of Philosophy in Educational Psychology from the Graduate School.

Scope The dissertation is a scholarly document of a report of an empirical investigation. The focus of the empirical report may include pilot studies, analyses of existing data sources, or original research. It is assumed that the work will be of scope and quality to warrant publication in a peer-reviewed journal. Given the scope of theses, it is likely that many will subsequently be submitted for publication. Peer-review does not, however, replace advisement and examination at the University of Minnesota. It is assumed that students may be conducting thesis research on topics related to grant or contract activities. Unless the grant was awarded to the student, the work completed for the thesis must be over and above work specified in the grant or contract work for which a student is paid.

Topic The topic for a dissertation is developed by the student with approval of the Thesis Panel (see below) to reflect (a) an area of concern to School Psychology, Educational Psychology, or related discipline and (b) an area of interest to the student, ideally related to his/her long-term professional interest. The dissertation research should represent original work in the selected topic area and make unique contributions to the field.

The student should select the topic, generate research questions or a procedural plan, collect relevant literature and research information, analyze data, and interpret findings. While the student should receive collegial support and feedback from the advisor and others associated to this project, the final product must reflect the individual effort and perspectives of the student. In short, the dissertation is a single-author effort.

Format While the degree of detail appropriate for a doctoral document is expected to be thorough, the appropriate balance may be difficult to discern. Two guidelines might help:

- The thesis topic should be relatively focused, and the investigation described fully in the manuscript. The document is to be written in APA-style having a/an:
  - Introduction section including a review of current knowledge of both empirical reports and literature reviews, need for further work, and purpose of this project,
  - Methods section detailing the methodology employed,
  - Results section detailing the findings of the investigation, and
  - Discussion section including any interpretation of the findings and its relationship/contribution to the existing literature.
- Most dissertations will be between 80-120 pages, although length does not indicate quality.
Many references about writing theses and dissertations are available in the Student Resource Room. In addition, the University often hosts workshops and support groups for students completing dissertations that may offer assistance.

**Advisement** It is assumed that the student will work with his or her academic advisor for the doctoral study; however, some topics or other considerations might require the student to work more closely with a **Thesis Advisor**. A Thesis Advisor must hold graduate faculty status at the University of Minnesota and should serve as an Examination committee member. Selection of a thesis advisor other than the academic advisor must be arranged and accepted explicitly by the student, academic advisor, and thesis advisor. A written agreement regarding the responsibilities and authority of each individual is recommended.

**Thesis Panel** The Thesis Panel is comprised of at least 3 members who help shape the initial plans of the dissertation. The members include your advisor and at least 2 additional members, 1 from your major and 1 from your supporting program.

**Thesis Examining Committee** The Thesis examining committee is comprised of 4 members who review the completed dissertation and participate in the final oral exam. The members include your advisor, two internal examiners (i.e., from your major), and 1 external examiner (i.e., from your minor, supporting program, or another department). Your advisor cannot chair the committee.

**Style** Doctoral theses must meet the manuscript requirements of the University of Minnesota Graduate School. Exact instructions on preparation of the thesis are available at the Graduate School in 316 Johnston Hall or on the Graduate School website at [http://www.grad.umn.edu/gsss/](http://www.grad.umn.edu/gsss/). Further, all School Psychology Doctoral theses will be prepared in accordance with publications guidelines of the American Psychological Association, as described in its most current edition, *Publications Manual, 5th edition*.

Four copies of the thesis must be provided: 1 unbound copy for the graduate school, 1 for you, 1 for your advisor, and 1 for the School Psychology Resource Room. A complete draft of the thesis must be finished and registered in the office of the dean of the Graduate School at least 9 weeks before the commencement at which you expect to receive your degree.

**Examinations** The student must complete a final oral examination (referred to as a defense) administered by the student's doctoral examining committee made up of three members from Educational Psychology, including your advisor, and one member from an outside department. The final oral cannot be scheduled during the same semester that the preliminary oral is taken. The final oral is scheduled with the Graduate School after: (a) all coursework on the degree program is complete, and (b) the reviewer’s report form is signed by the three readers and filed with the Graduate School. Both forms need to be filed with the Graduate School at least one week before the final oral. The time and place of the final oral is posted in the Department to permit the public to attend. Notify the DGS Assistant to do this. Students should announce their final oral to faculty and students in the School Psychology program by posting/distributing flyers or using the listserv. Heather can assist with this announcement. The first half of the final oral is open; the last half is closed with only the doctoral candidate and the examining committee members present. A member of the committee other than the advisor acts as chair during the final oral.

**Process**
1. **Select Topic** Based on student interest, experience, and objectives, the student and advisor develop a general topic and operational plan for thesis.
2. **Develop Prospectus and Research Timeline** Based on the topic, the student will develop a Prospectus that summarizes the proposed area of research, the research rationale, and the research design. Additionally, the student should develop a detailed outline and timeline for all activities leading to preparation of thesis. This outline should be given to the Thesis Panel prior to meeting.

3. **Meet with the Thesis Panel** The student will meet with the Thesis Panel who will consider and approve the thesis topic, plan, and procedures prior to submission of the thesis proposal to the DGS.

4. **Submit the Thesis Title Form** After the thesis panel's approval, the thesis title form must be submitted to the DGS [no later than the 1st semester after passing the preliminary oral]. Students should file, with their advisor's approval, the title and statement of their doctoral dissertation on the *Thesis Title* Form with the Graduate School. The Graduate School requires that the thesis title be accompanied by a typed statement (250 words in length) describing the research to be undertaken and the methods to be used in carrying it out.

5. **Human Subjects Approval** Obtain Institutional Review Board approval for research with guidance from your advisor.

6. **Implement Research Plan** The student executes the agreed upon research plan.

7. **Prepare Manuscript** The student will draft the doctoral manuscript and submit drafts to the advisor and/or committee members for review and comment. The student will then revise the manuscript based on these comments. Review and revision will continue until the student and committee agree that the manuscript is ready for defense.

8. **Registration and Distribution of the Thesis** When a clean, complete, typed draft of the thesis has been prepared, request a Graduation Packet from the Graduate School. It will include a reader's form that the student circulates with the thesis to his/her three readers (ordinarily his/her advisor, a member representing the minor or supporting program, and one other member from the major field). This committee must be unanimous in certifying that the thesis is ready for oral defense before the final oral can be held. When the form is returned to the Graduate School, a request for scheduling the final oral is made and instructions for submitting the thesis are issued. Committee members should have 30 days to read the thesis.

9. **Oral Examination/Defense** After final revisions of the completed manuscript, the student will schedule a meeting of the examining committee with the Graduate School. Students must notify the DGS assistant of the date, time, and place of the final oral so that the scholarly community may be invited to the seminar portion of the defense. The examination will last for no more than one hour, and will include a review of the research plan, the results, and any questions or discussions from any member of the committee. Questions related to the relationship between a thesis and professional practice or other research is also warranted. The committee will vote privately at the close of this examination with the results communicated immediately to the student.

10. **Complete paperwork** If the student passes this examination, the student will submit the examination materials and degree request forms.

