

University of Minnesota

***School Psychology
Program***

Student Handbook

Revised July 2005

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Welcome to the school psychology program at the University of Minnesota! In this handbook, a summary of key information about the school psychology program is provided in eleven 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, fall 2005.

As of spring 2005, 211 Ph.D. students and 146 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 Web sites (www.umn.edu/, www.education.umn.edu/, www.education.umn.edu/edpsych/, and [www.grad.umn.edu.](http://www.grad.umn.edu/))

Throughout the year additional memos are distributed in your mailboxes and sent via e-mail. These deal with various issues such as practicum 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 Deb Lavoie, 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

Section I: General information and facilities

Program faculty and staff

- **Matthew Burns**, assoc. professor, educational psychology, 346 Elliott Hall 612/626-7324
- **Sandra Christenson**, professor, educational psychology coordinator, 345 Elliott Hall 612/624-0037
- **Matthew Lau**, practicum/internship coordinator, Psychologist, Minneapolis Public Schools, 323 Elliott Hall 612/624-5832
- **Theodore Christ**, assistant professor, educational psychology 344 Elliott Hall 612/624-7068
- **James Ysseldyke**, professor, educational psychology 354 Elliott Hall 612/624-4014
- **Deb Lavoie**, administrative assistant 344 Elliott Hall 612/624-4156

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**, lecturer, 111 Pattee Hall 612/625-5592
- **Ann Casey**, Ph.D., special education assistant director, Minneapolis Public Schools, 925 Delaware St. SE, 55414 612/668-5404
- **Camilla Lehr**, Ph.D., Institute on Community Integration 104 Pattee Hall 612/624-0722
- **Yvonne Godber**, Ph.D., Center of Excellence in Children's Mental Health 612/626-0520
- **Martha Thurlow**, Ph.D., National Center on Educ. Outcomes 612/624-4826
- **Mark Sanders**, Psy.D., LP, MPS, Safe and Healthy Schools Grant 612-668-5489

Additional important phone numbers

- **Jennifer McComas**, director of graduate studies 211 Burton Hall 612/624-5854
- **John Romano**, department chair, educational psychology 204 Burton Hall 612/624-1099
- **Pam Matti**, licensing specialist, Student & Professional Services 110 Wulling Hall 612/625-8042
- **Minnesota Department of Education (MDE), Licensure Department** 1500 Hwy. 36 W., Roseville, MN 55113 612/296-2046
- **Kathy Walter**, assistant to the director of graduate studies, educational psychology, 206 Burton Hall 612/624-1698

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 612/624-2342
- Counseling and student personnel psychology program [CSPP] 612/624-6827
- Psychological foundations of education 612/624-6083

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 program offices are located primarily on the 3rd floor of Elliott Hall, the psychology building. The Educational Psychology Department offices are located in Burton Hall. 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 Elliott Hall, Pattee Hall, Peik Hall, or the Institute for Child Development (ICD). Attempts are made to provide office space to school psychology students in Elliott Hall; however, due to space limitations there are no guaranteed spaces.

Office equipment

A typewriter is available for student use in 344 Elliott. Audio tape recorders can be checked out through Assessment TAs. An overhead projector and a slide projector can also be checked out from Deb Lavoie. Students have access to computers through research projects, University computer labs, and the School Psychology Student Resource Room. A computer lab fee will appear automatically on your fee statement regardless of your actual U of M computer use.

Keys

Building and 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 Elliott Hall are issued by the main Psychology Department office (N218 Elliott Hall). 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 near 350 Elliott Hall are provided for current students and staff. Students with offices outside of Elliott Hall 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 outside 344 Elliott. School Psychology Student Association also maintains a bulletin board outside of the resource room posting a calendar of events. Students should check these areas frequently.

School Psychology Resource Room

The School Psychology Resource Room, located in 328 Elliott, is maintained for the exclusive use of faculty and students of school psychology, advisees of the school psychology faculty, and students enrolled in school psychology courses. 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; however, they may be temporarily removed for photocopying. All other resources are available for checkout using the posted procedures. Additional materials for use are located in N362a Elliott (see **Testing/Intervention materials**). While many 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 room is maintained and new materials are purchased with fees collected from students and the school psychology program budget. 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.

Students	Materials Fee
1 st and 2 nd year students	\$75.00/yr.
3 rd year students	\$30.00/yr.
Outside students taking coursework	\$10.00/yr.

Fees from 1st and 2nd year students are collected by the assessment and intervention course instructors. Fees from other students are collected by Deb Lavoie, program secretary. Individual keys to the resource room are checked out to students in the main Psychology Department office (N218 Elliott hall). Students will need to pay a \$10.00 deposit to get a resource room key and the \$10.00 will be returned to them when they return the key. Resource fees include access to the assessment and intervention materials, the resource room computer and the printer, as well as testing protocols kept in N362a.

Testing/Intervention materials

All testing equipment and some intervention materials are kept in N362a Elliott and may be checked out using the posted procedures from the assessment teaching assistants during the regular academic year or Deb during summer session. The TAs and their office hours for each semester are posted on the door to N362. The assessment materials will be checked out according to the following priority: (1) assessment coursework, (2) practicum/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.

Professional resources

Students have access to two job files (academic & professional service positions), a directory of other school psychology training programs in the U.S., a national compendium of the state certification/licensing requirements for school psychologists, and APA and NASP directories. These materials can be borrowed from Deb in 344 Elliott, however they cannot be checked out.

Meeting with faculty members

If you wish to meet with a faculty member, you should schedule an appointment with him or her directly as all faculty members keep their own calendars and make their own appointments.

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 \$50/semester, may be purchased online at <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.

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], and psychological foundations of education. The chair of the Department of Educational Psychology is John Romano (204 Burton Hall). The coordinator for the school psychology program is Jim Ysseldyke. Coordinators for special education, CSPP, and psychological foundations are Susan Hupp, Patricia McCarthy Veach, and Robert Tennyson, respectively.

