University of Minnesota

School Psychology Program

Student Handbook

Revised August 2015
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Welcome to the School Psychology Program at the University of Minnesota!
The School Psychology Program at the University of Minnesota is one of the oldest
and most well established graduate programs in school psychology in the country. It
is accredited by multiple governing bodies (e.g., APA, NASP, & CAEP). Its 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. As of June 2015, 272 PhD students and 237 Specialist Certificate
students graduated from the School Psychology Program.

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 2015. All
students are expected to comply with the program policies set forth in this document.

In addition to reading the policies set forth in this handbook, you will find policies
applicable to program completion 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). 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.

We hope that this handbook will answer many of your questions. Should you have
additional questions, please contact the 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 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.
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.

Goal 1 – Data-based Decision Making: Students will use a systematic approach to data-based decision making when engaged in school psychological practices to enhance students’ competence and the environmental contexts for their development.

- Objective 1.1: Students utilize research-based assessment practices.
  - Competency 1.1a: Students conduct assessments and interpret data from a variety of evidence-based assessments in association with multi-tiered systems of support.

- Objective 1.2: Students engage in data-based decision making within multi-tiered systems of support.
  - Competency 1.2a: Students use assessment data to identify a student’s strengths and needs, understand problems, and identify appropriate interventions and instructional modifications.
  - Competency 1.2b: Students contribute to multidisciplinary teams that use data-based decision making to plan, implement, and evaluate individual, group, and school-wide prevention and intervention programming.

Goal 2 – Collaboration, Consultation, and Supervision: Students will demonstrate knowledge and skills related to collaboration, consultation, and supervision with families and professionals, within and across settings, to enhance students’ competence and their ecological contexts.

- Objective 2.1: Students will demonstrate skills in collaborating with families and professionals, within and across settings to enhance students’ competence and their ecological contexts.
  - Competency 2.1a: Students effectively collaborate with staff, families, and other service providers to develop, implement, and evaluate evidence-based interventions at the individual, group, and system levels.
- **Competency 2.1b**: Students demonstrate knowledge and skills in systems-wide prevention and crisis intervention.

- **Objective 2.2.**: Students will effectively employ contextually appropriate, research-based consultation and supervision with teachers, parents, and other professionals.
  - **Competency 2.2a**: Students know and apply appropriate consultation models and strategies to facilitate direct and indirect services and professional development.
  - **Competency 2.2b**: Students know and apply effective supervision strategies to direct and indirect services in accordance with their own developmental level to promote supervisees’ effective practices.

**Goal 3 – Prevention and Intervention**: Students will demonstrate the knowledge and skills needed to develop, implement, facilitate, and evaluate ecologically based prevention and intervention programs and strategies that meet the academic, behavioral, and social-emotional needs of students with varying abilities, cultural backgrounds, strengths, and needs.

- **Objective 3.1**: 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 provide cognitive and academic prevention services and interventions.
  - **Competency 3.1a**: Students develop, implement, and evaluate evidence-based academic instructional approaches, interventions and remediation strategies on an individual, group, and school levels.

- **Objective 3.2**: Students use knowledge of developmental processes and the various bases of behavior and psychopathology, techniques to assess these factors, and direct and indirect services applicable to the development of cognitive and academic skills to provide behavioral, social-emotional, and other mental health prevention services and interventions.
  - **Competency 3.2a**: Students develop, implement, and evaluate evidence-based behavioral and social-emotional promotion and intervention strategies on individual, group, and school levels.
  - **Competency 3.2b**: Students implement and evaluate evidence-based mental health promotion and intervention strategies on an individual, group, and school levels.

**Goal 4 – Research**: Students will conceptualize, conduct, interpret, apply, and disseminate research that advances school psychology.

- **Objective 4.1**: Students will demonstrate competency in synthesizing and conceptualizing research studies.
  - **Competency 4.1a**: Students know and apply concepts related to research design, methods, measurement, and statistical analyses.
  - **Competency 4.1b**: Students interpret results, identify limitations, articulate the implications, and synthesize published research.
Competency 4.1c: Students formulate original research questions and choose appropriate research designs and analyses when conducting research.