**Binding the Thesis**

After the thesis committee has read and approved the thesis and the student has successfully passed the final oral examination for the degree, one unbound copy on regular copy paper is to be delivered to the Graduate School. Also, one unbound copy should be given to your thesis advisor and one bound copy should be given to Heather McLaughlin for placement in the Educational Psychology Resource Library.
Internship
Successful completion of the internship is necessary for the Ph.D. degree. Coursework and preliminary requirements must be completed before students go on internship. However, students may complete their internship before or after their final oral defense. This decision should be made in consultation with the student’s advisor. If the student elects to complete the final oral exam prior to internship, the student must complete internship within the next two school years after the final oral examination. **Students are strongly encouraged to attend the fall internship planning meeting if they are planning to complete their internship requirement in the fall of the following year.** Here are the general steps for students who may want to complete their dissertation before internship:

1. Register the 10 internship credits according to the student’s degree program form; however, the students will not receive their grade until the internship is actually completed.

2. When the student is ready for his/her final defense, have his/her advisor send a written statement to the Graduate School stating that the student will be completing his/her internship within the next 18 months. (All other courses on the degree program form must be graded.)

3. Proceed with the defense.

4. Complete the 1500 hours of internship and meet all internship requirements including a doctoral level primary supervisor and at least 600 hours of the internship is in a school setting where the intern have access to general education students.

5. The internship grade will be submitted after all the internship requirements are met and the final written evaluation is received.

For additional information regarding internships, consult the practica/internship coordinator and the supplemental Handbook of School Psychology Internships, General Information, Requirements, and Procedures.

Typical Progress toward Degree Completion for Doctoral Students
Doctoral students usually finish their entire course of study within 5 years. In the first 2 years, students focus on completing coursework while participating in research. In the spring and summer of their second year, students complete and defend their Master’s. Students then complete their coursework and practica in their 3rd year. In the 4th year, students participate in dissertation topic. In the 5th year, students complete their internship. Some students alternate dissertation and internship requirements. Students who elect to complete their internship prior to their dissertation study are eligible for applying for a dissertation fellowship, competitively offered by the Graduate School.

Checklist for Progress Toward Degree Completion

<table>
<thead>
<tr>
<th>Meet with your advisor to decide on your 1st year of coursework and on the Master’s Plan A/B option. Register for the agreed upon coursework and appropriate amount of research credits for the Master’s option chosen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain the <em>Degree Program</em> form from Graduate School (<a href="http://www.grad.umn.edu/gsss">www.grad.umn.edu/gsss</a>), or 316 Johnston and complete the MA program.</td>
</tr>
</tbody>
</table>
After first semester in the program, submit M.A. program and Examining Committee Consent form to your advisor for signature. Then send it to the Director of Graduate Studies (DGS), Jennifer McComas. [Give it to the DGS Asst. in room 250 Education Sciences Building]. Note: You will need faculty to agree to be Master’s committee members at this time; however, these initial agreements are not set in stone and changes in committee members can be made later.

Continue coursework according to the plans developed [and redeveloped] with your advisor.

Select a Master’s topic based on student interests and experiences and develop a research plan (detailed outline and timeline) with approval from your advisor.

Obtain human subjects approval with guidance from your advisor.

Implement research plan as agreed upon.

Request MA graduation packet

Prepare manuscript and submit for review and revision to your advisor until it is ready for defense.

Schedule a one-hour oral defense with all of your Master’s committee members.

<table>
<thead>
<tr>
<th>Plan A</th>
<th>Plan B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain a Graduation Packet from Graduate School</td>
<td>Obtain a Graduation Packet from Graduate School</td>
</tr>
<tr>
<td>Distribute the thesis to committee members 2 weeks before the oral defense</td>
<td>Distribute the Plan B paper to committee members 2 weeks before the oral defense.</td>
</tr>
<tr>
<td>After your committee members have read and approved your thesis and signed off on the Thesis Reviewer’s Report form, return the form to the Graduate School and pick up the Final Examination form.</td>
<td>You will need your Final Examination form at your oral defense. That form will be in the graduation packet.</td>
</tr>
<tr>
<td>Hold the final oral exam where committee members will sign off on the final exam form. Return the form to the Graduate School.</td>
<td>Hold the final oral exam where committee members will sign off on the Final Exam form. Return the form to the Graduate School.</td>
</tr>
<tr>
<td>File two unbound copies of your thesis with Graduate School</td>
<td></td>
</tr>
<tr>
<td>Submit the Application for Degree form to 200 Fraser Hall by the 1st working day of the month in which you wish to graduate.</td>
<td></td>
</tr>
</tbody>
</table>

Before the Fall of 3rd year, submit doctoral degree program and the Examining Committee Consent form to your advisor for signature. Then send it to the DGS. Note: You need faculty to agree to be doctoral committee members at this time; however, initial agreements are not set in stone and changes may be made.

Complete required core coursework in Educational Psychology

Complete and pass the School Psychology Praxis Examination

Complete Special Field Preliminary requirements and submit special field preliminary requirements form and supporting materials to advisor.

Take the Special Fields Preliminary Applied Statistics and Measurement Exam. Submit Checklist for Showing Completion of Written Prelim and Prelim Written Exam report to the DGS assistant.
| Research and write the Oral Preliminary Paper |
| Schedule a three-hour Preliminary Oral Exam one week in advance with Graduate School |
| Hold the Preliminary Oral Exam and return committee members signatures on the Ora/Exam form to Grad School. |
| Select a dissertation topic based on student interests and experiences and develop a research plan (detailed outline and timeline called a Prospectus) with your advisor. |
| No later than 1st semester after passing oral preliminary, meet with the Thesis Panel to gain approval for the topic and research plan. |
| Submit Thesis planning panel and thesis title forms w/ statement of research design |
| Obtain human subjects approval with guidance from your advisor. |
| Implement research plan as agreed upon. |
| Prepare manuscript and submit for review and revision to your advisor and/or committee members until it is ready for defense. |
| Obtain Ph.D. Graduation Packet from Graduate School. |
| Distribute copies of the dissertation to readers with Reviewers Report Form to certify that the dissertation is ready for defense. |
| Return Reviewers Report Form to Graduate School, and schedule a 3-hour final oral at least one week in advance. |
| Notify DGS assistant of time, date, and place of final. |
| Hold the final oral exam and return committee members signatures on the Ora/Exam form to Grad School. |
| Submit the application for degree and pay any graduation fees by the first day of the month in which you plan to graduate. |
| File one unbound copy of the dissertation and any additional forms with the Graduate School. |
| If you plan to attend commencement, you must fill out and submit the commencement form to the graduate school. You will need the signature of your advisor and the DGS. |

**SECTION XI: Comprehensive Written Examinations**
Background:

For Specialist Certificate students: The University of Minnesota School Psychology Program requires specialist students to take the Comprehensive Written Examination as a part of the Special Field Preliminary Examination requirements. For additional information about the Special Field Prelim, please refer to the School Psychology Student Handbook.

For Doctoral students: The Department of Educational Psychology requires doctoral students to complete two phases of preliminary examinations: a written prelim phase and an oral prelim phase. Two written prelims (Applied Measurement & Statistics Examination and Comprehensive Written Examination) are required for the School Psychology students, as is the School Psychology Praxis Examination. The Comprehensive Written Examination is also a part of the Special Field Preliminary Examination requirements for the doctoral students. For additional information about the Special Field Prelim, please refer to the School Psychology Student Handbook.