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

Graduate School			
S.C. in school psychology (specialist certificate)	Ph.D. in educational psychology	Joint Ph.D. in child psychology & school psychology	Joint Ph.D. in psychology & school psychology
Granted through the Department of Educational Psychology	Granted through the Department of Educational Psychology	Granted by the Institute of Child Development	Granted by the Department of Psychology

Faculty Council

Policies and decisions for the school psychology program are made at regularly scheduled faculty meetings held on the second Monday of each month from 11:00 to 1:00 in 303 Elliott. The faculty council is chaired by the coordinator. Emergency meetings are occasionally called by the coordinator. Agenda items are due to Deb Lavoie 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. 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

Ad hoc 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.

Meetings with the coordinator

The Coordinator meets with students at least once per semester to address student concerns and to promote a better understanding of program requirements and procedures. Currently, monthly meetings are being scheduled. Student feedback is vital to maintaining a strong program so plan to attend!

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, M.A., and specialist, and Ph.D. degree exam requirements, etc. Jim Ysseldyke 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 practicum/internship coordinator, this committee comprised of the practicum/internship coordinator, the program coordinator, and advising faculty reaffirm or establish procedures for recruiting practicum 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 school psychology and in the field of school psychology. The group focuses on professional development in a fun, relaxed atmosphere.

Membership

All school psychology students are strongly encouraged to participate in SPSA. All member meetings are held once a semester and committee meetings are held monthly. 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 between students to keep them well informed of what is going on within the program, the university, and the field of school psychology. It is also designed to maintain open communication between students and faculty.

Curriculum Committee The curriculum committee is devoted to understanding what is required within the program curriculum and maintaining student resources. This includes the resource room, 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 e-mail 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 contact 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 School Psychology. 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 adviser, 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.

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 adviser 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

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 practicum experience through practicum 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 work as a volunteer, within or outside of the university in which he/she would represent the profession of psychology (e.g., seminars, courses, projects) without the **written permission of the adviser.**

When considering any such activity, the student and adviser 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 adviser 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 adviser. 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 and guidelines

Student files

Personal information and student files are located centrally in 344 Elliott. 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 (two years for S.C., three years for Ph.D.). 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, or ad hoc committee member. 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, Institute of Child Development, or Psychology), and 3) engage the involvement of the Student Dispute Resolution Center (SDRC) at 107 Eddy Hall, (612) 625-5900. The SDRC center can assist students in dealing with university regulations and policies, or misunderstandings between students and instructors or administrators. SDRC 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 Deb 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.

Advising

Advisers serve as the primary contact between the students and the program. The adviser works with the student to plan coursework and student research (e.g., theses & dissertations). Some students may have research assistantships affiliated with their advisers; however, this is not necessary, nor expected. Advisers meet with their students regularly to review progress and plan for students' progress toward degree completion.

Each student is assigned an adviser upon entrance into the program. First-year students should maximize contacts with all faculty advisers during the first year. Your adviser, 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 adviser who is appropriate given the student's specialization. However, choices of adviser will need to be sorted to equalize faculty advisement loads, but attempts will be made to assign an adviser who closely matches the student's specialty.

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

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 Deb Lavoie, program secretary, by **April 15**. Deb distributes the memos to the academic advisers, who review the contents in preparation for the Student Review meeting in early May. Students' advisers provide written feedback to them about their progress toward degree completion by the end of spring semester. (Students may schedule a meeting with their adviser 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 Elliott Hall room 344. Copies are available at your request (call Deb Lavoie 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 domains of competence specified in ***A Blueprint for Training and Practice in School Psychology II*** (Ysseldyke, Dawson, Lehr, Reschly, Reynolds, & Telzrow, 1997). The portfolio system is used to demonstrate to faculty and others the ways in which those areas of competence have been achieved. The faculty view 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 adviser and to demonstrate progress at pre-assigned checkpoints (e.g., annual review of student progress, master's degree examination, preliminary oral examinations). Each of these check points 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.

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. It is expected that graduate students will read the *Blueprint* document, understand the kind of information it would take to demonstrate the competencies enumerated, and then design a portfolio to illustrate the extent to which they have the competencies. Examples of possible entries are the following:

Data-based decision making and accountability

- Copies of assessment reports showing competence in administration, scoring, and interpretation of standardized measures of achievement, cognition, and social-emotional functioning
- 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

- 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

- 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

Socialization and development of life competencies

- 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.

Student diversity in development and learning

- Evidence of completion of coursework and experiences addressing student diversity and individual differences.

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 vitae

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 adviser should be contacted.
- The adviser 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 adviser 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/practicum, 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

New students need to meet with their advisers before registering. **Although the signature of your adviser is needed only prior to the filing of your degree program, it is recommended that you consult your adviser regularly.**

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

Register online at <http://onestop.umn.edu/onestop/registration.html> at any time after meeting with your adviser. Most school psychology core courses need permission numbers in order to register. You can get the permission numbers from Deb Lavoie in 344 Elliott Hall (lavoio003@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. If you do not know what it is, contact Deb Lavoie at lavoio003@umn.edu. 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 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 adviser 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, practicum, and other courses.
- Advisers 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.

Section VIII: Degree requirements: General information

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 requirements, departmental requirements (Educational Psychology, Institute of Child Development, or Department of Psychology) and APA requirements. Specialist students must fulfill school psychology requirements, departmental requirements (Educational Psychology) and NASP requirements. Furthermore, students must 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 practicum experiences; however, students are responsible to work with their advisers 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 (60 semester credits) in years 1-2
 - Master's degree completed in year 2
 - School-based internship in year 3 (10 semester credits)
 - Special field exam due by April 15th 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 practicum in year 3
 - Preliminary oral and special field exams in year 3 or 4
 - Dissertation-related tasks in year 4
 - Internship in year 5. (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. 30). 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 their Web site. 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. A maximum of **24** graduate semester credits can be transferred from other institutions to apply toward the specialist certificate. 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 a practicum placement that are appropriate, given their interests and career directions. Each student designs his/her program of study with his/her adviser. 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 have 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 adviser that details when coursework, practicum, 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.

