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Welcome

Welcome to the School Psychology Program at the University of Minnesota! This handbook provides a summary of key information about the School Psychology Program. You should always refer to this handbook for your degree planning. It specifies the degree requirements for students entering the program in Fall of 2014. All students are expected to comply with the program policies set forth in this document.

As of Summer 2014, 271 Ph.D. students and 232 S.C. (Specialist Certificate) students graduated from the School Psychology Program.

In addition to reading the guidelines offered in this handbook, you will find information on the University, College, Department, and Graduate School websites (http://www.umn.edu/, http://www.education.umn.edu/, http://www.education.umn.edu/edpsych/, www.grad.umn.edu).

We hope that this handbook will answer many of your questions. Should you have additional questions, please contact School Psychology Administrative Assistant at 612-626-0367. Our warmest wishes to you as you begin your graduate studies at Minnesota. We look forward to a productive and pleasant year!

Section I: Program Description

Vision Statement

The School Psychology Program at the University of Minnesota is one of the oldest and most well established graduate programs in school psychology graduate programs in the country. It is accredited by multiple governing bodies (e.g., APA, NASP, & NCATE). It’s faculty are leaders in the field by conducting high quality research that addresses the enhancement of individual child competence and the capacity of systems to meet the needs of children.

The School Psychology Program will continue its national reputation for excellence by (a) directly responding to the needs of systems that serve children and youth and conducting research that informs practice, (b) developing school psychologists who are leaders in scholarship and practice, (c) recruiting high-quality graduate students with diverse cultural backgrounds (e.g., ethnicity, gender, and experience), (d) providing a rich graduate education in which students participate in diverse experiences both in and out of the university classroom, (e) promoting knowledge and scientifically-based practices that recognize classrooms, schools, homes, and communities as critically important settings that influence outcomes for children and youth, and (f) promoting knowledge and scientifically-based practices that incorporate an ecological perspective to improve academic, social, behavioral, and emotional competence of children and youth.
The culture of the program fosters student and faculty success implementing the above goals. Faculty recruit students with diverse cultural backgrounds, infuse research into training, educate future faculty, obtain external funding for research and training, collaborate with students and colleagues to disseminate research, engage with the community, provide continuing education for school psychologists, and continue to strengthen supervised field-placements. Students actively seek opportunities to integrate and apply the knowledge and skills acquired through research and didactic training. They value, conduct, present, and publish research. They aspire to be future leaders in scholarship and practice.

Program Assumptions

There are nine assumptions that underlie the coursework and applied experiences for a degree in the School Psychology Program. These assumptions, which are reviewed annually by the faculty, are:

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

2. School psychologists fill a wide range of positions within the educational and psychological enterprises. We prepare practitioners, clinicians, educators, and scholars who are committed to translating research and theory into practice. School psychologists are employed in various settings (e.g., schools, community mental health, universities, and medical) to promote optimal development, wellbeing, and educational success among children and youth.

3. School psychology is inherently interdisciplinary. School psychologists draw on a knowledge base including, but not limited to, educational, developmental, clinical, organizational, and community psychology in developing and applying theories, methods, and research to assess individual, group, and system needs. School psychologists also generate, implement, and evaluate prevention and intervention strategies; understand and respond to cultural diversity and individual difference; engage in collaborative consultation; and develop and evaluate policy.

4. Training and research are grounded in an ecological systems theory in which other psychological and educational theories are integrated to understand individual, group, and system functioning in a range of environmental contexts. The complex nature of behavior often cannot be accounted for by simple linear cause-effect relationships. The explanations are more likely dependent upon multiple causes that have multivariate linkages with observed behavior.
5. A school psychologist is responsible to integrate and explain psychological theories and principles relevant to development and performance. School psychologists recognize that: (a) cognitive, social, and affective development are interrelated; (b) individuals' bring the totality of their life experience to the classroom; and (c) classrooms have a powerful influence on the lives of children and youth.

6. Schools, homes, and communities are critically important settings that influence the development and academic, social, behavioral, and emotional competence of children and youth and share responsibility in nurturing and socializing children and youth in an increasingly complex world. School psychologists must attend to the multiple contexts in which children develop, and work with other professionals to develop school-linked services to develop competencies and address risk factors.

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

8. The roles and functions of school psychologists are not to be conceived of as isolated, separate domains of expertise. The links among the major competencies (e.g., assessment-intervention, research-intervention) are emphasized in training.

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

Program Goals and Objectives

The School Psychology faculty accept two broad aims of school psychological practice: (1) improving student competence and (2) building the capacity of systems to address the needs of children and youth. School psychology draws upon specific competencies that are based on well-established psychological principles, as outlined by Ysseldyke et al. (2006). Thus, we combined the competencies outlined by Ysseldyke et al. with core content areas as outlined by the American Psychological Association (APA) to establish the following goals, objectives, and outcomes for our training model.

<table>
<thead>
<tr>
<th>Goal #1: To produce graduates that will engage in data analyses and decision making.</th>
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<tbody>
<tr>
<td>Objectives for Goal #1:</td>
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<tr>
<td>(1a) Graduates will use assessment data to identify a student’s strengths and needs, and to understand problems.</td>
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<tr>
<td>Student Competencies:</td>
</tr>
<tr>
<td>1. Select, administer, interpret, and report outcomes from a variety relevant</td>
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assessments.
2. Evaluate scales for measuring educational and psychological constructs.
3. Apply principles of measurement for responsible test use.
4. Develop an understanding of the psychometric principles and issues pertaining to intelligence and academic achievement tests.
5. Develop an understanding of the principal characteristics of cognitive intelligence and academic achievement tests.
6. Develop an understanding of the controversies surrounding cognitive and academic assessment.
7. Develop an understanding of the future trends in cognitive and academic assessment.
8. Develop an understanding of the clinical assessment process (i.e., collecting background information, establishing rapport, controlling the testing environment).
9. Develop an understanding of the theoretical framework, organization, and psychometric properties of the major intelligence and achievement tests.

(1b) Graduates will use assessment data to measure progress and accomplishments.

Student Competencies:
1. Use research-based methods to evaluate assessment outcomes that link to interventions and instructional modifications.
2. Develop a measurement system that will index individual student and systems change and that can be used to evaluate the effectiveness of instructional programs.

Goal #2: To produce graduates that will engage in consultation, collaboration, and supervision.

Objectives for Goal #2:
(2a) Graduates will collaborate with others in planning and decision-making at the individual level.

Student Competencies:
1. Become familiar with various models of consultation including behavioral consultation, conjoint behavioral consultation and direct behavioral consultation.
2. Acquire an understanding of skills required and issues associated with collaborative consultation.
3. Learn components of behavioral consultation: Problem Identification Interview (PII), Problem Analysis Interview (PAI), and Treatment Evaluation Interview (TEI).
4. Demonstrate knowledge of and skills required during behavioral consultation.
5. Include parents in behavioral consultation (Conjunct Behavioral Consultation).
6. Incorporate knowledge and understanding of cultural and ethnic diversity into behavioral consultation.

(2b) Graduates will collaborate with others in planning and decision-making at the group level.

Student Competencies:
1. Design a system with which small-group interventions can be delivered in an applied setting.
2. Select appropriate academic interventions for small-groups of students.
3. Select appropriate evidence-based social-emotional interventions for small-groups of students.
(2c) Graduates will collaborate with others in planning and decision-making at the systems level.

Student Competencies:
1. Understand the conceptual framework of behavioral consultation within a broader framework of the ecological-systems theory.
2. Gain an understanding of school structures and procedures that support or detract from behavioral consultation.
3. Demonstrate understanding of systems consultation as a systematic, data-based intervention planning and problem-solving process.
4. Design in-service training activities for teachers to teach them the components of effective instruction and to implement instructional interventions.
5. Design a multi-tiered system of support to promote academic, social-emotional, and behavioral student competencies.
6. Collaborate with community agencies and organizations.

**Goal #3: To produce graduates that will be knowledgeable in effective interventions to develop cognitive and academic skills.**

Objectives for Goal #3: Graduates will use knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills to

(3a) develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs;

Student Competencies:
1. Provide school personnel with assessment information that can be used by classroom teachers to design and implement successful interventions.
2. Formulate instructional intervention plans, delineating major components of each plan, and providing a basis (logical, theoretical, or empirical) for their inclusion.
3. Explain the theoretical foundations for various academic interventions.

(3b) implement interventions (e.g. instructional interventions and consultation) to achieve those goals;

Student Competencies:
1. Provide school personnel, parents, and students with information about research on factors that affect educational achievement.
2. Provide school personnel with policy and practical suggestions that make implementation of interventions more likely to occur.

(3c) and evaluate the effectiveness of interventions.

Student Competencies:
1. Develop a measurement system that will index individual student change and that can be used to evaluate the effectiveness of instructional programs.

**Goal #4: Graduates will be knowledgeable in effective Interventions to promote mental health and life competencies.**

Objectives for Goal #4: Graduates will use knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills to

(4a) develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs;

Student Competencies:
1. Use research to understand better the dynamics of human behavior.
2. Draw from the theories and research to increase understanding of dynamics in social settings, particularly education.
3. Participate in goal setting for a student's behavioral, adaptive, social, or emotional needs.

(4b) Implement interventions (e.g., consultation, behavioral assessment/intervention, and solution-focused counseling) to achieve those goals;

Student Competencies:
1. Develop skills to implement solution-focused counseling in school psychology practice.
2. Participate in a behavioral, social, or emotional intervention with individuals or small groups.
3. Present a case study including behavioral, social, or emotional goal, intervention and response to intervention.

(4c) and evaluate the effectiveness of interventions.

Student Competencies:
1. Monitor student progress with data in order to evaluate the effectiveness of a socio-emotional intervention.

Goal #5: To produce graduates that will appreciate and be knowledgeable in student diversity in development and learning.

Objectives for Goal #5: Graduates will use knowledge of individual differences, abilities, and disabilities and knowledge of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning to

(5a) demonstrate sensitivity and skills needed to work with individuals of diverse characteristics;

Student Competencies:
1. Articulate and design services in keeping with the ethical, legal, and policy issues involved in working with diverse individuals, families, and communities.
2. Demonstrate knowledge of the various dimensions of human diversity and the potential impact of cultural factors on development, behavior, and learning, as well as on assessment, intervention, policy, and engagement.