Introduction:

The Comprehensive Written Examination has an emphasis on integration of student knowledge across courses applicable to school psychology. At the doctoral level, student must demonstrate skills to critique and defend the products and process of research and theory. At both the doctoral and specialist level, students must demonstrate an understanding and capacity to apply research and theory to practice. There are three or more questions on each doctoral exam. Two or more questions are developed by the comprehensive examination committee and one question is developed by the exam candidate after it has been negotiated with and approved by the exam committee. The faculty has strongly recommended that specialist students take the exam in January during their internship year (typically their third year) in case a re-take of the exam is necessary. Doctoral students may take the exam during their third or fourth year of graduate training. S.C. students complete one integrated item written by the School Psychology faculty, typically during their internship year.

The Applied Measurement & Statistics Examination is designed to examine how well students integrate knowledge in applied research and statistics. Three or more questions are developed by the faculty. Specific content areas from which the exam questions are drawn include:

- Internal & external validity of research studies
- Independent variables & dependent variables
- Differences between parametric and nonparametric tests
- Inference, causality, & correlation
- Control group & comparison group studies
- Group & single-case designs
- Experimental designs
- Types of statistical analysis, assumptions, and uses
- Different ways to analyze a data set
- How to draw conclusions and critique data
- Measurement
- Reliability, validity, and power
- Interpretation of standard scores, percentile ranks, grader equivalent, etc.
- Confidence intervals
- Program evaluation
Central Limited Theorem, bases of hypothesis testing

Prerequisite:

Doctoral students must have already passed their M.A. oral exam before they can take the school psychology comprehensive exam. They must also pass all their written prelims before they can defend their oral prelim.

Administration Schedule:

Both written exams are a four-hour closed note exam which will be offered twice in January (Tuesday after Dr. Martin Luther King Jr. Birthday) and in May (Tuesday before Memorial Day) of each academic year at the University of Minnesota. Written request for an off-cycle administration, which is rarely granted, must be submitted by the student to the faculty. Out-of-state interns are required to identify a proctor for the exam (e.g., their intern supervisor) who must be approved by the exam committee.

Procedures:

For the Comprehensive Written Examination, an examination committee that comprises at least two of the school psychology faculty members will be formed. This committee will develop the exam questions. These questions are fundamental in nature and they are designed in mind that all school psychology students who will graduate from our program should be able to address the issues being asked. Each doctoral exam candidate will prepare four questions, which will typically include two questions in his/her area of specialization. Together, the exam committee members and the exam candidate will negotiate and select one question out of the question pool prepared by the student as the last exam question. This negotiation session will typically take prior to the scheduled exam date via face-to-face meeting, conference call, email messaging, and/or online chat through the School Psychology Resources (SPR) Moodle site.

For the Applied Measurement & Statistics Examination, three or four questions are jointly developed by the faculty. The questions are focused on integration of knowledge in applied research, statistics, and measurement.

Beginning in May 2007, the prelim examinations will be given online via the School Psychology Resources (SPR) Moodle website. The exam typically begins at 8:30 am on the scheduled date. The exam is inaccessible before this allotted time. The clock is based on the computer server time which is in the Central Time Zone. Request for a different exam start time must be made to the examination committee at or before the negotiation session. Exam candidates should report to the program assistant and receive further instruction, i.e., exam location and password to access the exam. For the Comprehensive Written Examination, each candidate will have his/her own exam link and password. For the Applied Measurement & Statistics Examination, there will be one exam link and one password for all exam candidates.

The exam candidates must sign the Agreement of Exam Terms document and return it to the program assistant before the exam begins. Each candidate has four hours to complete the exam. He/she can take bathroom breaks when necessary. At the end of the four hours, if the exam candidate has not clicked the “Submit all and finish” button, the exam will automatically shut off and submit whatever you have for the answer. DO NOT click the “Submit all and finish” button unless the exam is complete. The exam candidate will be unable to go back once the
“finish” button is clicked. Also, please DO NOT click the “Go Back One Page” or “Back” button during the exam. In the Moodle exam web page, this will create an error and you may lose some of your answer if you do so. You may have done it unknowingly or by accident. For instance, if you hit the Window and Backspace keys at the same time on your keyboard, you are instructing the web browser to go back one page as if you have struck the “Go Back One Page” button. Therefore, you can type directly onto the Moodle exam web pages or you can use Word and type your answer there and then cut-and-paste your final answer onto the web pages. If you use Word, you are not allowed to save or email a copy.

For out-of-state interns, the exam candidates must find a proctor for the exam and this person must be approved by the exam committee prior to the exam. The proctor will receive the exam and proctor agreements before the exam start time on the scheduled exam date via email attachment by the program assistant. The conditions under which the exam is taken should be the same with those who take the exam on campus.

This is a closed book exam. Therefore, students are not allowed to use any printed or electronic resources including Internet or information saved on a flash drive, USB drive, mini-hard drive, floppy disks, etc. Moreover, students are not allowed to keep a copy of the exam questions; therefore, they cannot email themselves a copy of the exam response.

**Accommodation:**

Students who need accommodation should submit their requests in writing to the faculty four weeks before the examination date.

**Proctor:**

For out-of-state interns or students and for those whose internship placement is at least two hours away from campus, a proctor who will supervise the exam must be identified by the exam candidate and approved by the exam committee. The proctor should be a person with administrative and supervisory responsibilities such as principal, assistant principal, special education director, intern primary supervisor, university faculty member, etc. The proctor is responsible for securing a quiet room in which a functional computer with internet access is available for the exam. He/she communicates specific exam instruction with the program assistant on the scheduled exam date. During the exam, the proctor periodically checks on the student to ensure the exam conditions and terms have been met. He/she must agree to sign the Proctor Agreement prior to the exam.

The name, title, email address, and contact telephone number of the prospective proctor should be submitted at least two business weeks before the exam date. The exam candidate will be notified later if the proposed proctor is approved.

**Timeline:**

Students are asked to respond to a Fall Written Examination Memo. For those who are planning to take the exam for that academic year will declare their intent by completing the survey at the bottom of the memo and submit it to the School Psychology Program assistant by November 1st. For those who are taking the comprehensive written examination, a 20-30 minutes session (face-to-face, conference call, email, online chat, etc.) will be scheduled, which
is typically two to three weeks before the actual exam date, to select the “student exam question.”

Scoring Criteria:

For the *Comprehensive Written Examination*, the exams will be scored by the exam committee members. Each comprehensive exam question will be evaluated on the following six criteria and is worth up to 30 points:

- **Rubric for the Comprehensive Exam Questions (30 points)**
  1. *Theoretical and empirical foundation.* Response establishes a foundation of theoretical and empirical support through the use of high quality citations (worth up to 7 points).
  2. *Content knowledge.* Response adequately covers the necessary content to answer the question (worth up to 5 points).
  3. *Integration.* Response demonstrates an awareness of multiple, and perhaps competing, perspectives (worth up to 5 points).
  4. *Cohesion.* Response is logical and coherent (worth up to 5 points).
  5. *Concision.* Response directly answers the question asked (worth up to 5 points).

For the *Applied Measurement & Statistics Examination*, the exams will be graded by the student’s advisor and another faculty member based on the following four criteria and is worth up to 18 points:

- **Rubric for the Applied Measurement & Statistics Exam Questions (18 points)**
  1. *Content knowledge.* Response adequately covers the necessary content to answer the question (worth up to 5 points).
  2. *Cohesion.* Response is logical and coherent (worth up to 5 points).
  3. *Concision.* Response directly answers the question asked (worth up to 5 points).