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, 2 credits
- **EPsy 8823**—Ethics and Professional Standards, 2 credits
- **EPsy 5851**—Collaborative Family-School Relationships, 3 credits
- **EPsy 8842**—Internship: School Psychological Services, 10 semester credits

Other school psychology requirements

- **Individual differences:** 2 courses, 1 in psychopathology [e.g., CPsy 8606]
- **Practicum:** S.C. students are *encouraged but not required* to complete a practicum with a community/clinical setting recommended. The number of hours can be negotiated with the adviser. Some students also complete a practicum in a school setting.
- **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**]
- **EPsy 8994**—Research Problems, 2 credits [**Plan B**]

National Association of School Psychology coursework

To meet NASP training requirements, S.C. students have a minimum of 3 years of full-time study (typically, two years of coursework and one of internship) at the graduate level (54 non-internship semester credits of coursework and 10 credits of internship credits.) All students must meet the coursework requirements for NASP to ensure our continued certification. Many of the areas, however, are covered by the coursework required above. NASP requirements fulfilled by required school psychology and/or departmental content are italicized below and are completed as part of a student's required coursework. Remaining requirements are in bold and must be fulfilled with additional courses. [*Note: Unlike departmental and program requirements, a single course may cover several requirement domains.*]

Internship [1,200 total clock hours with at least 600 in a school setting], 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*

School psychologist state licensure requirements

As of July 2001, 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 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 **14** graduate credits or by the end of 2nd semester, 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 adviser *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: <http://education.umn.edu/EdPsych/forms/>

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

Coursework area	Credit requirements
Learning/Cognition	3 credits (1 course)
Social psychology <i>or</i> personality	3 credits (1 course)
Statistics <i>and</i> measurement	4 credits (1 course each)
Related fields (Non-EPsy courses)	6 credits (2 courses)
Masters thesis credits (EPsy 8777: Plan A / EPsy 8994: Plan B)	Plan A = 10 credits Plan B = 2 credits
Additional EPsy courses	To total 30 credits

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) can be transferred from other graduate schools or other nonmatriculated graduate credit at the University of Minnesota. 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>). For the masters, an examining committee is comprised of three faculty members: your adviser, another faculty member with educational psychology graduate status, and one faculty member from another department (e.g., Institute of Child Development or Educational Policy and Administration). Students, in conjunction with their adviser, 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 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 master's 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 adviser, on the master's program. Five copies of the thesis must be provided: two for the university library, one for you, one for your adviser, and one 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 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 adviser 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 approximately 90 hours. Although **data-based projects are encouraged for all students**, scholarly integrative literature reviews are acceptable. Copies of recent Plan B papers are in the School Psychology Resource Room.

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 School Psychology Resources (give to Deb).

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 master's of arts degree from the Graduate School in educational psychology. As students in the specialist program are not seeking a terminal master's 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 adviser. 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 adviser 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 adviser 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 adviser 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.

Advising It is assumed that the student will work with his or her academic adviser for the master's study; however, some topics or other considerations might require the student to work more closely with a *thesis adviser* other than the academic adviser. A thesis adviser must hold graduate faculty status at the University of Minnesota and should serve as an Examination committee member. Selection of a thesis adviser other than the academic adviser must be arranged and accepted explicitly by the student, academic adviser, and thesis adviser. 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 adviser 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 adviser. If appropriate, the student and adviser 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 adviser. Information about human subjects is provided in EPsy 5216—Introduction to Research in Educational Psychology, or from the Web site.
4. **Implement research plan** The student will execute the plan agreed to with the adviser.
5. **Prepare manuscript**. The student will draft the thesis manuscript and submit this draft to the adviser for review and comment. The student will then revise the manuscript based on adviser comments. Review and revision will continue until the student and adviser 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 are 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 adviser 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 masters program. This form must be signed by your adviser *and* director of graduate studies (DGS). The DGS then submits it to the Graduate School for final approval. These forms are available online at <http://education.umn.edu/EdPsych/forms/default.html>

Coursework area	Credit requirements
Learning/Cognition	3 credits (1 course)
Research methods	3 credits (1 course)
Social psychology <i>or</i> personality	3 credits (1 course)
Statistics <i>and</i> measurement	4 credits (1 course in statistics and 1 course in measurement or EPsy 5231 which meets both requirements)
EPsy electives	6 credits
All additional courses and internship credits	41 credits min

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 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 (with student status of adult special, summer session, or University College). Credits earned more than 12 years ago cannot be applied to the S.C.

For the specialist certificate, an examining committee is comprised of three faculty members: your adviser, 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 adviser, 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 *Degree Program* (<http://education.umn.edu/EdPsych/forms/>). If you wish to make changes to your committee, you will need your advisor's approval. As a courtesy, be sure to inform any committee members that you are dropping. You should e-mail 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 e-mail their agreement to serve to Kathy or ask them to sign the *Examining Committee Consent* form.

Special field preliminary

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.

Eligibility

Students are eligible to submit the special field prelim requirements form to their adviser under these conditions only: (a) students have passed the M.A. final oral exam, and (b) students have completed sufficient practical experience (i.e. completed or partially completed internship). The student must have met these two conditions to complete the special field prelim. No exceptions to this rule will be granted.