(5b) and implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Student Competencies:
1. Know and apply strategies and processes to modify practices to be responsive to the needs of diverse clientele.
2. Demonstrate, in the conceptualization and delivery of psychoeducational services, dispositions and skills reflective of respect for individual and group differences.
3. Identify and evaluate resources to support the development of positive, constructive, contextually-appropriate relationships with students, family and staff across levels of service delivery.
4. Develop an understanding of multicultural diversity in relation to cognitive intellectual and academic achievement assessment.
5. Develop an understanding of assessing special populations (e.g., Mental Retardation, Autism, Giftedness, Hearing and Visual Impairments, Learning Disabilities, and Emotional/Behavioral Problems).
6. Differentiate appropriate interventions as a function of diverse student characteristics (e.g. language, ethnicity, culture).

**Goal #6: To produce graduates that will be knowledgeable in system organization, policy development, and climate.**

Objectives for Goal #6: Graduates will:

(6a) demonstrate knowledge of general education, special education, and other educational and related services;

Student Competencies:
1. Use assessment data to make diagnostic and special education eligibility decisions.
2. Identify federal special education disability categories and diagnostic decision-making practices (e.g. IDEA, DSM-5).
3. Know and adhere to federal and state laws applicable to education in general and school psychological practice.
4. Describe the federal and state laws applicable to school psychology practice.
5. Describe landmark case law and its relations to current legal and professional guidelines.

(6b) demonstrate knowledge of schools and other settings as systems;

Student Competencies:
1. Understand and be able to apply general systems theory as a framework for describing and understanding schools and other organizations as systems.
2. Gain experience in analyzing systems and in designing a systems-level intervention for a school context.

(6c) and work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Student Competencies:
1. Design in-service training activities for teachers designed to teach them the components of effective instruction and to implement instructional interventions.
2. Demonstrate how to convey scientific knowledge to others (e.g., consultation and staff development formats).

**Goal #7: To produce graduates that will engage in prevention, crisis intervention and treating psychopathology.**

Objectives for Goal #7: Graduates will

(7a) demonstrate knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior;

Student Competencies:
1. Use research to better understand the dynamics of human behavior.
2. Draw from the theories and research to increase understanding of dynamics in social settings, particularly education.

(7b) and provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

Student Competencies:
1. Learn to apply principles of functional behavior assessment (FBA) to complete an FBA for a student in your practicum site.
2. Use function-based data to develop a behavior intervention plan (BIP) for a student.
3. Address the complex problem of school completion for all students by using a model of engagement based on sound scientific principles and scientific findings.

<table>
<thead>
<tr>
<th>Goal #8: Graduates will foster collaborative relationships to provide comprehensive mental health services.</th>
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<tbody>
<tr>
<td>Objectives for Goal #8: Graduates will (8a) demonstrate knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery;</td>
</tr>
<tr>
<td>Student Competencies:</td>
</tr>
<tr>
<td>1. Understand the potential impact of cultural factors—e.g., race/ethnicity, nationality, immigration, language, socioeconomic status, religion, sexuality, urbanicity—on family functioning and home-school interactions.</td>
</tr>
<tr>
<td>2. Describe and apply the principles, theories, and importance of systems thinking and ecological models relative to culturally competence practices, continuity and discontinuity across home and school environments, and school-family partnerships.</td>
</tr>
<tr>
<td>3. Demonstrate understanding of models, processes, and strategies for fostering family-school engagement and partnerships.</td>
</tr>
<tr>
<td>4. Describe and apply principles, theories, and models of collaborative relationships in practitioner-family interactions and school-based problem solving.</td>
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<tr>
<td>(8b) and work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</td>
</tr>
<tr>
<td>Student Competencies:</td>
</tr>
<tr>
<td>1. Describe the characteristics, principles, theories, and models of collaborative relationships in practitioner-family interactions and school-based problem solving.</td>
</tr>
<tr>
<td>2. Critically analyze and apply principles and practices for engaging with families to enhance students’ academic, behavioral, social, and emotional outcomes.</td>
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<tr>
<td>3. Demonstrate understanding of how to provide professional services that promote effective functioning for individuals, families, and schools across multiple contexts and levels of service delivery.</td>
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<tr>
<td>4. Identify and implement evidence-based strategies and interventions for families, students, school personnel, and community members that support students’ well-being across diverse contexts.</td>
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<tr>
<td>5. Address the complex problem of school completion for all students by using a model of engagement based on sound theoretical principles and scientific findings.</td>
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<tr>
<th>Goal #9: Graduates will engage in research and program evaluation.</th>
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<tbody>
<tr>
<td>Objectives for Goal #9: (9a) Graduates will use knowledge of research, statistics and evaluation methods to evaluate research.</td>
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<tr>
<td>Student Competencies:</td>
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<tr>
<td>1. Evaluate existing literature on a topic relevant to school psychology.</td>
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<tr>
<td>2. Write a review article of high enough quality to warrant publication in a national peer-reviewed journal.</td>
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<tr>
<td>3. Discuss various models of scientific inquiry and the role of theories.</td>
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<tr>
<td>4. Demonstrate sound knowledge of appropriate data analytic procedures and</td>
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</table>
proper interpretation of results.

5. Discuss strengths and weaknesses of various quantitative research methodologies.

6. Compute and interpret an effect size for both between-group and single-subject research.

9b) Graduates will use knowledge of research, statistics and evaluation methods to translate research into practice.
   Student Competencies:
   1. Compare and contrast major journals in school psychology and related fields.
   2. Provide school personnel, parents, and students with information about research on factors that affect educational achievement, policy that supports the implementation of these factors, and practical suggestions that make such implementation more likely to occur.
   3. Demonstrate how to convey scientific knowledge to others (e.g., consultation and staff development formats).

(9c) Graduates will use knowledge of research, statistics and evaluation methods to conduct investigations and program evaluations for improvement of services.
   Student Competencies:
   1. Discuss broad categories of research designs and select the appropriate methodology given a particular research question.
   2. Focus their research agenda on a topic that is important and relevant to school psychology.
   3. Propose a study and appropriate methodology.
   4. Select the appropriate statistical analysis for the research question as part of the research design and use SPSS to conduct the analysis.
   5. Promote structure and facilitate the development of content for a team conducting a research review and summary.

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<tr>
<th>Goal #10: Graduates will engage in ethical practice and be knowledgeable in school psychology as a field.</th>
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<tbody>
<tr>
<td><strong>Objectives for Goal #10:</strong></td>
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<tr>
<td><strong>(10a) Graduates will demonstrate knowledge of the history and foundations of their profession.</strong></td>
</tr>
<tr>
<td><strong>Student Competencies:</strong></td>
</tr>
<tr>
<td>1. Use primary sources to develop their own perspective on the influence of historical movements on contemporary issues;</td>
</tr>
<tr>
<td>2. Appropriately reference primary sources in critical discussions of contemporary issues;</td>
</tr>
<tr>
<td>3. Describe the role that educational psychology has in current problem-solving in education</td>
</tr>
<tr>
<td>4. Articulate their own approaches to the work of educational psychology.</td>
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<tr>
<td>5. Initiate development of a professional theoretical framework to serve as the basis for planning, implementing, and evaluating prevention/intervention programs, especially those that are implemented across the pyramid of intervention (universal, targeted, intensive.</td>
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<td>6. Develop an understanding of the history of intelligence testing.</td>
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<tr>
<td><strong>(10b) Graduates will demonstrate knowledge of various service models and methods.</strong></td>
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Student Competencies:
1. Explain the rationale and model associated with problem solving and response to intervention.
2. Develop the knowledge for applying the scientist-practitioner model, including the ability to draw on theory and research to address systems and individual level interventions.
3. Increase knowledge essential for program development, including problem identification, application of theory, use of relevant literature, and strategic planning and implementation with school staff.
4. Develop an understanding of the specific theories of intelligence.

(10c) Graduates will demonstrate knowledge of ethical, professional, and legal standards.

Student Competencies:
1. Know and apply the ethical principles and standards guiding the professional activities of school psychologists.
2. Know and adhere to the federal and state laws applicable to school psychological practice.
3. Practice in a manner respective of the major ethical and legal issues pertaining to: (a) privacy, confidentiality, record keeping, and consent; (b) psychoeducational assessment; (c) school-based intervention; (d) disability identification and individualized education planning; (e) consultation; (f) supervision; (g) advocacy; and (h) research.
4. Recognize the impact of own values and biases on professional practices.
5. Apply systematic problem-solving processes for analyzing and addressing ethical/legal conflicts.
6. Proactively apply the ethics and legal knowledge to enhance outcomes and limit conflict.

(10d) Graduates will demonstrate knowledge of public policy development applicable to services to children and families.

Student Competencies
1. Articulate the role of school psychologists in educational systems in developing and supporting policies and practices to facilitate school/family partnerships.
2. Articulate the role of parents and families in special education eligibility decision-making and program planning.
Program Curriculum

Based on the goals outlined above, we established 10 Training Domains. Below we have listed those 10 domains and how they correspond to APA and NASP requirements.