All to-be-graded exams are only identified by the Student ID Number. In case of disagreement between the two graders, a third faculty member will grade the exam. To pass the exam, the students must receive a score of 80% or higher (14 or higher for the statistics and 24 or higher for the comprehensive) for each exam question. If one question that is scored between 60 to 79% (between 11 and 13 for the statistics and between 18 and 23 for the comprehensive), it must be re-written and re-submit for grading. If a student receives a score below 60% (below 11 for the statistics and below 18 for the comprehensive) on any exam question(s) or two or more questions that are scored between 60-79%, the exam committee will meet with the student to determine what kind of remediation/intervention is needed before a retake. It typically takes at least two to three weeks for the faculty to grade the examination. The students will be informed by their advisor regarding the exam result between two to four weeks after the examination.
Sample Agreement of Exam Terms:

School Psychology Comprehensive Written Exam  
[Date]  

Agreement of Exam Terms  

By signing my name below, I agree to take this exam under the following conditions:  
• Independently  
• As a closed note exam (I shall not search the internet and/or refer to study notes which are saved in the any storage devices such as hard disk, floppy disk, USB drive, etc.)  
• During a period of up to 4 hours (including bathroom breaks as needed)  
• Do not maintain either a written or electronic copy including email attachment of the exam and/or responses  
• Do not share any exam questions with other students who have not taken the comprehensive exam yet  

If I am taking the exam under supervision by a proctor, I agree that the signed Agreement of Exam Terms and the Proctor Agreement will be faxed to [program assistant] at 612-624-8241 no later than [time] on [date].  

If exam conditions are not conducive to producing my best work I will let [program assistant] know immediately (i.e., the room is 100 degrees, there is a jack hammer outside the window, the computer crashes, etc.) and I understand that alternate accommodations will be made to the extent possible.  

Name: ________________________________________________________
Sample Proctor Agreement:

School Psychology Comprehensive Written Exam  
[Date]

Proctor Agreement

I _______________________ agree to volunteer and serve as an exam supervisor for  
________________________ on behalf of the University of Minnesota School Psychology  
Program. I will arrange a quiet room in which a functional computer is available for the  
exam. I understand this exam is to be taken under the following conditions:

- Independently
- As a closed note exam
- During a period of up to 4 hours (plus 1 hour of break)
- If the exam begins at [time], the exam answers will be emailed back to [program  
  assistant], our program assistant, at [assistant’s email address] and the signed  
  Agreement of Exam Terms and this Proctor Agreement will be faxed to [program  
  assistant] at 612-624-8241 no later than [time] on [date].

By signing my name below, I hereby declare, to my best knowledge, that the exam  
conditions above have been followed honorably and faithfully by the student.

Name: __________________________________________________________________


Section XII: School Psychology Resources (SPR) Moodle Website

The faculty of the School Psychology Program has created a School Psychology Resources (SPR) Moodle website for students and faculty to retrieve most up-to-date information and program related documents and forms more easily and efficiently and for the students to take the written prelim exams online. To access the SPR, students are enrolled onto the site by the faculty. However, students must first activate their university moodle account by going to www.moodle.umn.edu and then login using UMN username and password. Once the account is activated, the student is asked to send a brief email message to the website moderator (currently is Heather McLaughlin) to be enrolled onto the SPR. To access the SPR the first time, the student logs in at the moodle web site. If SPR is not inside the My Courses window, go to Course Categories window and click on the link, Training and Collaboration. SPR is embedded in this subsection. Thereafter, the SPR site should be listed as one of the courses in the My courses window; moreover, the SPR should be listed on the My USpace webpage within the MyU website. On the SPR website, students can download important program forms and documents such as the Student Handbook, APA Requirement Checklist, Special Field Requirement Form, practicum and internship information, written prelim examination, etc.

Section XIII: Other Information

Applying for State Board of Teaching Licensure (First-Time Full Professional Minnesota License)

Upon completion of requirements for certification, students should submit the following to Educator Licensing at the Minnesota Department of Education:

- State application (Application for Minnesota Teaching/Administrative/Related Services License and conduct review statement) It is available in 344 Elliott or you can download the form at http://education.state.mn.us following the link to Educator Licensing under Teacher Support, Licensure Forms, and then Application for Minnesota Education License (Teaching/Administrative/Related Services)
- Check for $57 ($88 for initial application) payable to the "Commissioner of MDE"
- Official transcript (Please check your transcript to ensure that there are no incompletes.)

Note:

1. Fingerprinting Requirements and Fee

Minnesota State Law requires that all candidates applying for initial licensure be fingerprinted for national and state criminal background checks. If you completed your internship in Minnesota with the Limited Intern License, you already had a background check. According to MDE, you do not need another fingerprinting. If you do need to submit a fingerprint card, please be sure to use the MDE’s fingerprint card (available at 350 Elliott). The U of M Police will provide fingerprinting for $10 on Wednesday from 1 – 4 pm on a walk-in basis. For detailed information, please call U of M Police at 612-624-3550. If you have the time, it may pay to check around. Washington County will fingerprint for free. Hennepin County will fingerprint during regular business hours, however, there is a charge. You might
want to check the county you are residing in to find out if they offer fingerprinting for free. If you need to be background checked, your application fee is $88 instead of $57.

2. Ph.D. Students

The State Board of Teaching (BOT) has adopted the following requirements for entrance licensure as a school psychologist in Minnesota: “A candidate for licensure as a school psychologist shall provide evidence of having completed a preparation program in school psychology accredited by the National Association of School Psychologists.” Ph.D. students are considered to have completed the NASP-approved program if they have achieved the equivalence of a student in Specialist Certificate (S.C.) degree, which includes completion of all school psychology core courses with at least 60 graduate credits, a master's degree, the required internship, and special-field prelim. The School Psychology Program will issue a letter to the students to help verify their status if necessary. Please see Heather for details.

Applying for National Certification for School Psychologists

Graduates can apply for NCSP, the professional credential of the National School Psychology Certification System of the National Association of School Psychologists. The program strongly recommends graduates to apply. This professional credential is required by over 50% of states for certification as a school psychologist. There are three basic requirements:

- Completion of the specialist degree (master's degree plus 30 graduate semester hours) or higher-level degree program in school psychology. Graduates of NASP-approved programs (such as the University of Minnesota) automatically meet this requirement.
- Completion of 1,200 clock-hour, supervised internship in school psychology, of which 600 hours must be in a school setting where the intern has access to general education students.
- Applicants must take and pass the National School Psychology Praxis Examination.

For more information or an application, visit NASP website at [www.nasponlin.org](http://www.nasponlin.org) and follow the links to National Certification.

Applying for Psychology Licensure

Doctoral students who are interested in being licensed psychologists (i.e., licensed by the Board of Psychology) must meet the requirements described in a separate document available in the main office. Read carefully so you can plan your course of study and supervision requirements.

Fellowships

There are several scholarships/grants/fellowships available to currently enrolled graduate students. More information about these can be found in the Graduate School Bulletin.

Funding for Internship

School Psychology interns are employees of the internship site and, therefore, receive funding through the employing agency. Benefits (e.g., health insurance) may or may not be included. The prospective intern should inquire about the provision of benefits.