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

OR

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

Note: This applies to all department requirements. Therefore, students in the Institute of Child Psychology or the Department of 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 mastery of the NASP blueprint areas. The portfolio will be discussed by students and their advisers 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 adviser.
- 4) **Comprehensive written examination** This exam integrates student knowledge across courses applicable to school psychology. Application of research findings and academic

knowledge in real life situations is emphasized. The student will be asked to prepare a series of questions from which one of the three required exam questions will be chosen, in negotiation with the student, by two program faculty members. The two additional questions will be prepared by the faculty members with input from all members of the student's S.C. committee. The student's program and area of specialization will be considered in preparing the exam. The exam will take place on campus at a computer facility in a block of 5 hours (4 hours maximum for the exam and 1 hour break). The expectations are that this will be a closed book exam and students will sign an agreement of exam terms. Exams will be graded by the two faculty members on a five-point scale, and students will be informed if they passed or failed by their advisers.

Internship

Successful completion of the internship (third year) is necessary for the specialist certificate. Coursework requirements must be completed before students go on internship. In the spring of the internship year (usually 3rd year), site supervisors will be asked to provide the internship coordinator with feedback on student progress. **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 practicum/internship coordinator and the supplemental *Handbook of Practicum and Internship Experiences*.

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. At the end of the spring term, specialist students complete their special field exam and their paperwork for their certificate. This typical schedule is depicted graphically below.

Checklist for progress toward degree completion

	Meet with your adviser and decide on your 1 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.	
	Obtain the <i>Degree Program</i> form online at www.grad.umn.edu , from the DGS assistant, or 316 Johnston and complete the M.A. program.	
	After first semester in the program, submit M.A. program and <i>Examining Committee Consent</i> form to your adviser for signature. Then send it to the director of graduate studies (DGS), currently Jennifer McComas. (You should actually give it to the DGS assistant in room 206 Burton Hall). 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.	
	Continue coursework according to the plans developed (and redeveloped) with your adviser.	
	Before the fall of 2 nd year, submit program for the specialist certificate to your adviser for signature. then send it and the examining committee consent form (if there are changes) to the director of graduate studies (DGS) assistant in room 206 Burton Hall.	
	Select a master's topic based on student interests and experiences with your adviser.	
	Develop a research plan (detailed outline and timeline) with approval from your adviser.	
	Obtain human subjects approval with guidance from your adviser.	
	Implement research plan as agreed upon.	
	Prepare manuscript and submit for review and revision to your adviser 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 and arrange an internship for the following year by Spring of 2 nd year	
	Plan A	Plan B
	Distribute the thesis to committee members 2 weeks before the oral defense	Distribute the Plan B paper to committee members 2 weeks before the oral defense.
	After your committee members have read and approved your thesis and signed off on the <i>Thesis Reviewer's Report</i> form (included in your graduation packet), return the form to the Graduate School and pick up the <i>Final Examination</i> form.	You will need to have the <i>Final Examination</i> form at your final defense. The form will be in your graduation packet.
	Hold the final oral exam where committee members will sign off on the <i>Final Exam</i> form. Return the form to the Graduate School.	Hold the final oral exam where committee members will sign off on the <i>Final Exam</i> form. Return the form to the Graduate School.
	File two bound copies of your thesis with Graduate School and pay binding fee.	
	Submit the <i>Application for Degree</i> form (included in the graduation packet) to 316 Johnston Hall by the 1 st working day of the month in which you wish to graduate.	
	Begin internship year	
	Submit <i>Special Field Preliminary Requirements</i> form and supporting materials to adviser.	
	Submit <i>Specialist Examination</i> form, signed by all committee members, to the Graduate School (This form is part of the degree packet you get from the Graduate School)	
	Apply for specialist certificate. The final exam report form is included with the graduate packet.	
	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 adviser and the DGS.

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, 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 adviser about the number and which credits can be transferred.

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 pertaining to 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 practicum placements that are appropriate given their interests and career directions. Each student designs his/her program of study with his/her adviser. 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 adviser that details when coursework, practicum, 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, 2 credits
- **EPsy 8823**—Ethics and Professional Standards, 2 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 88xx**— 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

Foundations: 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

EPsy electives: 9 additional credits in *computer applications, evaluation, learning/cognition, measurement, personality, research design, social psychology, or statistics*

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

As of July 2001, 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 S.C. will be eligible for licensure in Minnesota. Students who complete the Ph.D. program are eligible for licensure in Minnesota. Ph.D. students who have completed all Ed.S. requirements 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 requirements for NASP at the doctoral level are a minimum of 4 years of full time study (72 semester credits) plus 10 credits of internship (1200 hours with at least 600 in a school setting or in consultation with schools). 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 [1,200 total clock hours with at least 600 in a school setting], 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 (APA)

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:

APA Requirements Monitoring Form

Name: _____

Year in program: _____

I have taken the following courses to meet APA requirements (List all):

Biological Aspects of Behavior:

Cognitive and Affective Aspects of Behavior:

Social Aspects 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:

Note: This form must be attached to the Jonquil Memo, which is used annually to review student progress toward degree completion. Students are encouraged to discuss course selection with their advisers to ensure appropriate course selection for meeting these requirements and their specific career goals. For initial planning, students are referred to the APA Requirements Course Planning Chart. Note that the faculty has made specific recommendations for courses. These have been made based on student review of courses and faculty feedback at the curriculum retreat held each fall.

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 adviser 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 adviser 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 adviser.

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 adviser 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. The second semester may be fulfilled in assessment or other settings and experiences designed with the adviser. 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 adviser. 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. Institute of Child Development students may complete this requirement by being a TA in child psychology classes. Joint child psychology students must meet with their adviser 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 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 adviser *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>

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

Coursework area	Credit requirements
Learning/Cognition	3 credits (1 course)
Social psychology <i>or</i> personality	3 credits (1 course)
Statistics <i>and</i> measurement	See Ph.D. requirements for statistics, measurement or evaluation (Pg. 36)
Related fields (Non-EPsy courses)	6 credits (2 courses)
Masters thesis credits (EPsy 8777: Plan A / EPsy 8994: Plan B)	Plan A = 10 credits Plan B = 2 credits
Additional EPsy courses	To total 30 credits

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 (with student status of adult special, summer session, or University College). 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 adviser, another examiner with Educational Psychology Graduate status, and one faculty member from another department (e.g., Institute of Child Development or Educational Policy and Administration). Students, in conjunction with their adviser, 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 master's of arts degree from the Graduate School in educational psychology. As students in the specialist track are not seeking a terminal master's 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 adviser. 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 adviser 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 adviser 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 adviser 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.