<table>
<thead>
<tr>
<th>Program Training Domain</th>
<th>Description</th>
<th>APA</th>
<th>NASP</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Data Analysis and Decision-Making</td>
<td>Uses varied models and methods of assessment that yield information useful (a) in identifying a student's strengths and needs, (b) in understanding problems, (c) in measuring progress and accomplishments, and (d) in making valid conclusions.</td>
<td>Psychological Measurement Theories of Assessment and Diagnosis Evaluating the Efficacy of Interventions</td>
<td>Data-Based Decision Making and Accountability</td>
<td>EPsy 8811</td>
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<td>EPsy 8812</td>
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<td>EPsy 8813</td>
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<td>EPsy 5221</td>
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<tr>
<td>Consultation, Collaboration, and Supervision</td>
<td>Effective collaboration with others in planning and decision-making processes at the individual, group, and systems levels.</td>
<td>Consultation and Supervision</td>
<td>Consultation and Collaboration</td>
<td>EPsy 8817</td>
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<td>EPsy 8818</td>
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<td>EPsy 8841</td>
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<tr>
<td>Effective Interventions to Develop Cognitive / Academic Skills</td>
<td>Knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.</td>
<td>Effective Intervention Human Development</td>
<td>Interventions and Instructional Support to Develop Academic Skills</td>
<td>EPsy 8114</td>
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<td>EPsy 8816</td>
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<tr>
<td>Effective Interventions to Promote Mental Health and Life Competencies</td>
<td>Knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.</td>
<td>Human Development Theories of Assessment and Diagnosis Effective Intervention</td>
<td>Interventions and Mental Health Services to Develop Social and Life Skills</td>
<td>EPsy 8815</td>
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<td></td>
<td>EPsy 8818</td>
</tr>
<tr>
<td>Diversity and Individual Differences</td>
<td>Knowledge of individual differences, abilities, and disabilities and knowledge of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.</td>
<td>Cultural and Individual Diversity</td>
<td>Diversity in Development and Learning Family-School Collaboration Services</td>
<td>EPsy 5851</td>
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<td>EPsy 8800</td>
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<td></td>
<td>EPsy 8812</td>
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<td></td>
<td>EPsy 5221</td>
</tr>
<tr>
<td>Systems Organization</td>
<td>Able to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</td>
<td>History and Systems</td>
<td>School-Wide Practices to Promote Learning</td>
<td>EPsy 5851</td>
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<td>EPsy 8815</td>
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<td>EPsy 8816</td>
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<td></td>
<td></td>
<td>EPsy 8818</td>
</tr>
<tr>
<td>Program Training Domain</td>
<td>Description</td>
<td>APA</td>
<td>NASP</td>
<td>Courses</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Prevention, Crisis Intervention, and Psychopathology | Knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.                                                                 | Biological Bases of Behavior  
Social Bases of Behavior  
Cognitive Bases of Behavior  
Affective Bases of Behavior  
Human Development  
Dysfunctional Behavior and Psychopathology | Preventive and Responsive Services                                                                                                             | EPsy 8114  
EPsy 8290  
EPsy 8815  
EPsy 8818  
EPsy 8800  
EPsy 5802  
EPsy 5853 |
| Collaboration for Comprehensive Mental Health Services | Knowledge of methods to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families. | Effective Intervention  
Consultation and Supervision  
Family-School Collaboration Services                                                                                         |                                                                                              | EPsy 5851  
EPsy 8817 |
| Research and Program Evaluation        | Knowledge of research, statistics and evaluation methods. Can critically evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to conduct investigations and program evaluations for improvement of services. | Research Methodology  
Techniques of Data Analyses  
Research and Program Evaluation                                                                                           |                                                                                              | EPsy 5216  
EPsy 5221  
EPsy 8215  
EPsy 8251  
EPsy 8252  
EPsy 8822 |
| Ethical School Psychology Practice and Development | Knowledge of (a) the history and foundations of their profession; (b) of various service models and methods; (c) of public policy development applicable to services to children and families; and (d) of ethical, professional, and legal standards. | History and Systems  
Professional Standards and Ethics                                                                                                                                 | Legal, Ethical, and Professional Practice                                                                                                   | EPsy 8905  
EPsy 8821  
EPsy 8823 |
Section II: Course Sequence

The School Psychology Program offers two tracks for graduate study within the Department of Educational Psychology: the Specialist Certificate (S.C.) and the Doctorate. A terminal M.A. is not offered. Graduates of the Program (S.C. and Ph.D.) will receive institutional documentation (i.e., a diploma) of completion of the Program. All students will complete a Master’s degree in route to either the S.C. or PhD.

All school psychology students are under the Department of Educational Psychology, which dictates the nature of the foundational 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 on the Department website.

The Program is designed to provide students with broad training in educational psychology and research, along with specialized training in school psychology. As such, the Program’s coursework reflects foundational psychology and educational psychology courses, methods and statistics courses, and school psychology courses. The intent of this course sequence is to foster critical thinkers who are versed in the broad theoretical and empirical foundations of the field, both in education and psychology, and to instill the knowledge and skills necessary to be effective school psychologists or psychologists in applied, academic, and other professional settings. Training in research and statistics is of value for students whether they will engage in ongoing practice or research throughout their careers. Firm understanding of statistics and research methods, as well as psychological and educational theory, are critical to effective research consumerism, application, and production.

The Program requires students to complete the sequence of coursework set forth below according to their intended terminal degree. Proposed deviations should be discussed with and approved by the students’ academic advisor. Students in both the S.C. and Ph.D. tracks complete the following courses during their first two years in the Program:

**Fall Semester, Year 1**
- EPsy 8821: Issues in School Psychology (3 credits)
- EPsy 8811: Assessment (3 credits)
- EPsy 8813: Assessment Practicum (2 credits)
- EPsy 8251: Methods of Data Analysis for Educational Research (3 credits) **
- EPsy 5221: Principles in Educational and Psychological Measurement (3 credits)

**Spring Semester, Year 1**
- EPsy 8812: Assessment II (3 credits)
- EPsy 8813: Assessment Practicum (2 credits)
- EPsy 8823: Ethics and Professional Standards (3 credits)
- EPsy 8252: Methods of Data Analysis for Education Research (3 credits) **
- EPsy 8822: Research in School Psychology (1 credits)
- EPsy 8894: Research Problems (2 credits-Plan B paper)

**Fall Semester, Year 2**
- EPsy 8816: Individual and Systems Academic Interventions (3 credits)
- EPsy 8818: Intervention Practicum (1 credit)
EPsy 8822: Research in School Psychology (1 credit)
EPsy 8114: Advanced Seminar in Cognitive Psychology (3 credits)
EPsy 8215: Advanced Research Methodologies in Education (3 credits) OR EPsy 5216: Introduction to Research in Educational Psychology and Human Development
EPsy 5802: Foundations of Developmental Psychology across the Lifespan (3 credits)

Spring Semester, Year 2

EPsy 8815: Individual and Systems Social-Emotional Interventions (3 credits)
EPsy 8818: Intervention Practicum (1 credit)
EPsy 8800: Emotion & Psychopathology (3 credits)
EPsy 8817: Consultation (3 credits)
EPsy 5851: Engaging Diverse Students and Families (3 credits)

**Students completing the S.C. have the option of taking alternative courses in statistics, research, or program evaluation with their advisor’s consent.**

Students completing an S.C. will complete a 6-credit internship in their third year. Doctoral student complete the following courses in the remaining three years in the Program:

Fall Semester, Year 3

EPsy 8831: School Based Practicum (3 credits)
EPsy 8822: Research in School Psychology (1 credit)
EPsy 5853: Biological Basis of Behavior (3 credits)
Electives (6-7 credits)

Spring Semester, Year 3

EPsy 8290: Key Issues in Social Psychology (3 credits)
EPsy 8905: Landmark Issues (3 credits)
EPsy 8832: Community/Clinical/Research Practicum (3 credits)
EPsy 8888: Doctoral Thesis (2 credits)
Electives (3 credits)

Fall Semester, Year 4

EPsy 8841: Instruction and Supervision (3 credits)
EPsy 8888: Doctoral Thesis (11 credits)

Spring Semester, Year 4

EPsy 8841: Instruction and Supervision (3 credits)
EPsy 8888: Doctoral Thesis (11 credits)

Fall Semester, Year 5

EPsy 8842: Internship: School Psychology (5 credits)

Spring Semester, Year 5

EPsy 8842: Internship: School Psychology (5 credits)
Each program has additional requirements for graduation, which are set forth in the following two sections.

### Section III: Master’s Degree

Unless an entering student has a Master’s degree in psychology or a related field or was admitted to a previous graduate program, all students must complete a Master’s degree during their course of study in the School Psychology Program.

#### Master’s Program

By the end of second semester of their first year, students must complete the Graduate Degree Plan form from the Graduate School for their Master’s degree. On this form the student lists all coursework (completed and proposed) required for the Master’s degree. This form must be signed by the student’s advisor and DGS. The form is then submitted to the Graduate Student Services and Progress Office. These forms are available online at through the [Graduate School](https://grad.umn.edu) or the [Educational Psychology Department websites](https://psych.umn.edu/epsy).

This program lists **30** semester credits in these areas:

<table>
<thead>
<tr>
<th>Coursework Area</th>
<th>Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning/Cognition and Social Psychology/Personality</td>
<td>6 credits (from two content areas)</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 credits (1 course)</td>
</tr>
<tr>
<td>Measurement or Evaluation</td>
<td>3 credits (1 course)</td>
</tr>
<tr>
<td>Master’s Thesis Credits (EPsy 8994: Plan B)</td>
<td>Plan B = 2 credits</td>
</tr>
<tr>
<td>Additional EPsy courses</td>
<td>to total 30 credits</td>
</tr>
</tbody>
</table>

Students must earn a minimum GPA of 2.80 for courses listed on the student’s official program. At least two-thirds of the credits completed (and all taken to fulfill EPsy core) which are included on the Graduate Degree Plan must be taken under the A-F system. Up to 40% of the degree coursework (graduate level taken for graduate credit) could be transferred from other graduate schools or other non-matriculated graduate credit at the University of Minnesota (such as non-degree graduate student meeting specific registration criteria). For further details regarding Transfer of Credits, please consult the University Graduate Catalog at [www.catalogs.umn.edu/grad/gen/masters.html](https://www.catalogs.umn.edu/grad/gen/masters.html). Credits earned more than 7 years ago cannot be applied to the M.A.

A form to propose examining committee members for the Master’s oral defense is submitted online. For the Master’s, an examining committee (M.A. Examining Committee) is comprised of three faculty members (2 internal examiners and 1 external examiner): your advisor, another faculty member with Educational Psychology Graduate status, and one faculty member from another department. Students, in conjunction with their advisor, identify potential committee members, solicit their acceptance to serve, and submit the proposed committee to the Graduate School through the online form.

#### Master’s Thesis

All students complete a 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 from the Graduate School in Educational Psychology. All projects must be prepared under advisor supervision.
Students will prepare a written paper and pass an oral examination on their research project in order to officially complete the Master’s thesis. Students must give a copy of their Master’s thesis to the members of their examining committees two weeks prior to their scheduled exam dates. This Master’s thesis will not be bound or submitted to the Graduate School. After the defense and any final corrections are made, students shall provide one electronic copy to posted to the School Psych Resources Moodle site (send to the Program Assistant).

Once students have scheduled the oral examination with all committee members, they request the Graduation Packet online. This will provide the degree completion paperwork as well as the Final Examination form needed by the committee. (Note: Barring extenuating circumstances and program approval, students should not attempt to schedule oral examinations during the summer.)

If the student passes the oral examination, the student will submit the examination materials and degree request forms. If the examination is failed, the advisor will develop a remedial plan with the student.

**Advisement**

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

**Scope**

The Master’s thesis is a scholarly research project that will require take approximately 120 hours of work for planning, implementation, analysis, and writing. The written product should be equivalent to the length of scholarly journal submissions. Thus, the project should represent an original idea or a rigorous replication study. It is likely that many Master’s Papers will be submitted for publication. Peer-review does not, however, replace advisement and examination at the University of Minnesota.