Students cannot register for internship credits (EPsy 8842) until they begin internship. It is the student's choice as to how the 10 credits are distributed across the two semesters. Students will
receive a grade of K until the internship has been successfully completed. Students are encouraged to register at least one credit per semester. Registration implies the same liability protection from the University.

If a student does not qualify for resident tuition but had a graduate assistantship, he/she may qualify for resident tuition rates as an extended benefit of the assistantship. Generally, the rule is: If a student was a graduate assistant for a minimum of two semesters, he/she qualifies for resident tuition for the same number of semesters that they were a graduate assistant. The maximum number of semesters this benefit can be used is four. There is a three-year time limit. Students who are interested in using this benefit should contact the Graduate Assistant Office (5-5001) for the specifics.
Appendix A: Important Websites

- Students take many Educational Psychology and Child Psychology courses as part of their graduate study. You can check One Stop for current classes offered in Educational Psychology and Child Psychology.

- Information about getting licensure as a Licensed Psychologist is obtained from the Minnesota Board of Psychology website. Web Site: www.psychologyboard.state.mn.us

- For students who apply for an internship in MN, an equivalent of one school year and reimbursable Limited Intern License is required. The application forms can be downloaded at Minnesota Department of Education website (http://education.state.mn.us). Follow the links: Date & Reporting, Educator Licensing and Teacher Quality, and then Licensure Forms. Or, you may access the forms directly at http://education.state.mn.us/html/intro_licensure_forms.htm. Download the form package #1 Application for MN Education License (Teaching/Administrative/Related Services).

- National Association of School Psychologists (NASP). You can get information about NASP at: www.nasponline.org/index.html

- American Psychological Association (APA). You can get information about APA at: www.apa.org
## Appendix B: School Psychology Assessment Portfolio Scoring Rubric

### University of Minnesota
**School Psychology Program Student Portfolio Assessment Rubric**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Descriptors</th>
<th>Competency Unmet (0 to 7 points)</th>
<th>Competency Partially Met (8 or 9 points)</th>
<th>Competency Fully Met (10 points)</th>
<th>Student Score and Comments</th>
</tr>
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<tbody>
<tr>
<td><strong>Data-Based Decision-Making &amp; Accountability</strong></td>
<td>Evidence of using varied models and methods of assessment that yield information useful in (a) identifying a student's strengths and needs, (b) in understanding problems, and (c) in measuring progress and accomplishments.</td>
<td>Demonstrates knowledge of the three points in the descriptor, but does not provide examples of actually using them. OR Does not demonstrate knowledge of all three points.</td>
<td>Provides an example of using data to address 1 or 2 points in the description and knowledge of one other.</td>
<td>Provides an example of using assessment data to address all three points listed in the description.</td>
<td></td>
</tr>
<tr>
<td><strong>Consultation &amp; Collaboration</strong></td>
<td>Evidence of effective collaboration with others in planning and decision-making processes at the individual, group, and systems levels.</td>
<td>Demonstrates knowledge of collaborating in planning and decision making, but does not provide examples of successful collaboration OR Provides examples for collaborating in planning and decision making for individual, OR group, OR systems level.</td>
<td>Provides examples of collaborating in planning and decision making for 2 of the following, individual, group, and systems level.</td>
<td>Provides examples of collaborating in planning and decision making for individual, group, and systems level.</td>
<td></td>
</tr>
<tr>
<td>Domain</td>
<td>Descriptors</td>
<td>Competency Unmet (0 to 7 points)</td>
<td>Competency Partially Met (8 or 9 points)</td>
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</table>
| Effective Instruction & Development of Cognitive / Academic Skills | Knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. **Evidence of ability to:**  
A. Develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.  
B. Implement interventions (e.g. instructional interventions and consultation) to achieve those goals.  
C. Evaluate the effectiveness of interventions. | Demonstrates knowledge of the domain but provides evidence for only one or few of A, B, and C in the descriptor. | Provides evidence for two of the three points (A, B, and C) in the descriptor. | Provides evidence for all three points (A, B, and C) in the descriptor. |
<table>
<thead>
<tr>
<th>Domain</th>
<th>Descriptors</th>
<th>Competency Unmet (0 to 7 points)</th>
<th>Competency Partially Met (8 or 9 points)</th>
<th>Competency Fully Met (10 points)</th>
<th>Student Score and Comments</th>
</tr>
</thead>
</table>
| **Socialization & Development of Life Skills** | Knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. Evidence of ability to:  
A. Develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs.  
B. Implement interventions (e.g. consultation, behavioral assessment/intervention, and counseling) to achieve those goals  
C. Evaluate the effectiveness of interventions. | Demonstrates knowledge of the domain but provides evidence for only one or few of A, B, and C in the descriptor. | Provides evidence for two of the three points (A, B, and C) in the descriptor. | Provides evidence for all three points (A, B, and C) in the descriptor. |
<table>
<thead>
<tr>
<th>Domain</th>
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<th>Competency Unmet (0 to 7 points)</th>
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<th>Competency Fully Met (10 points)</th>
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<tbody>
<tr>
<td><strong>Student Diversity in Development and Learning</strong></td>
<td>Knowledge of individual differences, abilities, and disabilities and knowledge of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.</td>
<td>Demonstrates knowledge of the domain but does not provide evidence for points A or B in the descriptor.</td>
<td>Provides evidence for one of the two points (A and B) in the descriptor.</td>
<td>Provides evidence for both points (A and B) in the descriptor.</td>
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**Evidence of:**

A. Sensitivity and skills needed to work with individuals of diverse characteristics.

B. Ability to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
<table>
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<tr>
<th>Domain</th>
<th>Descriptors</th>
<th>Competency Unmet (0 to 7 points)</th>
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<th>Competency Fully Met (10 points)</th>
<th>Student Score and Comments</th>
</tr>
</thead>
</table>
| **School and Systems Organization, Policy Development, and Climate** | Demonstrates knowledge of general education, special education, and other educational and related services.  
Demonstrates knowledge of schools and other settings as systems.  
Evidence of ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others. | Demonstrates knowledge of educational and other settings but does not demonstrate evidence of ability to work with individuals and groups to facilitate the policies and practices listed in the descriptor.                                                                                                                                                                                                 | Provides evidence of ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others, BUT only in one setting.                                                                                                                                       | Provides evidence of ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others in an educational and one other setting.                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                       |
| **Prevention, Crisis Intervention, and Mental Health** | Demonstrates knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.  
Demonstrates ability to provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students. | Demonstrates knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior, BUT does not provide evidence of ability to develop and/or implement effective prevention programs. | Provides evidence of ability to provide or contribute to intervention programs that promote the mental health and physical well-being of students, BUT does not provide evidence for effective prevention programs. | Provides evidence of ability to provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                       |
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<tr>
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<th>Competency Fully Met (10 points)</th>
<th>Student Score and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home / School / Community Collaboration</td>
<td>Knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. Demonstrates applied ability to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</td>
<td>Demonstrates knowledge of family systems, and of methods to involve families in education and service delivery, BUT does not provide evidence of applied ability to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</td>
<td>Provides evidence of applied ability to work effectively with families to promote and provide comprehensive services to children and families, BUT does not provide similar evidence for educators and others in the community as part of a comprehensive home-school-community collaboration.</td>
<td>Provides evidence of applied ability to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</td>
<td></td>
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<tr>
<td>Research and Program Evaluation</td>
<td>Demonstrates knowledge of research, statistics and evaluation methods. Demonstrates applied ability to evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</td>
<td>Demonstrates knowledge of research, statistics and evaluation methods BUT does not provide evidence of applied ability listed in the descriptor.</td>
<td>Provides evidence of applied ability to evaluate research, BUT not to translate research into practice or to plan and conduct investigations and program evaluations for improvement of services.</td>
<td>Provides evidence of applied ability to evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</td>
<td></td>
</tr>
<tr>
<td>Domain</td>
<td>Descriptors</td>
<td>Competency Unmet (0 to 7 points)</td>
<td>Competency Partially Met (8 or 9 points)</td>
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<tr>
<td><strong>School Psychology Practice and Development</strong></td>
<td>Knowledge of (a) the history and foundations of their profession; (b) of various service models and methods; (c) of public policy development applicable to services to children and families; (d) of ethical, professional, and legal standards.</td>
<td>Provides evidence of knowledge of less than three of the points (A, B, C, D) in the descriptor.</td>
<td>Provides evidence of knowledge of ethical, professional, and legal standards and two other points (A, B, C, D) in the descriptor.</td>
<td>Provides evidence of knowledge of all four points (A, B, C, D) in the descriptor.</td>
<td></td>
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<tr>
<td><strong>Information Technology</strong></td>
<td>Knowledge of information sources and technology relevant to their work. Demonstrates applied ability to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.</td>
<td>Provides evidence of knowledge of information sources and technology relevant to their work, BUT does not provide evidence of applied ability.</td>
<td>Provides evidence of limited applied ability to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.</td>
<td>Provides evidence of applied ability to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.</td>
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</tbody>
</table>
# Appendix C: School Psychology Ph.D. Graduates, 1996 – Present