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

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

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 adviser. If appropriate, the student and adviser will circulate a prospectus for the study to examination committee members.

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

Implement research plan The student will execute the plan agreed to with the adviser.

Prepare manuscript. The student will draft the thesis manuscript and submit this draft to the adviser for review and comment. The student will then revise the manuscript based on adviser comments. Review and revision will continue until the student and

adviser agree that the manuscript is ready for defense.

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 are also warranted. The committee will vote privately at the close of this examination with the results communicated immediately to the student.

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 adviser 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 M.A. thesis. Students with master’s degrees from other programs should consult the *EPsy Graduate Handbook* and their adviser 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 adviser *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 Graduate School, which will notify you of final approval of your program. Program forms are available online at:

<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 adviser and the director of graduate studies.

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

Coursework area	Credit requirements
Foundations	3 credits (1 course)
Learning	3 credits (1 course)
Research methods	6 credits & Project
Social psychology <i>or</i> personality	3 credits (1 course)
Statistics, measurement, evaluation	12 credits w/ 6 in statistics at the 8xxx level ; 3 credits in measurement
Additional EPsy courses	9 credits min
Supporting program (Non-EPsy or internal minor)	12 credits min
Doctoral thesis credits [EPsy 8888]	24 credits

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 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 adviser, two examiners from educational psychology, and one examiner from your minor or supporting program or outside department (e.g., Institute of Child Development or Educational Policy and Administration). Students, in conjunction with their adviser, 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 adviser 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. 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

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 adviser and complete the special field preliminary **only after**: (a) passing the M.A. final oral exam, and (b) completing sufficient practical experience (usually during internship). **No exceptions to this rule will be granted.** The special field preliminary consists of five sections including: school psychology coursework, educational psychology coursework, a portfolio, a personal competency statement, a personal specialization paper, and an applied measurement and statistics exam (described below).

It is the responsibility of Matthew Lau, the program chair of the special field exam, to find out early in the spring and fall semesters which students will be completing the special field preliminary requirements and to convey this information to the faculty. The applied measurement and statistics exam will be scheduled during the week after Thanksgiving break in the fall semester (e.g., December 1-4) and during the first week of intersession in the spring semester (e.g., May 25-27). The exact exam dates will be revealed in the fall of each academic year. The remaining sections of the exam are due within two weeks of this date. At this time,

students submit the *Special Field Preliminary Requirements* form (copies available in 344 Elliot Hall) along with appropriate documentation to the school psychology program secretary who will forward the materials to the student's adviser or a faculty member assuming this role. If students are unable to submit all of the preliminary requirements within this period of time they will need to make arrangements with their adviser (and for the personal specialization paper, students must identify another school psychology faculty reader as well) to complete the special field preliminary requirements off-cycle or wait until the following semester to submit their materials.

Students should expect feedback on their special field preliminary within 3 weeks of submission for each section. Advisers will review these materials and meet with each student to provide feedback and inform the student whether he or she has met the special field preliminary requirements. **A copy of the completed *Special Field Preliminary Requirements* form must be returned to the school psychology program secretary.** 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

OR

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

3. Portfolio Students will be required to develop a portfolio that contains evidence of mastery of the NASP Blueprint areas. The portfolio will be discussed by students and their advisers 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 adviser.

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 adviser, who will provide feedback and may request revisions of the statement. Feedback forms used by advisers for scoring purposes may be obtained in 344 Elliott.

- 5. Comprehensive written examination** (for students entering the program in or after fall 2004). This exam integrates student knowledge across courses applicable to school psychology. Application of research findings and academic knowledge in real life situations and theoretical perspectives are emphasized. The student will be asked to prepare a series of questions from which one of the three required exam questions will be chosen, in negotiation with the student, by two program faculty members. The two additional questions will be prepared by the faculty members with input from all members of the student's Ph.D. committee. The student's program and area of specialization will be considered in preparing the exam. The exam will take place on campus at a computer facility in a block of 5 hours (4 hours maximum for the exam and 1 hour break). The expectations are that this will be a closed book exam and students will sign an agreement of exam terms. Exams will be graded by the two faculty members on a five-point scale, and students will be informed if they passed or failed by their advisers. Final decisions about changes in the prelim exam will be made September 2004.

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 advisers' 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 Graduate Student 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 adviser, 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 adviser 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 adviser 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.

Advising It is assumed that the student will work with his or her academic adviser 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 Graduate Student*

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 *Educational Psychology Graduate Student Handbook*.

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 and 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 adviser 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.

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

Thesis panel The Thesis Panel is comprised of at least three members who help shape the initial plans of the dissertation. The members include your adviser and at least two additional members, one from your major and one 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 adviser, two internal examiners (i.e., from your major), and one external examiner (i.e., from your minor, supporting program, or another department). Your adviser 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/forms/doctoral.html>. 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 adviser, 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 adviser, 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. Deb 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 adviser acts as chair during the final oral.

Process

1. **Select topic** Based on student interest, experience, and objectives, the student and adviser 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 adviser.
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 adviser 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 adviser, 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. 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 adviser and one bound copy should be given to Deb Lavoie for placement in the School Psychology Resource Room.

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 adviser. 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.**

For additional information regarding internships, consult the practicum/internship coordinator and the supplemental *Handbook of Practica and Internship Experiences*.