The topic should be relatively focused and the investigation described fully in the manuscript. It can be either a report of empirical investigations or integrative review 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 (e.g., systematic reviews or meta-analyses) of scope and quality to warrant publication in a peer-reviewed journal. In particular, such reviews must a detailed method and include appropriate evaluation of the methodology and analyses in any studies reviewed. Specialist students are strongly encouraged to consider conducting a systematic review or meta-analysis. Self-study materials on appropriate methodology for these reviews are available on Moodle and should be consulted when preparing projects.

**Topic**

The topic for a Master’s thesis is developed by the student and advisor to reflect (a) an area of concern to School Psychology, Educational Psychology, or related discipline; and (b) an area of
interest to the student. Also, the topic must be acceptable to the advisor on behalf of the Committee.

**Format & Style**

The Master's thesis is to include the following:
- **Abstract** section summarizing the study,
- **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.

All Master's theses must be prepared in accordance with current publication guidelines of the American Psychological Association.

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**Section IV: Specialist Certificate**

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), including the Master's degree. Students complete the requirements for the Master's degree with a major in Educational Psychology. With approval of the advisor, DGS, and Graduate School, a transfer of up to 50% of the Graduate Degree Plan coursework may be permitted. Please consult the Graduate School Catalog at [www.catalogs.umn.edu/grad/gen/special.html](http://www.catalogs.umn.edu/grad/gen/special.html) for details. All courses counted toward the S.C. must be taken within five consecutive years, beginning with the earliest coursework on the Graduate Degree Plan (a graduate school requirement).

**Program Accreditation**

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

**Practicum**

S.C. students are encouraged but not required to complete an additional practicum in a school. The number of hours can be negotiated with the advisor. When completing practica, students are to comply with the policies and procedures set forth in the *Fieldwork Handbook*. Completion of specific practical experience 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.
Degree Plan

By the beginning of the third semester, students must submit the Specialist Certificate Degree Plan. On this form the student lists all coursework (completed and proposed) required for the degree, including those courses listed on the Master’s Program. This form must be signed by the student’s advisor and DGS. The DGS then submits it to the Graduate School for final approval. These forms are available on line at: www.grad.umn.edu/current_students/forms/gs89a.pdf and in the Educational Psychology Graduate Student Handbook. The Specialist Certificate Program consists of the coursework for Master’s plus additional credits to total 60 and must include 3 credits of research methods.

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 Graduate Degree Plan must be taken under the A-F system. Up to 50% of the degree coursework (graduate level taken for graduate credit) could be transferred from other graduate schools or other department/ work at the University of Minnesota (as non-degree graduate student meeting specific registration criteria). Please consult the Graduate School Catalog at www.catalogs.umn.edu/grad/gen/special.html for specific details.

Examining Committee

For the Specialist Certificate, an examining committee (Specialist Examining Committee) is comprised of three faculty members: the student’s advisor, another examiner with Educational Psychology Graduate status, and one other examiner, with Graduate status from Educational Psychology or another graduate program (e.g., Child Psychology or Educational Policy and Administration). Students, in conjunction with their advisor, identify potential committee members, solicit their acceptance to serve, and recommend them to the DGS for committee members. A form to propose examining committee members is submitted online at http://www.grad.umn.edu/students/forms/postbac/index.html. If students wish to make changes to their committee, they will need their advisor’s and the new committee member’s approval. As a courtesy, students should be sure to inform any committee members that they are dropping. Changes are submitted online at http://www.grad.umn.edu/students/forms/postbac/index.html.

Special Field Preliminary Examination

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

The specialist comprehensive written exam is two hours and closed note. Students should plan to complete the exam at the end of their second year in the program. Consult the School Psychology calendar for dates. Written request for an off-cycle administration, which is rarely granted, must be submitted by the student to the faculty. When an additional exam administration is needed, out-of-state interns are required to identify a proctor for the exam (e.g., their intern supervisor) who must be approved by the exam committee. Responses will be scored by the student’s advisor using the procedures described in the Written Examination Scoring subsection of Section VI.
Exam candidates must sign the Agreement of Exam Terms document (see forms on the School Psychology Resource Moodle) and return it to the proctor before the exam begins. Although the examination is proctored, students are expected to adhere to an honor system and to display exemplary ethical behavior (see the School Psychology Resource Moodle for the Proctor Agreement). Students who need accommodation should submit their requests in writing to the faculty four weeks before the examination date.

**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; **OR**

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

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

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

3) **Comprehensive Written Examination:** The University of Minnesota School Psychology Program requires specialist students to take the Comprehensive Written Examination as a part of the Special Field Preliminary Examination requirements. Students should plan to take this exam during the spring, typically of their second year, before they will begin internship.

4) **Portfolio:** As described elsewhere in this handbook, students will be required to develop a portfolio that contains evidence of competency of the NASP training standards competency areas. Students must provide evidence of competence in all training domains in order to pass the portfolio requirement.

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

**Fulfillment of the S.C. Special Field Requirements**

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

Successful completion of the internship (third year) is necessary for the Specialist Certificate. When completing internship, students shall comply with the policies and procedures set forth in the Fieldwork Handbook. The internship is a 6 semester credits experience with a minimum requirement of 1200 hours (Note: 600 hours must be in a school setting where interns have access to general education students). Coursework requirements must be completed before students go on internship. Importantly, students must pass their M.A. oral exam before any clock hours can be counted towards the 1200 hours requirement. Students are strongly encouraged to attend the fall internship planning meeting if they are planning to complete their internship requirement in the fall of the following year.

For students who apply for an internship in MN, an equivalent of one school year and reimbursable Limited Intern License is required. The application forms can be downloaded at Minnesota Department of Education website: http://education.state.mn.us/MDE/EdExc/Licen/index.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 register for internship credits (EPsy 8842) and will receive a grade of K until the internship has been successfully completed. Registration implies the same liability protection from the University.

For additional information regarding internships, consult the Fieldwork Coordinator and the supplemental document, Fieldwork Handbook and supporting documents available on the School Psychology Resources Moodle site.

Section V: Ph.D. Degree

Residency & Time to Completion

The doctoral program is designed as a five-year program that requires the completion of a minimum of 90 graduate semester credits (approximately three years of coursework and practical experience, one year of prelim exams and dissertation, and one year of internship). The first three years are devoted primarily to completion of coursework and must be fulltime. At least two years must be at the University of Minnesota; one year must be fulltime in residence. Per Graduate School policy, students have eight years from initial enrollment to complete all degree requirements. They must maintain good academic standing and complete the requirements for an annual review each year (see Section VI).

Program Accreditation

The Ph.D. program is accredited, on probation, by the American Psychological Association (APA), and approved by the National Association of School Psychologists (NASP). Questions related to the program’s APA-accreditation status should be directed to the Commission on
Fieldwork

When completing practica and internship, students are to comply with the policies and procedures set forth in the Fieldwork Handbook. Completion of specific practical experience 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.

Although all practicum experiences will be supervised by a person with appropriate credentials, all School Practicum experiences (EPSY 8831) must be supervised by a Ph.D.-level school psychologist and all Clinical Practicum experiences (EPSY 8832) must be supervised by a licensed psychologist. Practica associated with coursework (i.e., EPSY 8813 and EPSY 8818) will be supervised by a state-certified school psychologist who may or may not hold a Ph.D. Students interested in obtaining an accredited internship or licensure as a professional psychologist in addition to or instead of state school psychology certification should seek to be supervised by licensed psychologists for all practicum experiences.

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. Up to two semesters of this requirement can be waived based on the student’s previous experience. Waivers of requirements and exceptions to this policy must be approved by the advisor and faculty.

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

Teaching & Supervision

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

To complete this requirement, students must be a TA for at least one semester in the Assessment sequence supporting EPsy 8813. The second semester may be fulfilled in Assessment or other settings and experiences designed with the advisor. Students choosing to meet part of this requirement through a teaching assistantship for a course other than EPsy 8813 will need to meet with the instructor for EPsy 8841 to obtain approval. Students must file the “Supervision Agreement Form” with the EPsy 8841 instructor and submit a copy to their advisor. Students may be paid for these experiences; however, they cannot take credits if paid. Under these conditions, they will request a waiver for registering credits.

**Predissertation Research Requirement for Students with Prior Master’s Degrees**

Students with Master’s degrees from other programs will complete a predoctoral research project. Students should consult their advisor to review their options for meeting this requirement.

**Doctoral Degree Plan**

Doctoral students must submit their doctoral Graduate Degree Plan to the DGS Assistant no later than after successful completion of 4 semesters of coursework. The doctoral plan must be submitted before taking written preliminaries and at least two semesters prior to the term in which the preliminary oral examination is 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 the student’s advisor and DGS. The form is then submitted with a current transcript of all graduate work taken at the University of Minnesota to the Graduate School, which will notify students of final approval of their program. Program forms are available on line at:

http://education.umn.edu/EdPsych/forms/default.html  [Note: After filing, it is possible to make changes in the program by a petition approved by the student’s advisor and the DGS.]

This program lists 80+ semester credits. Requirements include:

<table>
<thead>
<tr>
<th>Coursework Area</th>
<th>Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>History &amp; Systems OR Learning/Cognition OR Social Psychology OR Personality</td>
<td>9 credits (from at least 2 areas) (3 courses)</td>
</tr>
<tr>
<td>Research Methods</td>
<td>6 credits &amp; Project</td>
</tr>
<tr>
<td>Statistics</td>
<td>6 credits (2 courses)</td>
</tr>
<tr>
<td>Measurement or Evaluation</td>
<td>3 credits (1 course)</td>
</tr>
<tr>
<td>Additional EPsy courses</td>
<td>9 credits min</td>
</tr>
<tr>
<td>Doctoral Thesis Credits [EPsy 8888]</td>
<td>24 credits</td>
</tr>
</tbody>
</table>

At least two-thirds of the credits completed (and all taken to fulfill EPsy core) and included on the Graduate Degree Plan 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 DGS approval. Unless declaring an internal minor (please see the *Educational Psychology Graduate Student*
Handbook) or supporting program, courses offered with EPsy designators may not be listed as part of a supporting program or related field. They are considered major-field coursework. (If student has internal minor, they must register for at least one course outside of Educational Psychology.)

A form to propose Ph.D. oral examining committee members is submitted online at http://www.grad.umn.edu/students/forms/doctoral/index.html. For the doctorate, a preliminary examining committee is comprised of four members: your advisor, two examiners from Educational Psychology, and one examiner from your minor or supporting program or outside department (e.g., Child Psychology, Psychology, Educational Policy & Administration, Curriculum & Instruction, etc.). Students, in conjunction with their advisor, identify potential committee members, solicit their acceptance to serve, and make a recommendation of them to the DGS for committee members.