Objective 4.2. Students communicate research to others to facilitate dissemination and effective practice.

- Competency 4.2a: Students disseminate original research via peer-reviewed outlets, including professional journals and professional meetings.
- Competency 4.2b: Students present research findings and syntheses to professional, practitioner, and/or community audiences.

Goal 5 – Professional Identity: Students attain clear identities as school psychologists and demonstrate foundational knowledge central to the field.

Objective 5.1: Students are knowledgeable of the scientific and historical foundations of psychology and school psychology.

- Competency 5.1a: Students are knowledgeable of the affective, biological, cognitive, developmental, and social bases of behavior.
- Competency 5.1b: Students are knowledgeable of the history and systems of psychology and school psychology.

Objective 5.2: Students understand and apply professional standards, and state and federal policies; and use appropriate decision-making strategies in training and professional contexts.

- Competency 5.2a: Students know and apply professional standards for the practice of psychology and school psychology in direct service, indirect service, and research.
- Competency 5.2b: Students know and apply relevant federal and state laws and policies in their research and practice.
- Competency 5.2c: Students demonstrate appropriate professionalism when engaged in direct or indirect services and research.

Program Curriculum

The School Psychology Program offers two tracks for graduate study within the Department of Educational Psychology: the Specialist Certificate (SC) and the Doctorate (PhD). A terminal master’s degree is not offered. Graduates of the Program (SC and PhD) 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 SC or PhD.

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 research-
based 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 as scientist-practitioners in
school psychology.

Below, we describe the alignment of program goals and curriculum with APA and NASP
training domains. Courses indicated with (*) apply only to the PhD track. This curriculum
serves as the foundation for student evaluation activities described in Section V.

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Courses</th>
<th>APA Training Domains</th>
<th>NASP Training Domains</th>
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</table>
Section II: Specialist Certificate

The Specialist Certificate requires a three-year program of study comprised of a minimum of 60 graduate semester credits, including the Master’s degree with a major in Educational Psychology. Per Graduate School policy, all courses counted toward the SC must be taken within eight consecutive years, beginning with the earliest coursework on the Graduate Planning & Audit System (GPAS) planner.

Program Accreditation

The School Psychology Program is approved by CAEP/NASP. As such, the Program requires that SC 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. The SC-track has been designed to operationalize the skills and competencies articulated in the NASP Standards for Training.

Course Sequence

The Program recommends students complete the sequence of coursework below in order to meet all department and program degree requirements. Proposed deviations should be approved by the student’s academic advisor.

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 8822: Research in School Psychology (3 credits)
Elective (3 credits)

Fall Semester, Year 2

EPsy 8816: Individual and Systems Academic Interventions (3 credits)
EPsy 8818: Intervention Practicum (2 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 (3 credits)
Elective (3 credits)
**Spring Semester, Year 2**
- EPsy 8815: Individual and Systems Social-Emotional Interventions (3 credits)
- EPsy 8818: Intervention Practicum (2 credit)
- EPsy 8800: Emotion & Psychopathology (3 credits)
- EPsy 8817: Consultation (3 credits)
- EPsy 5851: Engaging Diverse Students and Families (3 credits)

**Fall Semester, Year 3**
- EPsy 8842: Internship: School Psychology (2 credits)*

**Spring Semester, Year 3**
- EPsy 8842: Internship: School Psychology (2 credits)

*All students must take a minimum of 1 internship credit per semester of their internship year. SC students must take a total of 60 total credits during their three years of study. If SC students enroll in more than the recommended 56 credits during their first two years in the program, they may enroll in 1 credit per semester of internship.

**A note on electives:** SC students are strongly encouraged to use their elective credits, in conjunction with the Master’s thesis, to develop a specialty area (e.g., literacy, mathematics, mental health, English learners) or to acquire additional practicum experience prior to internship.