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Initial Employment</th>
<th>Dissertation Title/ Advisor(s)</th>
</tr>
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<tbody>
<tr>
<td>Brooke Carroll</td>
<td>1996</td>
<td>Boston University Residential Charter School</td>
<td>Middle School Students' Reports of Actual and Important Support for Learning in Home and School Contexts - Sandra Christenson</td>
</tr>
<tr>
<td>Susan Cassatt</td>
<td>1996</td>
<td>Minot State University, Minot, ND</td>
<td>Father Involvement in the Lives of Their Young Children with Disabilities - Scott McConnell</td>
</tr>
<tr>
<td>Caryn Cohen</td>
<td>1996</td>
<td>Apple Valley Schools, Apple Valley, MN</td>
<td>The Reliability and Validity of a Semi-Structured Interview to Assess Interpersonal Problem Solving in Elementary School Children - Scott McConnell</td>
</tr>
<tr>
<td>Mary Larson</td>
<td>1996</td>
<td>Clinical Associates, Fridley, MN</td>
<td>Dampening of Stress Responsivity in Infancy, the Developing Hypothalamic-Pituitary-Adrenocortical Circadian Rhythm, and Sleep - Richard Weinberg</td>
</tr>
<tr>
<td>Theresa Rounds</td>
<td>1996</td>
<td>St. Paul Public Schools, St. Paul, MN</td>
<td>Evaluation of a Community-Based Home Visiting Program for Low-Income Families - Sandra Christenson</td>
</tr>
<tr>
<td>Cindy Spicuzza</td>
<td>1996</td>
<td>Minneapolis Children's Hospital, Minneapolis, MN</td>
<td>Mother-Infant Interactions of Cocaine-Exposed, Preterm, and Full-Term Nonexposed Infants - Scott McConnell</td>
</tr>
<tr>
<td>Karla Buerkle</td>
<td>1997</td>
<td>Wilder Child Guidance Center, St. Paul, MN</td>
<td>Mobile Children and Families: Qualitative and Quantitative Explorations of the Meaning and Impact of Residential Mobility and School Changes - Sandra Christenson</td>
</tr>
<tr>
<td>Nina Guzi</td>
<td>1997</td>
<td>Queensbury Union-Free School District, Queensbury, NY</td>
<td>Precursors of Student Participation: The Impact of Student Characteristics on Engagement in Schools - Sandra Christenson</td>
</tr>
<tr>
<td>Shane Jimerson</td>
<td>1997</td>
<td>University of California, Santa Barbara, CA</td>
<td>A Prospective, Longitudinal Study of High School Dropouts: Examining Multiple Predictors Across Development - Byron Egeland</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Title</td>
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<tr>
<td>Matthew Lau</td>
<td>Minneapolis Public Schools,</td>
<td>Participation of Families from African-American and Asian/Southeast</td>
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<td></td>
<td>Minneapolis, MN</td>
<td>Asian Communities in Minnesota's Open Enrollment Option</td>
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<tr>
<td></td>
<td></td>
<td>Jim Ysseldyke</td>
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<tr>
<td>Karen Rush</td>
<td>University of Oregon School</td>
<td>Preschool Language Experiences and Early Literacy Skill Development</td>
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<td>Psychology Program</td>
<td>of Children from Low-Income Environments</td>
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<td></td>
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<td>Scott McConnell</td>
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<tr>
<td>Amy Susman-Stillman</td>
<td>Irving B. Harris Training</td>
<td>Neighborhood Influences on Welfare Mothers and their Children: What</td>
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<td>Center Minneapolis, MN</td>
<td>are the Effects on Maternal, Parenting, and Child Outcomes?</td>
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<td></td>
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<td>Richard Weinberg</td>
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<tr>
<td>Adrian Teo</td>
<td>Whitworth College, Spokane,</td>
<td>A Developmental-Psychosocial Model of Achievement</td>
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<td>WA</td>
<td>Byron Egeland</td>
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<td>Mike Vanderwood</td>
<td>University of Wisconsin-</td>
<td>Examination of the Contribution of General and Specific Abilities to</td>
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<td>Milwaukee, Ed. Psych</td>
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<td>Jim Ysseldyke</td>
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<td>Kim Adams</td>
<td>Apple Valley School District</td>
<td>Trust Within The Home-School Relationship: An Empirical Investigation</td>
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<td>of Parent and Teacher Perspectives</td>
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<td>Sandy Christenson</td>
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<tr>
<td>Diane Bearman</td>
<td>University of Missouri-Columbia Medical School</td>
<td>Just Like Mommy, Just Like Mommy?: Development of Gender-Based Schematic Processing in Children Born into Two-Female-Parent Families</td>
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<td>Sandy Christenson</td>
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<tr>
<td>Kristin Geenen</td>
<td>Unified School District, Long</td>
<td>A Model of School Learning for American Indian Students</td>
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<td>Beach, Calif.</td>
<td>Jim Ysseldyke</td>
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<tr>
<td>Kirk Diment</td>
<td>Director of Research and</td>
<td>Identification of Seriously Emotionally Disturbed Students: An Ethnic</td>
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<td>Assessment for Moundsview</td>
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<td></td>
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<td>Scott McConnell</td>
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<tr>
<td>Jay Sieler</td>
<td>Minneapolis Public Schools,</td>
<td>Stability and Source Differences in Ratings of Child Behavior: An</td>
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<td>Minneapolis, MN</td>
<td>Exploration of Peer Reputation and Teacher Ratings in Longitudinal</td>
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<td>Samples of Disruptive and Non-disruptive Elementary School Children</td>
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<tr>
<td></td>
<td></td>
<td>Sandy Christenson</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Location</td>
<td>Title</td>
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</tr>
<tr>
<td>Gayle DeHann</td>
<td>1998</td>
<td>St. Louis Park Schools</td>
<td>Parent-Adolescent Communication Differences Between Adopted and Biological Adolescents -Rich Weinberg</td>
</tr>
<tr>
<td>Julie Hirsch</td>
<td>1998</td>
<td>Minneapolis Public Schools</td>
<td>Protective Processes and Their Impact on Patterns of School Engagement For a High Risk Sample of High School Students -Sandy Christenson</td>
</tr>
<tr>
<td>Christine Hurley</td>
<td>1998</td>
<td>Minneapolis Public Schools/Check &amp; Connect Program Minneapolis, MN</td>
<td>Welcome Status and Family-School Relationships: An Exploratory Study of Parent Perspectives -Sandy Christenson</td>
</tr>
<tr>
<td>Teresa Cairns</td>
<td>1998</td>
<td>Stillwater Schools, MN</td>
<td>Parents as Reading Partners: Improving Children's Reading Through a Summer Read Aloud Program -Scott McConnell</td>
</tr>
<tr>
<td>Susan Moses-Zirkes</td>
<td>1999</td>
<td>Apple Valley School</td>
<td>Student Responsibility: Student Perceptions of Home &amp; School Supports -Sandy Christenson</td>
</tr>
<tr>
<td>Jeff Priest</td>
<td>1999</td>
<td>Coordinator of Research And Evaluation at the Institute on Disability, New Hampshire</td>
<td>Continuous Progress in Measurement: Developing a General Outcome Observation of Preschoolers in Early Childhood Special Education -Scott McConnell</td>
</tr>
<tr>
<td>Hyeonsook Shin</td>
<td>1999</td>
<td>Korea</td>
<td>Casual Attributions as Related to School Engagement of Students With Learning or Behavioral Problems -Jim Ysseldyke</td>
</tr>
<tr>
<td>Cammy Lehr</td>
<td>1999</td>
<td>National Center on Educational Outcomes &amp; Check and Connect, University of Minnesota</td>
<td>At Risk Students Attending High Schools: Factors That Differentiate Between Persisters and Dropouts -Sandy Christenson</td>
</tr>
<tr>
<td>Kate Hennighausen</td>
<td>2000</td>
<td>Children's Hospital in St. Paul, MN</td>
<td>Developmental Antecedents of Young Adult Romantic Relationships -</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Name</th>
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<th>Institution</th>
<th>Title</th>
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<tr>
<td>Amy Esler</td>
<td>2001</td>
<td>St. Croix River Educational District</td>
<td>Children at the Center: Promoting Child Development through Evidence-based Practice</td>
<td>Sandy Christenson</td>
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<td>Stephanie McNeil</td>
<td>2001</td>
<td>Minneapolis Public Schools</td>
<td>Relationships Between Parental Discipline Practices, Gender, and Children’s Relational and Over Agression</td>
<td>Scott McConnell</td>
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<td>Ruth Nelson</td>
<td>2002</td>
<td>Bethel College</td>
<td>The Intended and Unintended Consequences of Minnesota’s Basic Standards Tests for Students with Disabilities</td>
<td>Jim Ysseldyke</td>
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<td>Ellen Teelucksingh</td>
<td>2002</td>
<td>Intermediate District 287</td>
<td>Effects of Consultation and Curriculum-Based Monitoring on Math Performance</td>
<td>Jim Ysseldyke</td>
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<td>Catherine Lawrence</td>
<td>2002</td>
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<td>The Impact of Foster Care on the Development of Behavior Problems</td>
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<td>Kristen Missall</td>
<td>2002</td>
<td>University of Minnesota</td>
<td>Reconceptualizing School Adjustment: A Search for Intervening Variables</td>
<td>Scott McConnell</td>
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<td>Yvonne Godber</td>
<td>2002</td>
<td>Columbia University, NY</td>
<td>School Climate: Understanding Parent Perspectives to Strengthen Family-School Relationships</td>
<td>Sandy Christenson</td>
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<tr>
<td>Chris Boys</td>
<td>2003</td>
<td>University of Minnesota Medical School</td>
<td>Mastery Orientation Through Task-Focused Goals: Effects on Achievement and Motivation.</td>
<td>Jim Ysseldyke</td>
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<td>Amy Donovan</td>
<td>2003</td>
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<td>Functional communication training in young deaf children: Effects of reinforcement magnitude on requesting on time-on task.</td>
<td>Scott McConnell</td>
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<tr>
<td>Peggy Smith</td>
<td>2003</td>
<td>Carmen B. Pingree School for Children with Autism in Salt Lake City, Utah</td>
<td>The association of family, parent and child characteristics with behavioral development in infancy.</td>
<td>Scott McConnell</td>
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</table>
Ben Silbergliit  2003  St. Croix Educational District  Beyond Situational Specificity and Other Hypothetical Constructs: A Practical Approach to General Outcome Measurement of Preschool Social Skill Development  - Scott McConnell