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, (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 Graduate Student Handbook for more specific information on degree requirements and guidelines for the predissertation paper. The written preliminary phase consists of program-specific special field preliminary requirements and cannot begin until the M.A. degree is completed. For School Psychology Program, there are two written preliminary examinations, the Comprehensive Written Exam and the Applied Measurement and Statistics exam. The oral preliminary phase requires an integrative literature review (oral preliminary paper) and an oral exam. Students may consult the Educational Psychology Graduate Student Handbook for additional information about preliminaries, including paperwork to be filed and their due dates.

Special Field Preliminary Exam

The special field preliminary exam 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 complete the Special Field Preliminary Exam only after: (a) submitting the Ph.D. degree plan, (b) passing the M.A. final oral exam, and (c) completing sufficient practical experience (usually during internship). No exceptions to this rule will be granted.

The special field preliminary exam consists of five sections including: (a) school psychology coursework, (b) educational psychology coursework, (c) a portfolio, (d) a written comprehensive exam, and (e) the School Psychology Praxis Examination.

The two written examinations administered by the School Psychology Program (Comprehensive Written Exam and Applied Statistics & Measurement Exam) are offered three times during an academic year. Consult the School Psychology calendar for dates. In the fall, students are asked to submit their intent of taking the written prelim(s) for the academic year. For specific details in regard to the two written preliminary examinations, please consult the subsequent section entitled, “Written Preliminary Examinations in Section XI in this handbook.
Special Field Preliminary Requirements

1. **Grades for School Psychology**: B- or better on all final exams and course grades for School Psychology courses:
   - OR
   Demonstrated competence in that area as determined by the student and advisor (e.g., students may be asked to retake a comparable final exam devised by the course instructor and advisor or write a paper in the content area)

2. **Grades for Educational Psychology**: B- or better for all course grades
   - OR
   Demonstrated competence in that area as determined by the student and advisor (e.g., students may be asked to retake a comparable final exam devised by the course instructor and advisor or write a paper in the content area)

3. **Portfolio**: Students will be required to develop a portfolio that contains evidence of competency within the program competency areas. In order to meet requirements for the special field preliminary, students must pass the portfolio evaluation. See Section IV for submission and scoring information.

4. **Comprehensive Written Examination**: Students must pass the written examination. See section below on comprehensive written examinations.

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

**Comprehensive Written Exam**

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

All students must file their degree program form(s) before they can take their written examination. Doctoral students must have already passed their M.A. oral exam before they can take the school psychology comprehensive exam. The students must submit a written request to the faculty if, under an unusual circumstance, they would like to take the comprehensive exam before they have passed their M.A. oral exam. Doctoral students must also pass all their written prelims before they can defend their oral prelim.

The doctoral exam is four hours and closed note. Consult the School Psychology calendar for dates. Written request for an off-cycle administration, which is rarely granted, must be submitted by the student to the faculty.
Exam candidates must sign the Agreement of Exam Terms document (see the form provided on the School Psychology Resource Moodle) and return it to the proctor before the exam begins. Although the examination is proctored, students are expected to adhere to an honor system and to display exemplary ethical behavior (see the School Psychology Resource Moodle for the Proctor Agreement). Students who need accommodation should submit their requests in writing to the faculty four weeks before the examination date.

**Approach:** The Comprehensive Written Examination has an emphasis on integration of student knowledge across courses applicable to school psychology. Doctoral students must demonstrate skills to critique and defend the products and process of research and theory. As a professional specialty, school psychology draws upon the theoretical and empirical bases provided by a variety of domains within psychology and education. The comprehensive examination in school psychology, therefore, requires knowledge, application, analysis, synthesis, and evaluation of key concepts, theories, and practices from education and psychology.

Students are expected to be life-long, self-directed learners and, as such, to broaden and deepen their knowledge over time. Additionally, what we know changes over time. A course may have included content that research conducted subsequently has disproven. If a student has not kept current with the scientific literature, they would likely be a hazard to the public and the profession. Successful completion of the comprehensive written examination signals that the student has attained the foundational knowledge of education and psychology expected of a doctoral-level school psychologist.

A doctoral examination committee that comprises at least two of the school psychology faculty members will be formed. This committee will develop up to two exam questions per training domain (total of 10 to 20 questions) These questions are fundamental in nature and they are designed so that all school psychology students who will graduate from our program should be able to address the issues being asked.

**Content:** Given the task of mastering the discipline of school psychology, comprehensive examination questions will tap content that the faculty believe should be known by all doctoral school psychology graduates. Any subject matter relevant to school psychology may be covered at the discretion of the school psychology faculty; however, the content is primarily derived from coursework and training.

**Format:** Although the Comprehensive examination may cover content from all courses required of school psychology students, it is not a 'super' final test. Rather, it assesses students’ comprehensive knowledge of the discipline of school psychology, which was obtained in required coursework, independent readings, fieldwork, and research. Examples of appropriate questions include:

- Define two consultation models commonly used by school psychologists and discuss how each may be employed with parents as clients.

- Compare and contrast the DSM and IDEA diagnostic systems. What are their strengths and weaknesses, respectively? What should be used in school psychology practice and why?
The Applied Measurement & Statistics examination is similar to the Comprehensive examination, but only addresses two areas. Thus, a total of two to four questions will be asked. Examples of appropriate questions include:

- Define reliability and describe how reliability is important to school psychology research and practice.

- A study with a multiple-baseline single-case design reported a no-assumptions $d$ of 1.50. The authors indicated that was a large effect because it was larger than Cohen's (1988) criterion of .80. Would you accept this finding? Why or why not?

Scoring of the exam is described in Section IV.

**Oral Preliminary Paper**

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.

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

**Scope:** 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 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 30-40 pages of double-spaced text. Given the scope and scholarly nature of this paper, it is possible that the product will subsequently be submitted for publication. Peer review does not replace advisement and examination at the University of Minnesota. If submitted for publication in a peer-reviewed journal or otherwise disseminated, APA guidelines should be used to determine order of authorship. In virtually all instances, however, the work should represent sole author (or, at a very minimum, senior author) effort by the student. It is assumed that students may prepare orals papers on topics related to grant or contract activities. While the grant may have been awarded (in whole or in part) to support preparation of scholarly reviews and these responsibilities have been assigned to the student, preparation of an orals paper must be over and above the work for which the student it paid.

**Topic:** The topic for an orals paper will be developed by the student in consultation with the advisor, and will reflect (a) an area of concern to School Psychology, Educational Psychology,
or a closely related discipline; and (b) an area of interest to the student, ideally related to their long-term professional interest. While not restricted, this topic is often closely related to the student's proposed dissertation topic. Generally, the topic must be acceptable to the advisor on behalf of the Committee. The student must assume primary responsibility for selection of a topic, generation of scope and procedural plans for conducting the review, collection of relevant literature and research information, review synthesis, and preparation of the final paper. While the student may receive collegial support and feedback from the advisor or others ancillary to this project, the final paper must reflect the individual effort and perspectives of the student.

**Format and Style:** 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, (d) explicit implications for theory, and (e) directions for future scholarship. All orals papers are to be prepared in accordance with publications guidelines of APA as described in their most current Publications Manual.

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

**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, 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 could include a review of the student’s program, 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 are also appropriate. The committee will vote privately at the close of this examination with the results communicated immediately to the student. The prelim oral cannot be scheduled until the ‘**Checklist for Showing Completion of Written Prelim**’ 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 third year or fall semester of fourth 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 & 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 a 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 must register at least one doctoral thesis credit (EPsy 8888) each semester until all requirements for the Ph.D. have been completed. Once students have registered for all 24 thesis credits, there are two options for continuing registration. If students have a student loan they wish to defer until after graduation, they 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. Students 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 for this registration. If students don’t have a loan to defer, they will want to register for Grad 999 (0cr=$0 tuition/fees). Note: As of the 2013, this was an option and the Educational Psychology programs limit students to four semesters of Grad 999 registration. This option may
be eliminated at any time and is not ensured. Planning for timely completion within five or six years is strongly encouraged. 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 Dissertation 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. Although the student should receive collegial support and feedback from the advisor and others associated to this project, the final product must reflect the individual effort and perspectives of the student. In short, the dissertation is a single-author effort.

**Format**

Ph.D. students can select one of two options for the dissertation format, pending approval from the Dissertation Panel.

The dissertation topic should be relatively focused and selected in collaboration with the student’s advisor. The investigation described fully in the manuscript and the document is to be written in current APA-style. The format of the document will vary accordingly to two options below; however, the page length is typically between 45 and 100 pages. It should rarely exceed 100 pages.
Option 1
- **Abstract** section that is a comprehensive summary of the study including a description of the problem, research question, participants, essential features of the methods, basic findings including effect sizes, and conclusions.
- **Introduction** section that includes a brief summary of relevant research, statement of the problem, study purpose, significance of the study, research questions, definitions, delimitations, and organization of the dissertation.
- **Review of Literature** section that systematically reviews empirical reports and literature reviews with a conceptual framework to contextualize the study, adequately summarizes the state of current research (i.e., critically evaluates research methods and reports effect sizes), identifies the need for further work, and provides a convincing rationale for the study.
- **Methods** section detailing the methodology employed.
- **Results** section detailing the findings of the investigation according to each research question.
- **Discussion** section including any interpretation of the findings, its relationship/contribution to the existing literature, implications for practice, implications for theory, limitations, and conclusion.

Option 2
- **Abstract** section that is a comprehensive summary of the study including a description of the problem, research question, participants, essential features of the methods, basic findings including effect sizes, and conclusions.
- **Introduction** section that includes a brief summary of relevant research, statement of the problem, study purpose, significance of the study, research questions, definitions, delimitations, and organization of the dissertation.
- **Review of Literature** section that systematically reviews empirical reports and literature reviews with a conceptual framework to contextualize the study, adequately summarizes the state of current research (i.e., critically evaluates research methods and reports effect sizes), identifies the need for further work, and provides a convincing rationale for the study.
- **Study 1** section that provides a description of a study. The section should include a review of the literature that is unique from Chapter 2 (Review of Literature) and is more focused and likely more succinct, a description of the study methods, results for each research question, and discussion that contextualizes the data within theory, previous research, practice, and their limitations.
- **Study 2** section that provides a description of a second study that is conceptually related to Study 1, but represents a unique contribution to the literature. The section should include a review of the literature that is unique from Chapter 2 (Review of Literature) and is more focused and likely more succinct, a description of the study methods, results for each research question, and discussion that contextualizes the data within theory, previous research, practice, and their limitations.
- **Synthesis and General Discussion** section that discusses how the two studies are related and how together they represent a significant contribution to the literature.