**Practicum**
SC students will complete 4 semesters of practica in 1 placement per year prior to internship. SC students are encouraged, but not required, to complete an additional practicum during their second year of study. The number of hours should be negotiated with the advisor and fieldwork coordinator. When completing practica, students are to comply with the policies and procedures set forth in the *Fieldwork Handbook.*

**Research Mentorship**
In addition to the one-on-one mentorship provided by the student’s advisor, SC students will participate in Research Group during their first two years of the program. SC students will participate in the SC Coordinator’s research group unless they decide, in consultation with their advisor, that their advisor’s research group would be more appropriate. Failure to consistently attend, actively participate, or complete assignments in a timely manner in Research Group is the basis for a determination of poor standing within the program and may result in remediation. In conjunction with Research Group, students will enroll in EPsy 8822 during the Spring of Year 1.
Graduate Planning and Audit System (GPAS)

By the beginning of the third semester, students must submit the Graduate Planning & Audit System (GPAS) planner for their Specialist Certificate. On this webpage the student lists all completed and planned coursework required for the degree, including those courses listed on the Master’s GPAS planner. This plan will be automatically routed to the student’s advisor and department Director of Graduate Studies (DGS). The plan is then routed to the Graduate Student Services and Progress Office for final approval. The GPAS is available online via the student MyU portal page under the Academics tab, on the Degree Progress sub-tab. After filing, it is possible to make changes in the program by a petition approved by the student’s advisor and the DGS.

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. Students must earn a minimum GPA of 2.80 for courses listed on the student’s official program. At least two-thirds of the credits completed in the Graduate School, and all taken to fulfill department core requirements, which are included on the GPAS planner must be taken under the A-F system.

With approval of the student’s advisor, DGS, and Graduate School, students may be permitted to transfer up to 50% of the coursework listed on the GPAS planner. Please consult the Graduate Education Catalog and the Uwide Policy Library for policy details. To transfer courses to meet Educational Psychology core requirements, submit an internal petition form. For courses outside the University, include a syllabus for review. If approved, requirements will appear as satisfied on the GPAS planner. To transfer courses to meet School Psychology requirements, submit course syllabi to advisor. The student’s advisor will send an email to the program assistant & DGS assistant with approval. If approved, requirements will appear as satisfied on the GPAS planner. Substitutions should also be listed on Annual Progress Chart.

NOTE: If admitted prior to Spring 2013, the GPAS planner is not available. To make changes to existing Graduate Degree Plan students will need to contact the DGS assistant.

Examining Committee

For the SC, an examining committee is comprised of three faculty members. Students, in consultation 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 via the Graduate School website. 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. Any change in advisor requires approval by both the original and proposed advisor, and completion of the Request for Advisor Change Form available on the program Moodle site.
Special Field Preliminary Examination

The SC Special Field Exam require students to demonstrate their knowledge and competencies across coursework, fieldwork, and other evaluation activities requiring the synthesis of information across the curriculum. The Special Field Exam requires the following:

1) **School Psychology Coursework:** B- or better on all required 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) **Educational Psychology Coursework:** 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:** Passing score on the Comprehensive Written Examination.

4) **Portfolio:** Passing score on the Portfolio rubric by the completion of internship.

5) **School Psychology Praxis Examination:** Passing score on the School Psychology Praxis Examination, which would also make them eligible to apply to be a nationally certified school psychologist upon completion of the SC program.

When students have fulfilled all these requirements listed above, they should complete the SC 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 and submit the form to the Graduate Student Services and Progress Office to complete the graduation process.

**Internship**

Successful completion of the internship and all internship requirements in the third year of the program is necessary to receive the specialist certificate, which is the basis for eligibility to work as a school psychologist. When completing internship, students shall comply with the policies and procedures set forth in the *Fieldwork Handbook*. The internship requires a minimum 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 MA oral exam before any clock hours can be counted towards the 1200 hours requirement.

Students register for internship credits while completing internship and will receive a grade of K until the internship has been successfully completed. Registration implies
liability protection by the University. 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

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 by the district during the application/interview process.
Section III: PhD Degree

Residency & Time to Completion

The doctoral program is designed as a five-year program of study that requires the completion of a minimum of 90 graduate semester credits. 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 V).