Amy Reschly Anderson  2003  U of South Carolina  Student Engagement and Dropout: An Investigation with Students who have Mild Disabilities  - Sandra Christenson

Lynne Havsy  2004  Newark Public School  New Jersey  Effects of School Climate, Student Belonging, Student Coping and Home Support for Learning on Student Attendance  - Sandra Christenson

Sara Bolt  2004  Michigan State University  Examining Empirical Evident for Several Commonly-held Beliefs and Disputes about Testing Accommodations.  - Jim Ysseldyke

Dawn Picklo  2005  Central Michigan University  Behaviorally At-Risk African American Students: The Importance of Student-Teacher Relationship for School Outcomes  - Sandra Christenson

Holly Windram  2005  St. Croix River Ed.Dist.  An Exploratory Study of Spanish Speaking Families’ Perspective on Welcoming School Environments  - Sandra Christenson

Joseph Betts  2006  Renaissance Learning, WI  The Effects of Different Methods of Handling Missing Values for the Computation of Internal Consistency Reliability  - Jim Ysseldyke

Kristen Bogner  2006  Elkhart Community Sch., Indiana  Social Contexts and Students’ School-Related Cognitions and Achievement: The Role of Peers Within a Larger Systems Framework  - McConnell and Ginsburg-Block

Crystal Cullerton-Sen  2006  Univ. of Eau Claire, WI  Physical and Relational Victimization and School Adjustment: The Impact of Coping Strategies and Disconnection.  - Scott McConnell

Hilda Ives Wiley  2006  Boston District Schools  Collaborative Problem-Solving Teams:
The Relationship between Team Effectiveness and Teacher Attitudes, Beliefs, and Concerns
Predictors of Recovery in Adolescents with Alcohol and Chemical Addiction who are Enrolled in a Recovery School System
- Sandy Christenson

Na’im Madyun 2006 University of Minnesota
The Utilization of Social Disorganization Theory to Explain the Variance in the School Performance of African American Students
- Scott McConnell

Jim Appleton 2007 Gwinnett County Public Schools, Georgia
Examination of the Student Engagement Instrument: Measurement of Student Cognitive and Psychological Engagement with School
- Sandra Christenson

Sarah Elkin 2007
Investigation of the Minnesota Self-Determination Index for Use with Adults With Cognitive Disabilities: Support for The Triparite Ecological Model of Self-Determination.
- Sandra Christenson, Brian Abery