Option 2 is designed to facilitate publication of the dissertation. Both Study 1 (Chapter 3) and Study 2 (Chapter 4) should stand alone as articles that could be submitted for publication. They should be thematically related, but each representing a unique contribution to the literature. It should also be noted that students are not limited to only two studies and could include
additional studies (and subsequent chapters) as determined in consultation with the advisor and Dissertation Panel.

Exact instructions on preparation of the thesis are available online at the Graduate School website at [http://www.grad.umn.edu/current_students/forms/gs16.pdf](http://www.grad.umn.edu/current_students/forms/gs16.pdf). Further, all School Psychology Doctoral theses will be prepared in accordance with publications guidelines of the APA, as described in its most current edition.

**Advisement**

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

When a student identifies both an academic and research advisor, both serve as co-advisors for the student and should be explicitly identified as such. Both co-advisors must be members of the student’s committee. Generally, the dissertation advisor assumes primary responsibility for advising the student’s research while the academic advisor oversees all other program requirements and milestones (e.g., degree planning, annual reviews, written exams, preliminary field exams). Students are expected to meet regularly with both their dissertation and academic advisors.

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

**Thesis Examining Committee** The dissertation examining committee is comprised of 4 members who review the completed dissertation and participate in the final oral exam. The members include your advisor, two internal examiners (i.e., from your major), and 1 external examiner whose primary appointment is not with Educational Psychology. One member of the committee other than your advisor will chair the final defense. The chair may or may not be from Educational Psychology, but must have full approval from the Graduate School.

**Examinations**

The student must complete a final oral examination (referred to as a defense) administered by the student’s doctoral examining committee made up of three members from Educational Psychology, including your advisor, and one member from an outside department. **The final oral cannot be scheduled during the same semester that the preliminary oral is taken.** The final oral is scheduled with the Graduate School after: (a) all coursework on the Graduate Degree Plan is complete, and (b) the reviewer's report form is signed by the three readers and filed with the Graduate School. (**Note**: Barring extenuating circumstances and program approval, students should not schedule oral examinations during the summer.) 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. The program assistant can assist with this announcement. The first half of the final oral is open; the last half is closed with only the doctoral candidate and the examining committee members present. A member of the committee other than the advisor acts as chair during the final oral.

**Binding the Dissertation**

After the dissertation committee has read and approved the dissertation and the student has successfully passed the final oral examination for the degree, one electronic copy is to be submitted to the Graduate School. Also, one bound copy should be given to the student’s thesis advisor and one electronic copy should be sent to the Program Assistant for placement on the School Psych Resources Moodle site.

**Internship**

Successful completion of the internship is necessary for the Ph.D. degree. Coursework and preliminary requirements must be completed before students go on internship. However, students may complete their internship before or after their final oral defense. This decision should be made in consultation with the student’s advisor. If the student elects to complete the final oral exam prior to internship, the student must complete internship within the next two school years after the final oral examination. Students are strongly encouraged to attend the fall internship planning meeting if they are planning to complete their internship requirement in the fall of the following year. Here are the general steps for students who may want to complete their dissertation before internship:

1. Register for the 10 internship credits according to the student’s Graduate Degree Plan; however, the students will not receive their grade until the internship is actually completed.

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

3. Proceed with the defense.

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

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

Although a minimum of 1500 hours is required by the program, individual internship sites may require more hours (e.g., 2000 hours). Further, students who may be interested in seeking licensure outside of Minnesota may need to complete more than 1500 hours in order to be eligible for licensure. Students should discuss such plans with the Fieldwork Coordinator, advisor, and site supervisor(s) to ensure adequate preparation.

For students who apply for an internship in MN, an equivalent of one school year and reimbursable Limited Intern License is required. The application forms can be downloaded at Minnesota Department of Education website: [http://education.state.mn.us/MDE/EdExc/Licen/index.html](http://education.state.mn.us/MDE/EdExc/Licen/index.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 register for internship credits (EPsy 8842) and will receive a grade of K until the internship has been successfully completed. Registration implies the same liability protection from the University.

For additional information regarding internships, consult the practica/internship Coordinator and the supplemental Fieldwork Handbook and supporting documents available on the School Psychology Resources Moodle site.

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Section VI: Student Evaluation

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

Advisement

Each student is assigned an advisor upon entrance into the program. Advisors serve as the primary contact between the students and the program and provide necessary guidance and mentoring as student’s progress through the program and conduct research (i.e., Master’s projects and dissertations). Only tenure track faculty in the program and with Ph.D. graduate advisory status may advise Ph.D. students. Students may request a co-advising (two advisors), which sometime occurs when their area of interest is closely matched with expertise outside of the faculty in the program. The faculty in the program will sign off on program requirements. Students in the S.C. track may also be advised by the Program's instructional staff that have advisory status. Some students may have research assistantships affiliated with their advisors; however, this is neither necessary nor guaranteed. The Program will consider changing students' advisors upon request of the student or the advisor. The Program will consider faculty members’ advising loads and students’ professional interests when matching students with advisors. The advisor, the DGS, and the DGS Administrative Assistant monitor student progress toward degree completion.

Annual Review of Student Progress

Progress toward degree completion is a focal point of the student evaluation process. Therefore, all students are required to complete the Annual Student Review form to record their accomplishments or progress toward their degrees within the academic year. Students who have completed all program requirements except their dissertation should submit a detailed timeline describing plans for completion. This plan should be updated and submitted annually with their Annual Student Review form until the dissertation is defended. Students who fail to complete all requirements of the annual review will not be allowed to register for School Psychology courses and may be discontinued from the program.
The Program Assistant will distribute the Annual Student Review form to students during spring semester. Students must submit them by the date specified in the distribution or they jeopardize their ability to register for classes. The forms are then distributed to the academic advisors, who review the contents in preparation for the Student Review meeting in May. Students’ advisors provide feedback to them about their progress toward degree completion.

Assessment of student progress is collected from several sources: mentors, practicum supervisor (for first- and second-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. In this assessment, the program faculty attend to students’ academic, professional, and personal competencies, as all are essential for practice as school psychologists. Professionalism and interpersonal effectiveness will be carefully monitored and students will be alerted to issues to allow for appropriate corrective action, including remedial plans as deemed necessary. In extreme cases, when a student’s issues cannot be satisfactorily resolved, the faculty may dismiss the student from the program following appropriate due process.

Summative evaluations are prepared by the students’ advisor. These evaluations are sent to the student and added to the student’s cumulative file in 250 ESB. The review is completed at the conclusion of each spring semester. If the student does not receive a copy of their evaluation before July then they should inquire. Copies are available at the student’s request by contacting the Program Assistant.

In addition to providing evaluative feedback to the student, these data are used to fulfill reporting requirements outside of the program. The Graduate School requires the School Psychology Program to provide it with information about student demographics and progress to degree completion. Also, as an APA-accredited and NASP-approved program, the Program is required annually to complete surveys about this information. Therefore, it is critical for students to submit the Annual Student Review form.

**Written Examination Scoring**

After students submit the written examination portion of the special field exam, faculty receive completed exams without identifying student information, which helps promote a somewhat blinded scoring system. It typically takes at least two to three weeks for the faculty to grade the examination. The students will be informed by their advisor regarding the exam result between two to four weeks after the examination.

Because the examination questions sample limited domains from a large and diverse knowledge base, the exam is not well suited for formative evaluation purposes. Accordingly, results are not interpreted as indicative of an individual examinee’s strengths or deficits in mastery of various components of the domain. Results are used for the purpose of summative evaluation, and each examinee is provided with a pass/fail decision.

Answers are expected to be scholarly, scientific, accurate, and organized. Each question will be independently graded by an exam committee comprised of at least two members of the School Psychology faculty within three weeks of receiving student responses. Each question will be judged on the following criteria. Scores of 0 and 1 are failing grades whereas scores of 2 and 3 are passing grades. If there is disagreement among raters on a question as to Pass vs. Fail, a meeting will be held and questions discussed until a consensus decision emerges. If no
consensus can be reached, the response will be scored by additional faculty until a consensus decision is reached.

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Grievous</td>
<td>Typically, either no answer is attempted, or the answer is wrong on many of its statements, or irrelevant to the question. Answer demonstrates such lack of knowledge or incorrect knowledge that student might present a liability to the public and/or the profession and clearly is deficient in the foundational, requisite knowledge to progress in their research and fieldwork requirements.</td>
</tr>
<tr>
<td>1</td>
<td>Inadequate</td>
<td>Typically, either the answer is incomplete or undeveloped in its treatment of the concepts and/or fails to include concepts that should have been included. The answer may be well developed but clearly oblique to the question, or too disorganized to clearly indicate a sound grasp of the concepts. These responses typically reflect little familiarity with the professional literature and provide no relevant citations.</td>
</tr>
<tr>
<td>2</td>
<td>Pass</td>
<td>Typically, a detailed answer that directly responds to the question, includes correct information, integrates and synthesizes across areas/domains/courses, and generally demonstrates a sound grasp of the concepts in a logical, coherent, and organized presentation. These responses reflect familiarity with the professional literature, although multiple citations may not be present.</td>
</tr>
<tr>
<td>3</td>
<td>Meritorious</td>
<td>Typically, an answer as described in the Pass description but, in addition, the answer is extraordinarily well-presented and clearly superb among doctoral students. These responses reflect an obvious familiarity with the professional literature, including multiple citations of relevant scholarly works.</td>
</tr>
</tbody>
</table>

Students may pass, pass with reservations, or fail the written exam.

- **Pass.** A result of pass or better on all items will result in a pass on the exam.

- **Pass with Reservations.** A result of pass with reservations will result when there is a pass or better on 7 or more of the items and no item with a score of 0.
  
  - In this case, the student will be required to write an open-book, comprehensive answer to each Inadequate response within two weeks. These Comprehensive Responses must be ten or fewer pages in length (including references) and follow APA format. Each member of the exam committee will grade Comprehensive Responses using the same criteria as for the original responses and the knowledge that supplemental resources were accessible and likely used. The “preliminary pass” designation will be changed to “pass” when scores of 2 and 3 are obtained on all Comprehensive Responses and to “fail” for any score of 0 or 1 on a Comprehensive Response.
• **Fail.** A result of fail will result if the criterion is not met to either pass or pass with reservations.