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, student complete and defend their master's. Students then complete their coursework and practicum 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

	Meet with your adviser to decide on your 1 st 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.
	Obtain the <i>Degree Program</i> form from Graduate School (www.grad.umn.edu/gsss), or 316 Johnston and complete the M.A. program
	After first semester in the program, submit M.A. program and <i>Examining Committee Consent</i> form to your adviser for signature. Then send it to the Director of Graduate Studies (DGS), Jennifer McComas. [Give it to the DGS asst. in room 206 Burton Hall]. 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 adviser.
	Select a master's topic based on student interests and experiences and develop a research plan (detailed outline and timeline) with approval from your adviser.
	Obtain human subjects approval with guidance from your adviser.

Implement research plan as agreed upon.	
Request M.A. graduation packet	
Prepare manuscript and submit for review and revision to your adviser until it is ready for defense.	
Schedule a one-hour oral defense with all of your master's committee members.	
Plan A	Plan B
Obtain a <i>Graduation Packet</i> from Graduate School	Obtain a <i>Graduation Packet</i> from Graduate School
Distribute the thesis to committee members 2 weeks before the oral defense	Distribute the Plan B paper to committee members 2 weeks before the oral defense.
After your committee members have read and approved your thesis and signed off on the <i>Thesis Reviewer's Report</i> form, return the form to the Graduate School and pick up the <i>Final Examination</i> form.	You will need your <i>Final Examination</i> form at your oral defense. That form will be in the graduation packet.
Hold the final oral exam where committee members will sign off on the <i>final exam</i> form. Return the form to the Graduate School.	Hold the final oral exam where committee members will sign off on the <i>Final Exam</i> form. Return the form to the Graduate School.
File two unbound copies of your thesis with Graduate School	
Submit the <i>Application for Degree</i> form to 200 Fraser Hall by the 1 st working day of the month in which you wish to graduate.	
Before the Fall of 3 rd year, submit doctoral program and the <i>Examining Committee Consent</i> form to your adviser 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 special field preliminary requirements and submit special field preliminary requirements form and supporting materials to adviser.
Take the special fields preliminary applied statistics and measurement exam. Submit <i>Checklist for Showing Completion of Written Prelim and Prelim Written Exam</i> 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 <i>Oral Exam</i> 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 adviser.
No later than 1 st 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 adviser.
Implement research plan as agreed upon.

	Prepare manuscript and submit for review and revision to your adviser and/or committee members until it is ready for defense.
	Obtain Ph.D. <i>Graduation Packet</i> from Graduate School.
	Distribute copies of the dissertation to readers with reader's form to certify that the dissertation is ready for defense.
	Return reader's form to Graduate School, and schedule a 3-hour final oral. Send information to DGS assistant so she can publicize the event by posting flyers outside of 210 Burton as well as in Elliott and Pattee Hall.
	Schedule the final oral with the Graduate School at least 1 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 <i>Oral Exam</i> form to Graduate 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 adviser and the DGS.

Section XI: Other information

Applying for state board of teaching licensure (first-time full professional Minnesota license)

Upon completion of requirements for certification (see Appendix B of handbook), students should submit the following to Personnel Licensing at the Minnesota Department of Education:

- State application (Application for Minnesota Teaching/Administrative/Related Services License [Word file] and conduct review statement) It is available in 344 Elliott or you can download the form at http://education.state.mn.us/mde/Teacher_Support/Educator_Licensing/Licensure_Forms/ and following the link to the application.
- Check for \$57 (beginning July 1, 2003) payable to the "Commissioner of Department of Education"
- 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. In addition, include a money order or cashier's check for \$26 payable to the "Bureau of Criminal Apprehension" in your application package to MDE.

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. Please see Deb 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.
- Applicants must take and pass the National School Psychology Examination.

For more information or an application, see the program secretary or write to:

National School Psychology Certification System
National Association of School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814

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 Appendix D. 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 at the following Web sites:

Graduate Fellowship Office (www.grad.umn.edu/fellowships/)

University-wide Funding Resources
(www.grad.umn.edu/current_students/funding/university_wide.html)

Scholarships and awards offered through the College of Education and Human Development
(www.education.umn.edu/SPS/awards/CEHDawards.html)

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 Web sites

- 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 Web site. Web Site: www.psychologyboard.state.mn.us
- For students who apply for an internship in Minnesota, an equivalent of one school year and reimbursable Limited Intern License is required. The application forms can be downloaded at Minnesota Department of Education Web site (<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 Ph.D. graduates, 1995 – present

<u>Name</u>	<u>Year</u>	<u>Initial employment</u>	<u>Dissertation title/ adviser(s)</u>
Andrea Bie	1995	Rosemount/Apple Valley Schools, Apple Valley, MN	<i>The Challenge of Managing Aggressive Behavior</i> -Frank Wood/Scott McConnell
Joann Chiappetta-Baumgardner	1995	Rum River Special Ed Co-op Vadnais Heights, MN	<i>An Empirical Analysis of School Psychologists' Assessment Practices with Students who are Deaf or Bilingual</i> -James Ysseldyke
Michelle Dodds	1995	Private Practice, Edina, MN	<i>The Impact of Exposure to Interparental Violence on Child Behavior Problems</i> -Byron Egeland/Alan Sroufe
Deborah Gorney	1995	Hamilton County Educational Service Center, Cincinnati, OH	<i>Students with Disabilities Use of High School Graduation Incentive Programs: Factors Associated with Choosing to Transfer</i> -James Ysseldyke
Vida Peskay	1995	Robbinsdale Public Schools, Robbinsdale, MN	<i>Strategy for Success: The Strengthening of Academic Skills by Means of Classroom Peer Tutoring</i> -Scott McConnell
Brooke Carroll	1996	Boston University Residential Charter School	<i>Middle School Students' Reports of Actual and Important Support for Learning in Home and School Contexts</i> -Sandra Christenson
Susan Cassatt	1996	Minot State University, Minot, ND	<i>Father Involvement in the Lives of Their Young Children with Disabilities</i> -Scott McConnell
Caryn Cohen	1996	Apple Valley Schools, Apple Valley, MN	<i>The Reliability and Validity of a Semi-Structured Interview to Assess Interpersonal Problem Solving in Elementary School Children</i> -Scott McConnell
Mary Larson	1996	Clinical Associates, Fridley, MN	<i>Dampening of Stress Responsivity in Infancy, the Developing Hypothalamic-Pituitary-Adrenocortical Circadian Rhythm, and Sleep</i> -Richard Weinberg
Theresa Rounds	1996	St. Paul Public Schools, St. Paul, MN	<i>Evaluation of a Community-Based Home Visiting Program for Low-Income Families</i> -Sandra Christenson
Cindy Spicuzza	1996	Minneapolis Children's Hospital, Minneapolis, MN	<i>Mother-Infant Interactions of Cocaine-Exposed, Preterm, and Full-Term Nonexposed Infants</i> -Scott McConnell