Heather Libbey 2007
School Connectedness: Influence Above and Beyond Family Connectedness
- Sandy Christenson

Amy Luckner 2007 University of Virginia
Rough and Tumble Social Interactions: An Exploration of a New Behavioral Construct
- Sandra Christenson, Rich Weinberg

Deanna Spanjers 2007 Designs for Learning
Cognitive Engagement as Predictors of Achievement.
- Matt Burns, Sandy Christenson

Annie Hansen 2008 University of Minnesota
LGBT Students and Allies Participating in a School-Based Program: School Performance, Connectedness, and Perceptions of School Climate
- Sandy Christenson

Elizabeth Mizerek Whitehouse 2008
Family Involvement in School: Family and Teacher Perceptions and Effects on Student Performance
- Sandy Christenson
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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Alisha K. Wackerle</td>
<td>2008</td>
<td>Scott McConnell</td>
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<td>Angela Wagner</td>
<td>2008</td>
<td>Scott McConnell</td>
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<tr>
<td>Cheryl Bemel</td>
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<td>Sandy Christenson</td>
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<td>Maura Doyle</td>
<td>2008</td>
<td>Scott McConnell</td>
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<td>Gretchen Van Getson</td>
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<td>Sandy Christenson</td>
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<tr>
<td>Nicole Bottsford-Miller</td>
<td>2008</td>
<td>Sandy Christenson</td>
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# Appendix D: School Psychology S.C. Graduates, 1995 – Present

<table>
<thead>
<tr>
<th>Name</th>
<th>Year Rec'd</th>
<th>Initial Employment</th>
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<tbody>
<tr>
<td>Jim Barosko</td>
<td>1995</td>
<td>Minneapolis Public Schools</td>
</tr>
<tr>
<td>Jennifer Krueger</td>
<td>1995</td>
<td>Jacksonville, NC</td>
</tr>
<tr>
<td>Michele Stolz</td>
<td>1995</td>
<td>Westview Elementary, Eagan, MN</td>
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<tr>
<td>Rebecca Caine-Richards</td>
<td>1996</td>
<td>Freelance</td>
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<tr>
<td>Vern Davis</td>
<td>1996</td>
<td>Omaha Public Schools, Omaha, NE</td>
</tr>
<tr>
<td>Cheryl Reid</td>
<td>1996</td>
<td>Minneapolis Public Schools, Minneapolis, MN</td>
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<tr>
<td>Elizabeth Rudrud</td>
<td>1996</td>
<td>Morris Park Community School</td>
</tr>
<tr>
<td>C.J. Thomas</td>
<td>1996</td>
<td>Oregon City School District, Portland, OR</td>
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<tr>
<td>Doug Anderson</td>
<td>1997</td>
<td>Singapore</td>
</tr>
<tr>
<td>Rachel Frechette</td>
<td>1997</td>
<td>North Branch Schools, North Branch, MN</td>
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<tr>
<td>Stephanie Jones</td>
<td>1997</td>
<td>Denver, CO</td>
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<tr>
<td>Nita Laramie</td>
<td>1997</td>
<td>Mapleton Public Schools, Denver, CO</td>
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<tr>
<td>Rod Schaefer</td>
<td>1997</td>
<td>Rum River Special Education Cooperative, Milaca, MN</td>
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<tr>
<td>Jami Stack</td>
<td>1997</td>
<td>Stillwater Schools, Stillwater, MN</td>
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<td>April Tasso</td>
<td>1997</td>
<td>Texas Public Schools</td>
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<tr>
<td>Michelle Luers</td>
<td>1998</td>
<td>Lakeville Public Schools, Lakeville, MN</td>
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<tr>
<td>Tom Delaney</td>
<td>1998</td>
<td>Stillwater Schools, Stillwater, MN</td>
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<tr>
<td>Caroline Moore</td>
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<td>Tara Schluesche</td>
<td>1999</td>
<td>Marshall Wisconsin Public Schools</td>
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<tr>
<td>Liz Devney</td>
<td>1999</td>
<td>Cherry Creek, Colorado School</td>
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<tr>
<td>Nicole Johnson</td>
<td>1999</td>
<td>San Diego Schools</td>
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<tr>
<td>Cindy Jacobson</td>
<td>1999</td>
<td>West St. Paul School</td>
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<td>Chanda Jeter</td>
<td>2000</td>
<td>Jordon Park School, Mpls.</td>
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<tr>
<td>Jennifer Kennedy</td>
<td>2000</td>
<td>Burnsville School</td>
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<tr>
<td>Lorien Parson</td>
<td>2000</td>
<td>St. Croix River Educational District</td>
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<tr>
<td>Kathy Robison</td>
<td>2000</td>
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<tr>
<td>Heidi Springborg</td>
<td>2000</td>
<td>St. Croix River Educational District</td>
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<tr>
<td>Melissa Coolong-Chaffin</td>
<td>2001</td>
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<td>Amy Lemkuil</td>
<td>2001</td>
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<td>Sara Barrow</td>
<td>2001</td>
<td>Dallas School District</td>
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<td>Patty Marquez</td>
<td>2002</td>
<td>Long Beach School District</td>
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<tr>
<td>Darnell Logan</td>
<td>2002</td>
<td>Fulton County Schools, Atlanta, GA</td>
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<td>James Scott</td>
<td>2002</td>
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</table>
Peggy Wiltse 2003  Minneapolis Public Schools
Jennifer Mackie 2003
Rebecca Broback 2004
Ann Dybvig 2004  Tumaini University - Iringa in Tanzania
Marianne Fillhouer 2004  Falcon Ridge Middle School
Corrina Utzinger 2004  Chicago Public Schools, IL
Nadia Phelps 2004
Anna Cosio 2005  Apple Valley, Eagan, Rosemount Schools
Betsy Heath 2005  North Thurston School District, Olympia, Washington
Heidi Triezenberg 2005  LaGrange Area Dept of Spec. Ed., LaGrange, IL
Jessica Umhoefer 2005  Hawaii
Jean Gregory 2005  St. Anthony Public Schools, MN
Kristen Gustafson 2005  Intermediate District 287
Kimberly Lloyd 2005  Bloomington Public Schools
Sara Aldrich 2006  Pajaro Valley School Dist., CA
Brent Munce 2006  Coon Rapids, H.S., MN
Courtney Olson 2006  Osseo Public Schools
Anne Stodolka 2006  Prior Lake Schools, MN
Megan Treptow 2006  St. Croix River Ed. District
Joe Malin 2006  Lake Geneva Schools, WI
Gbemisola Oladapo 2007  Minneapolis Public Schools
Sarah Hendley 2007  Waseca School District
Kristin Hausmann 2007  South Bend Community School
Danielle Matchett 2007  Minneapolis Public Schools
Angela McIntyre 2007  South Washington County Schools
Kelsey Norton 2007  San Francisco Public School
Michelle Beck 2008  Monona Grove School District
Janice Duh 2008  San Diego Unified Schools
Katie Lail 2008  Osseo Area Schools
Rachel London 2008  Intermediate District 287
Wendy Lyman 2008  Intermediate District 287
Haley Scharf 2008  Minneapolis Public Schools
Lindsey Altman 2009
Heather Kwoka 2009
Sarah Robinson 2009