  - In the case of a fail, the student will meet with the exam committee and with their advisor to devise a remediation plan for guided self-study and/or additional course enrollment/auditing. In addition, the student will be required to write an open-book, comprehensive answer to each *Inadequate* response within two weeks. These responses will be reviewed by the advisor and may result in modifications to the remediation plan. A reexamination may be administered no later than one year from the date of the original examination. Only one reexamination is permitted. Students who fail the comprehensive examination twice will be dismissed from the program. Dismissal is considered final unless the program faculty approve a reexamination.

**Portfolio System**

Students use the portfolio system to document their growth and development in each of the program training domains. The portfolio system is used to demonstrate the ways in which those areas of competence have been achieved through fieldwork and other training activities (e.g., coursework and research). The faculty views the portfolio system as both a formative and summative measure of progress and student performance in meeting program goals.

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, and it is expected that there will be much variation among individual student’s portfolios. The material that goes in should document attainment of competencies outlined in the training model. The portfolio will contain a set of core content, and then be individualized for each student. Students are not expected to include every relevant document from their respective educational experiences, but should present multiple artifacts per domain that clearly demonstrates the basic competency. Any information that could identify specific individuals should be redacted or removed from any materials submitted. Failure to do so will result in failure to achieve a passing score on the competency under which the materials were submitted. Examples of possible entries for each training domain are provided in Appendix A.

**Portfolio Submission**

Portfolios are evaluated by the Fieldwork Coordinator using the rubric on the School Psychology Resource Moodle. Students are required to submit their portfolio for review at three time points (exact deadline will be communicated by the Fieldwork Coordinator):

- **Before beginning internship:** The portfolio will be evaluated to determine progress in achieving necessary competencies through coursework and practica. Areas that should be specifically targeted for concentrated development during internship will be identified. The feedback gained at this stage should inform development of goals for the internship (i.e., the intern learning plan).

- **December of the internship year:** The portfolio will be evaluated to determine progress in achieving competencies in training and will provide further guidance for the structuring of activities during the remaining internship time for any areas in which competency is not fully demonstrated.
- **May of the internship year:** The portfolio will be used as a summative evaluation. Included components should demonstrate achievement of all required competencies. Any identified deficiencies may require revisions of submitted documentation or additional guided study and/or supervised fieldwork.

**Portfolio Evaluation**

Students are expected to demonstrate competency in all program domains before completing the program. Each domain will be scored separately using the Rubric and assigned one of the following grades.

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Insufficient</td>
<td>May provide evidence some knowledge in the domain but none of the required elements are addressed or the demonstrated knowledge and skills are far below what is expected of a novice scientist-practitioner.</td>
</tr>
<tr>
<td>1</td>
<td>Partial</td>
<td>Provides evidence of knowledge or application in the domain. Where specific elements are delineated, only some of the required elements are documented. Submitted materials may fail to meet basic requirements (e.g., failure to safeguard client privacy).</td>
</tr>
<tr>
<td>2</td>
<td>Pass</td>
<td>Provides evidence that the competency is fully met in knowledge and application. Where specific elements are delineated, all required elements are documented. Demonstrated knowledge and skills indicate competency expected of a novice scientist-practitioner at completion of graduate training.</td>
</tr>
<tr>
<td>3</td>
<td>Meritorious</td>
<td>Evidence is extraordinarily well-presented and clearly superb among interns. Demonstrates exceptional grasp of foundational knowledge and skills in the domain, and competency in practicing effectively beyond what is expected of a novice.</td>
</tr>
</tbody>
</table>

Students may pass, pass with reservations, or fail the final portfolio submission.

- **Pass.** A result of pass or better in all domains of the portfolio. Students must receive a final pass designation in order for the portfolio to be considered complete.

- **Pass with Reservations.** A result of pass with reservations will result when there is a pass or better on 7 or more of the domains and no item with a score of 0. In this case, the student will be required to revise submitted materials or submit new materials in each domain in which a score of 2 or better was not obtained within 2 months. Materials will be graded using the same criteria as for the original responses and the knowledge that supplemental resources were accessible and likely used. The “preliminary pass” designation will be changed to “pass” when scores of 2 and 3 are obtained in all domains and to “fail” for any score of 0 or 1.

- **Fail.** A result of fail will result if the criteria are not met to either pass or pass with reservations. In the case of a fail, the student will meet with the Fieldwork Coordinator and their advisor to devise a remediation plan for guided self-study.
and/or additional course enrollment/auditing or fieldwork. A resubmission may be evaluated no later than one year from the date of the original final submission. Only one reevaluation is permitted. Students who fail the portfolio twice will be dismissed from the program. Dismissal is considered final unless the program faculty approve a reevaluation.

Students are expected to achieve passing scores in all domains by the final submission, but not necessarily on the initial or midterm submissions. Students will not receive a final designation at the initial or midyear submission unless all domain scores are \( \geq 2 \) (i.e., a passing designation is earned). In such cases, that submission will be treated the final submission and the portfolio requirement is considered complete.

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

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

- If the concern is serious or if the advisor and student cannot remediate the concern using the Constructive Feedback Plan, the case is discussed by School Psychology faculty. Faculty can vote to implement remedial action or to terminate program enrollment.

- The student may grieve the situation to the DGS, Department of Educational Psychology in the College of Education and Human Development, 250 Educational Sciences Building.

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

**Section VII: Program Organization and Policy**

School Psychology is an interdepartmental track granting two graduate degrees (Specialist Certificate [S.C.], Doctor of Philosophy [Ph.D.]); a Master’s Degree is required for each degree. School Psychology is housed administratively in the Department of Educational Psychology along with Special Education, Counseling and Student Personnel Psychology [CSPP].
Psychological Foundations of Education, and Quantitative Methods in Education. The Department of Educational Psychology is governed by a Chair. The School Psychology Program is governed by the Coordinator.

**Faculty Council**

Policies and decisions for School Psychology are made at regularly scheduled faculty meetings. The faculty council is chaired by the Coordinator. Emergency meetings are occasionally called by the Coordinator. Agenda items are due to the Program Assistant one week in advance of the scheduled meeting. Students in the program can request topics be added to the agenda prior to the actual meeting and can attend meetings for scheduled times. A representative from School Psychology Student Association (SPSA) attends meetings, but all faculty and student personnel decisions such as promotion, tenure, fellowship nominations, admissions, and discussion of individual student issues 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.

**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. The School Psychology Program has a faculty representative on the committee.

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

**School Psychology Student Association (SPSA)**

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

**Membership**

All School Psychology students are strongly encouraged to participate in SPSA. Annual dues are collected by the SPSA treasurer or President at the beginning of the fall semester. Dues
provide funds to support the activities of the committees as well as the materials library, testing protocols/kits, etc. The amount of dues will be announced each fall.

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

1. Participate in committee activities (first-year students).
2. Co-chair a committee (second-year students).
3. Run for executive committee (third-year students).

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

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

**Communications Committee:** The communications committee is designed to facilitate communication among students, faculty, the department, university, and field. The communications committee organizes, plans, and facilitates the Roundtable meetings.

**Curriculum Committee:** The curriculum committee is devoted to understanding what is required within the program curriculum and maintaining student resources. This includes the resource library and curricular materials.

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

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

**Roundtable Meetings**

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

Students are expected to conduct themselves in a manner consistent with the principles and guidelines of the ethics codes of the American Psychological Association and the National Association of School Psychologists in their coursework, fieldwork, research, and other professional interactions. Students must also adhere to the University Student Code of Conduct. Student conduct is considered as a component of the annual review process and is subject to corrective action. In cases of severe misconduct, the faculty may dismiss a student from the program.

Student Research

Students are required and encouraged to participate in research in many capacities during their enrollment in the School Psychology Program. 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 APA and NASP.

University Policy on Research Involving Human Subjects

The university requires that all research involving human subjects be cleared through proper channels. The student and student’s advisor must submit research proposals to the University Institutional Review Board (IRB) which must approve all proposals for research, even those using existing data. Students must receive approval for any independent research, including Master’s papers and doctoral dissertations. Students are responsible for ensuring sufficient time (2 weeks to 2 months depending on exempt, expedited, or full review) to process this paperwork.

The IRB maintains an extensive set of web-based resources. Students are strongly encouraged to review these materials at www.irb.umn.edu/guide.

Professional Practice by Graduate Students

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

No unlicensed graduate student in the program shall engage in the unsupervised practice of psychology, including: counseling, psychotherapy, school consultation, or psychometric evaluation. Exceptions to this regulation can be made only by the Coordinator with the concurrence of the student’s advisor and only if the student by other training or experience has qualifications meeting existing professional standards in a specified domain of practice. Such standards would include holding the proper license or certificate if the student is working for a fee. Students should consult with the Coordinator regarding restrictions for provisional licensing in school psychology while pursuing graduate studies.
A student, even when engaged in permissible practices of consulting activity, is not to identify him/herself with the university by the use of university stationery, a university mention on a personal business card, email signature, etc., without the written approval of the Coordinator of the training program and the concurrence of the student’s advisor. When a graduate student is engaged in such approved activity, s/he may identify herself/himself only as a "graduate student in the Educational Psychology School Psychology Program, University of Minnesota."

Students interested in engaging in volunteer activities that are psychological in nature should consult the Program Coordinator. Students may not make an oral or written commitment to provide services without prior approval from the Coordinator. Once students have committed to provide such services with the requisite approval, students are ethically obligated to follow through with their commitment barring extenuating circumstances, which should be discussed with the Coordinator.

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**Section VIII: General Information**

**Program and Department Faculty & Staff**

The School Psychology Program has several core faculty who as designated specifically to the program. All hold doctoral degrees in school psychology.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Email</th>
<th>ESB Office</th>
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</thead>
<tbody>
<tr>
<td><strong>School Psychology Faculty &amp; Staff</strong></td>
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<tr>
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<tr>
<td><strong>Educational Psychology Administrators &amp; Staff</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Program Affiliates</strong></td>
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<tr>
<td>Christopher Boys</td>
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<td>Scott McConnell, Ph.D.</td>
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<td>351</td>
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</table>
School Psychology Resources (SPR) Moodle Site

Moodle is an online course management system used for online courses and content. The Program maintains a Moodle site for program materials and resources. Many instructors and professors also use Moodle sites for their courses, whether in person or online. Students can access Moodle through my.umn.edu using their internet password and ID.