<u>Name</u>	<u>Year</u>	<u>Initial employment</u>	<u>Dissertation title/ adviser(s)</u>
Karla Buerkle	1997	Wilder Child Guidance Center, St. Paul, MN	<i>Mobile Children and Families: Qualitative and Quantitative Explorations of the Meaning and Impact of Residential Mobility and School Changes</i> -Sandra Christenson
Nina Guzi	1997	Queensbury Union-Free School District, Queensbury, NY	<i>Precursors of Student Participation: The Impact of Student Characteristics on Engagement in Schools</i> -Sandra Christenson
Shane Jimerson	1997	University of California, Santa Barbara, CA	<i>A Prospective, Longitudinal Study of High School Dropouts: Examining Multiple Predictors Across Development</i> -Byron Egeland
Matthew Lau	1997	Minneapolis Public Schools, Minneapolis, MN	<i>Participation of Families from African-American and Asian/Southeast Asian Communities in Minnesota's Open Enrollment Option</i> -Jim Ysseldyke
Karen Rush	1997	University of Oregon School Psychology Program	<i>Preschool Language Experiences and Early Literacy Skill Development of Children from Low-Income Environments</i> -Scott McConnell
Amy Susman-Stillman	1997	Irving B. Harris Training Center Minneapolis, MN	<i>Neighborhood Influences on Welfare Mothers and their Children: What are the Effects on Maternal, Parenting, and Child Outcomes?</i> -Richard Weinberg
Adrian Teo	1997	Whitworth College, Spokane, WA	<i>A Developmental-Psychosocial Model of Achievement</i> -Byron Egeland
Mike Vanderwood	1997	University of Wisconsin-Milwaukee, Ed. Psych Department	<i>Examination of the Contribution of General and Specific Abilities to Reading Achievement</i> -Jim Ysseldyke
Kim Adams	1998	Apple Valley School District	<i>Trust Within The Home-School Relationship: An Empirical Investigation of Parent and Teacher Perspectives</i> -Sandy Christenson
Diane Bearman	1998	University of Missouri-Columbia Medical School	<i>Just Like Mommy, Just Like Mommy?: Development of Gender-Based Schematic Processing in Children Born into Two-Female-Parent Families</i> -Sandy Christenson
Kristin Geenen	1998	Unified School District, Long Beach, Calif.	<i>A Model of School Learning for American Indian Students</i> -Jim Ysseldyke

<u>Name</u>	<u>Year</u>	<u>Initial employment</u>	<u>Dissertation title/ adviser(s)</u>
Kirk Diment	1998	Director of Research and Assessment for Moundsview Schools	<i>Identification of Seriously Emotionally Disturbed Students: An Ethnic Comparison of Maladaptive Behaviors at Both Point of Referral and Eligibility</i> -Scott McConnell
Jay Sieler	1998	Minneapolis Public Schools, Minneapolis, MN	<i>Stability and Source Differences in Ratings of Child Behavior: An Exploration of Peer Reputation and Teacher Ratings in Longitudinal Samples of Disruptive and Non-disruptive Elementary School Children</i> -Sandy Christenson
Katie Thor	1998	NSSD Chicago, Illinois	<i>Students' sense of Belonging: Linking Belonging to Indicators of School Performance in Alternative and Conventional Schools</i> -Jim Ysseldyke
Gayle DeHann	1998	St. Louis Park Schools	<i>Parent-Adolescent Communication Differences Between Adopted and Biological Adolescents</i> -Rich Weinberg
Julie Hirsch	1998	Minneapolis Public Schools Minneapolis, MN	<i>Protective Processes and Their Impact on Patterns of School Engagement For a High Risk Sample of High School Students</i> -Sandy Christenson
Christine Hurley	1998	Minneapolis Public Schools/Check & Connect Program Minneapolis, MN	<i>Welcome Status and Family-School Relationships: An Exploratory Study of Parent Perspectives</i> -Sandy Christenson
Teresa Cairns	1998	Stillwater Schools, MN	<i>Parents as Reading Partners: Improving Children's Reading Through a Summer Read Aloud Program</i> -Scott McConnell
Susan Moses-Zirkes	1999	Apple Valley School	<i>Student Responsibility: Student Perceptions of Home & School Supports</i> -Sandy Christenson
Madeline Tundidor	1999	Riverside School District	<i>Social Skills and Inclusion: Is there a relationship?</i> -Scott McConnell
Jeff Priest	1999	Coordinator of Research And Evaluation at the Institute on Disability, New Hampshire	<i>Continuous Progress in Measurement: Developing a General Outcome Observation of Preschoolers in Early Childhood Special Education</i> -Scott McConnell