If students are accessing SPR for the first time, they will need to contact the School Psychology Program Assistant for a one-time self-enrollment key to enroll themselves in the SPR site. Thereafter, the SPR site will be listed as one of the courses in the My Courses window and will also be listed in ‘my Courses & Teaching’ on the myU website. On the SPR website, students can download important program forms and documents.

Registration

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

Register on-line at http://onestop.umn.edu/onestop/registration.html. Most School Psychology core courses need permission numbers in order to register. Students can get the permission numbers for courses beginning with 88## from the program assistant in 250 ESB (currently acvegell@umn.edu or 612/626-0367); for other courses, students should contact the course instructor.

Students will need to get a University of Minnesota ID Card which identifies them as a member of the University of Minnesota 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. Students may initiate their U of M e-mail account at https://www.umn.edu/initiate

Students will need to know their student ID number. The number was assigned to their file when they applied to Graduate School. Students can call the Technology Help Line at 612-301-4357 for assistance in retrieving this number.

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 the transcript. All changes in registration after the second week require instructor and Graduate School approval. Graduate students will be permitted to cancel courses through Friday of the
sixth week of the semester with the advisor’s signature. Courses canceled after the eighth week will require the signature of both the advisor and instructor, and the approval of the graduate school. No registration changes will be permitted after the last day of instruction.

These registration deadlines will be strictly enforced. (Remember that registration changes are not effective until the student takes a completed course request form to the registration center.) Exceptions will be considered only by written request to the Graduate School. Such requests are not 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 via the One Stop website.

**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 students have a hold on their record, they 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 the student’s online account.

**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 their position on incompletes in consultation with students enrolled in that course. This procedure is necessary because of the immediate professional responsibilities which students have toward their clients in the assessment and intervention sequences, practica, and other courses.
- Advisors should be informed of impending incompletes as soon as possible.
- Please note that a grade of "K" is frequently given in a course involving an ongoing program of study or research. Upon completion of the course requirements, the "K" grade is then converted to the regular course grade, and credit is granted.
Facilities & Resources

**Offices**

The School Psychology offices are located primarily on the third floor of Education Science Building (ESB). The Educational Psychology Department offices are located on the second floor of the Education Science Building. Students typically have office space (if they have an assistantship) in the building where their research projects are housed. Most often, these offices are located in Education Science Building, Pattee Hall, Peik Hall, or the Institute for Child Development (ICD). Attempts are made to provide office space to School Psychology students in Education Science Building, but due to space limitations, there are no guaranteed spaces. Students employed by program faculty should inquire to their supervisor about the availability of space in ESB.

**Office Equipment**

A data projector and overhead projector can also be checked out at the front desk in 250 ESB. Students have access to computers through research projects, University computer labs, throughout the Education Sciences Building and the Educational Psychology Student Resource Library (third floor of ESB). A computer lab fee will appear automatically on your fee statement regardless of your actual U of M computer use.

**Keys**

Office keys are issued to those students with assistantships in the program one semester at a time allowing them access to independently assigned room/space. Students may request keys at the front desk in room 250 ESB. After office hours access is available to give students access to the building on evenings and during weekends and needs to be requested through the Ed Psych main office in room 250 ESB. Students will be required to complete a request form and have it signed by their appointment supervisor. Students are responsible for returning their assigned keys at the end of the semester. Lost or unreturned keys will result in a key replacement fee. 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 on first floor ESB are provided for current students. Students with offices outside of ESB may have additional mailboxes in those buildings. Check your mailboxes often. Do not leave valuable items in these mailboxes as they are not in a secured area.

**Educational Psychology Resource Library**

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

**Resource Fees**

First-year students will need to purchase the NASP Best Practices series for their studies and will need this book set at the onset of your first semester. To purchase, students should bring cash or check (made out to the University of Minnesota) to the program assistant in 250 ESB. The 2014-2015 cost for the set is $284.00. There is an annual fee of $75.00 for first year students and $45.00 for second and third year students for use of the School Psych Resource Room and Testing/Intervention materials that is charged to your student account as part of your fall semester student fees.

**Testing/Intervention Materials**

All testing equipment and some intervention materials are kept in 350D ESB and may be checked out by students only with approval from a faculty member. Students need to plan well in advance when they may need the materials. The assessment materials will be checked out according to the following priority: (1) Assessment Coursework, (2) Practica, (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. Materials are to be used only for sanctioned training activities. Accessing test materials for use in places of employment or other non-program related activities is not permitted.

**Loss of Property:** The Educational Psychology Department 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 event of loss or 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 Files**

Personally identifying information and student files are located centrally in 250 ESB. If any of the material in these files is requested by someone outside the School Psychology Program, it will be given only with student consent. Under the Buckley Amendment, students have access to all information in their file excepting those items for which they waived right of access.
The Graduate School requires the School Psychology 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 information on student demographics and progress on the Annual Student Review form. Students are responsible for providing the program assistant with this required information.

**Student Service to the Program**

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

**Grievance Procedures**

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

**Graduate Assistantships**

Students may fund their education, at least in part, through graduate assistantships; these positions provide a stipend, tuition reduction, and health insurance. Most students hold one or two 25% assistantships, each the equivalent of 10-hours work per week, during the academic year, or on 50% position requiring 20-hours per week of work. A 50% assistantship, or the equivalent, generally provides full tuition remission and insurance. This covers a maximum of 14 credits per semester. Graduate students may enroll in a maximum of 18 credits per semester, but each credit beyond 14 is the responsibility of the student. Students should also discuss potential enrollment beyond 14 credits with their advisor.

Information about available positions can be obtained from the university's Human Resources Graduate Assistant Employment website. Position announcements will also be shared via the program, department, and college listservs.

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 that 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.
A note on data use and ownership: Before using any data obtained through an assistantship or other employment for personal use (e.g., degree program research requirements, publications, presentations), the student should clarify issues of ownership and acceptable use with the project PI. Failure to do so may result in inappropriate use of data that conflict with professional standard (e.g., ethical guidelines).

Travel Funding

Students often present their research at professional conferences. The department generally provides some annual funding for a student's travel; see the department office for information. Funding is also available from the following university sources:

- Graduate and Professional Student Assembly (GAPSA)
- Council of Graduate Students (COGS)
- Graduate Students in Education and Human Development (GradSEHD)

Students may also pursue competitive funding through various professional associations (e.g., NASP, APA, AERA).

Fellowships

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

Relevant Websites

- Students take many Educational Psychology and Child Psychology courses as part of their graduate study. They can check One Stop for current classes offered in Educational Psychology and Child Psychology. http://onestop2.umn.edu/courseinfo/classschedule_selectsubject.jsp?institution=UMNTC
- American Psychological Association (APA). You can get information about APA at www.apa.org. Students may also be interested in the Division of School Psychology (Division 16).
- National Association of School Psychologists (NASP). You can get information about NASP at: www.nasponline.org/index.html
- Information about getting licensure as a Licensed Psychologist is obtained from the Minnesota Board of Psychology website, www.psychologyboard.state.mn.us
Section IX: Licensure and Certification to Practice

Minnesota Psychology Licensure

The Ph.D. program in school psychology prepares graduates for entry-level doctoral practice, including the pursuit of licensure to practice psychology. Students who graduate from this program with a Ph.D. are eligible for licensure in the state of Minnesota following the completion of supervised post-doctoral experience and passing the Examination for Professional Practice in Psychology (EPPP) and the Minnesota Professional Responsibility Examination (PRE). Current information on the licensure process is available through the Minnesota Board of Psychology, [http://www.psychologyboard.state.mn.us/](http://www.psychologyboard.state.mn.us/), 612-548-2100, 2829 University Ave SE Suite 320 Minneapolis, MN 55414.

Information on the EPPP and a compendium of state and province regulations for psychology licensure is available from the Association of State and Provincial Psychology Boards (ASPPB), [http://www.asppb.net/](http://www.asppb.net/).

In addition, students may wish to seek board certification in psychology. Information on certification, including early entry for graduate students and interns, is available through the American Board of Professional Psychology, [www.abpp.org](http://www.abpp.org).

Minnesota School Psychology Certification

Students who graduate from a NASP certified program are eligible for certification as a school psychologist in the State of Minnesota. Students who will be practicing in schools will need to apply for the State Board of Teaching Licensure (First-Time Full Professional Minnesota License). Upon completion of requirements for certification, students should submit the following to Educator Licensing at the Minnesota Department of Education:

- The Minnesota State Teacher Licensing application can be found online at [http://education.state.mn.us/MDE/EdExc/Licen/index.html](http://education.state.mn.us/MDE/EdExc/Licen/index.html) as well as other useful forms and information for teachers in Minnesota.
- The cost for first-time licensees is $90.65 and will be charged by credit card in the online application. If you completed your internship in Minnesota with the Limited Intern License, the cost is $62.70 payable by check or money order to the "Commissioner of MDE" to be submitted with your paper application.
- Official transcript (Please check your transcript to ensure that there are no incompletes.)

The Minnesota Department of Education (MDE) can be contacted at 612/296-2046, Licensure Department, 1500 Hwy. 36 W., Roseville, MN 55113.

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 250 ESB). The U of M Police will provide fingerprinting for $10 and is done by appointment only. For detailed information, please
call U of M Police at 612-626-5304. 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. Most police stations will also fingerprint you for a small fee. You might want to check the county you are residing in to find out if they offer fingerprinting for free. If you need to be background checked, your application fee is $90.65 instead of $62.70.

**National Certification for School Psychologists**

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

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

For more information or an application, visit NASP website at [http://www.nasponline.org/certification/index.aspx](http://www.nasponline.org/certification/index.aspx). Students may request program approval of their NCSP applications after all degree requirements have been completed.
Appendix A: Example Portfolio Content by Training Domain

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

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

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

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

- **Diversity and Individual Differences**
  - Personal journals about experiences working with diverse student populations
  - Personal journals about the need for cultural sensitivity in previous consultation experiences
  - Evidence of completion of coursework and experiences addressing student diversity and individual differences.
- Systems Organization
  - A system consultation report
  - Presentations to groups regarding system-level issues
  - Evidence of understanding of ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others

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

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

- Research and Program Evaluation
  - Published research articles
  - Critiques of research articles
  - Conference presentations
  - Master’s thesis/pre-dissertation research
  - Preliminary oral exam paper
  - Doctoral dissertation
  - Literature reviews
  - Research-based in-service presentations
  - Intervention plans
  - Test reviews
  - Single-case design studies/interventions
  - Reports of applied research or program evaluation
  - Evidence of knowledge of research, statistics and evaluation methods
  - Evidence of ability to evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services

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