<u>Name</u>	<u>Year</u>	<u>Initial employment</u>	<u>Dissertation title/ adviser(s)</u>
Hyeonsook Shin	1999	Korea	<i>Casual Attributions as Related to School Engagement of Students With Learning or Behavioral Problems</i> -Jim Ysseldyke
Cammy Lehr	1999	National Center on Educational Outcomes & Check and Connect, University of Minnesota	<i>At Risk Students Attending High Schools: Factors That Differentiate Between Persisters and Dropouts</i> -Sandy Christenson
Kate Hennighausen	2000	Children's Hospital in St. Paul, MN	<i>Developmental Antecedents of Young Adult Romantic Relationships</i> -
Colleen Meigher	2001	Boston Public Schools	<i>Children's Motivation to Learn in School Contexts: A Critical Review of two Theories</i> - Sandy Christenson
Amy Esler	2001	St. Croix River Educational District	<i>Children at the Center: Promoting Child Development through Evidence-based Practice</i> - Sandy Christenson
Stephanie McNeil	2001	Minneapolis Public Schools	<i>Relationships Between Parental Discipline Practices, Gender, and Children's Relational and Over Aggression</i> - Scott McConnell
Ruth Nelson	2002	Bethel College	<i>The Intended and Unintended Consequences of Minnesota's Basic Standards Tests for Students with Disabilities</i> - Jim Ysseldyke
Ellen Teelucksingh	2002	Intermediate District 287	<i>Effects of Consultation and Curriculum-Based Monitoring on Math Performance</i> - Jim Ysseldyke
Catherine Lawrence	2002		<i>The Impact of Foster Care on the Development of Behavior Problems</i>
Kristen Missall	2002	University of Minnesota	<i>Reconceptualizing School Adjustment: A Search for Intervening Variables</i> - Scott McConnell
Yvonne Godber	2002	Columbia University, NY	<i>School Climate: Understanding Parent Perspectives to Strengthen Family-School Relationships</i> - Sandy Christenson

<u>Name</u>	<u>Year</u>	<u>Initial employment</u>	<u>Dissertation title/ adviser(s)</u>
Chris Boys	2003	University of Minnesota Medical School	<i>Mastery Orientation Through Task-Focused Goals: Effects on Achievement and Motivation.</i> - Jim Ysseldyke
Stacey Kosciolek	2003	Stillwater School District	<i>Instructional Factors Related To Mathematics Achievement.</i> - Jim Ysseldyke
Amy Donovan	2003	Minneapolis Public Schools	<i>Functional communication training in young deaf children: Effects of reinforcement magnitude on requesting on time-on task.</i> - Scott McConnell
Peggy Smith	2003	Carmen B. Pingree School for Children with Autism in Salt Lake City, Utah	<i>The association of family, parent and child characteristics with behavioral development in infancy.</i> - Scott McConnell
Ben Silbergitt	2003	St. Croix Educational District	<i>Beyond Situational Specificity and Other Hypothetical Constructs: A Practical Approach to General Outcome Measurement of Preschool Social Skill Development</i> - Scott McConnell
Amy Reschly Anderson	2003	U of South Carolina	<i>Student Engagement and Dropout: An Investigation with Students who have Mild Disabilities</i> - Sandra Christenson
Lynne Havsy	2004	Newark Public School, New Jersey	<i>Effects of School Climate, Student Belonging, Student Coping and Home Support for Learning on Student Attendance</i> - Sandra Christenson
Sara Bolt	2004	Michigan State University	<i>Examining Empirical Evident for Several Commonly-held Beliefs and Disputes about Testing Accommodations</i> - Jim Ysseldyke
Dawn Picklo	2005	Central Michigan University	<i>Behaviorally At-Risk African American Students: The Importance of Student-Teacher Relationship for School Outcomes</i> - Sandra Christenson

Appendix C: School psychology S.C. graduates, 1995 – present

<u>Name</u>	<u>Year rec'd</u>	<u>Initial employment</u>
Jim Barosko	1995	Minneapolis Public Schools
Jennifer Krueger	1995	Jacksonville, NC
Michele Stolz	1995	Westview Elementary, Eagan, MN
Rebecca Caine-Richards	1996	Freelance
Vern Davis	1996	Omaha Public Schools, Omaha, NE
Cheryl Reid	1996	Minneapolis Public Schools, Minneapolis, MN
Elizabeth Rudrud	1996	Morris Park Community School
C.J. Thomas	1996	Oregon City School District, Portland, OR
Doug Anderson	1997	Singapore
Rachel Frechette	1997	North Branch Schools, North Branch, MN
Stephanie Jones	1997	Denver, CO
Nita Laramie	1997	Mapleton Public Schools, Denver, CO
Rod Schaefer	1997	Rum River Special Education Cooperative, Milaca, MN
Jami Stack	1997	Stillwater Schools, Stillwater, MN
April Tasso	1997	Texas Public Schools
Michelle Luers	1998	Lakeville Public Schools, Lakeville, MN
Tom Delaney	1998	Stillwater Schools, Stillwater, MN
Caroline Moore	1999	
Tara Schluesche	1999	Marshall Wisconsin Public Schools
Liz Devney	1999	Cherry Creek, Colorado School
Nicole Johnson	1999	San Diego Schools
Cindy Jacobson	1999	West St. Paul School
Chanda Jeter	2000	Jordon Park School, Mpls.
Jennifer Kennedy	2000	Burnsville School
Lorien Parson	2000	St. Croix River Educational District
Kathy Robison	2000	Minneapolis Public Schools
Heidi Springborg	2000	St. Croix River Educational District
Melissa Coolong-Chaffin	2001	St. Croix River Educational District
Amy Lemkuil	2001	St. Croix River Educational District
Sara Barrow	2001	Dallas School District
Patty Marquez	2002	Long Beach School District
Darnell Logan	2002	Fulton County Schools, Atlanta, GA
James Scott	2002	Minneapolis Public Schools
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
Anna Cosio	2005	AppleValley, Eagan, Rosemount Schools
Betsy Heath	2005	North Thurston School District, Olympia, Washington
Heidi Triezenberg	2005	LaGrange Area Dept of Spec. Ed., LaGrange, IL