Program Accreditation

The PhD program is accredited 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 Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Course Sequence

The Program recommends students complete the sequence of coursework set forth below in order to meet all department and program degree requirements within 5 years of beginning the program. Proposed deviations should be approved by the student’s academic advisor.

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 (3 credits)
Fall Semester, Year 2
EPsy 8816: Prevention and Intervention for Academic Development (3 credits)
EPsy 8818: Intervention Practicum (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: Prevention and Intervention for Behavioral and Social-emotional Development (3 credits)
EPsy 8818: Intervention Practicum (1 credit)
EPsy 8800: Emotion & Psychopathology (3 credits)
EPsy 8817: Problem Analysis and Consultation (3 credits)
EPsy 5851: Engaging Diverse Students and Families (3 credits)

Fall Semester, Year 3
EPsy 8831: School Practicum (3 credits; yearlong)
EPsy 5853: Biological Basis of Behavior (3 credits)
EPsy 8822: Research in School Psychology (3 credits)
Electives (5 credits)

Spring Semester, Year 3
EPsy 8290: Key Issues in Social Psychology (3 credits)
EPsy 8905: Landmark Issues (3 credits)
EPsy 8888: Doctoral Thesis (1-6 credits if written prelim exam passed)*
Electives (2-8 credits)

Fall Semester, Year 4
EPsy 8841: Instruction and Supervision (3 credits)
EPsy 8832: Advanced/Clinical Practicum (3 credits; yearlong)
EPsy 8888: Doctoral Thesis (8 credits if oral prelim exam completed)

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 (1 credit)
Spring Semester, Year 5
EPsy 8842: Internship: School Psychology (1 credit)

*Doctoral students must take a total of 24 credits of EPsy 8888. Students may petition to enroll in up to 6 credits of early doctoral thesis credits once they have passed the written preliminary exam. Otherwise, 8888 credits are not to be taken until after the oral preliminary exam is passed.

Recommended Sequence of Courses and Milestones

Below is a recommended 5-year program of study that includes courses and other program requirements. Completion of research activities and exams in the timeframe described allows for completion of all program requirements at the completion of internship in year 5.

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td></td>
<td>EPsy 8251</td>
<td>EPsy 8215/5216</td>
<td>Electives (5 cr.)</td>
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<td>Apply for Internship</td>
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<td></td>
<td>EPsy 5221</td>
<td>EPsy 5802</td>
<td>Written Exam</td>
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<td>Oral Exam</td>
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<td>EPsy 8822</td>
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<td>MA Defense</td>
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Students must complete their MA oral defense before they are eligible to take the written preliminary exam. Students are encourage to complete their written and oral preliminary exams in the fall or spring of their third year. To maximize the efficiency of their study time, students are encouraged to take the Praxis exam near the written exam.

**Note on Timelines:** To facilitate timely completion of milestones, the oral preliminary exam may be scheduled as early as two weeks after the written examination administration. The dissertation prospectus may be scheduled as early as one week after the oral preliminary exam. Accordingly, with advisor approval, students may prepare their oral preliminary paper and dissertation prospectus concurrently, and while preparing for written exams. Delay of research requirements (e.g., defenses) and exams may result in an inability to complete the program in five years.
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. Students interested in obtaining an APA- or APPIC-accredited internship or licensure as a professional psychologist in addition to or instead of state school psychology certification should seek supervision by licensed psychologists for all fieldwork. Plans for accredited internship or licensure should be discussed with the Fieldwork Coordinator as early in the program of study as possible.

Research Mentorship

All PhD students participate in research mentorship within the program. In addition to the one-on-one mentorship provided by the student’s advisor, students will participate in Research Group until they begin internship. In Research Group, each advisor provides biweekly group research mentorship to his/her advisees. Failure to consistently attend, actively participate, or complete assignments in a timely manner in Research Group is the basis for a determination of poor standing within the program and may result in remediation. In conjunction with Research Group, students will enroll in EPsy 8822 during the Spring of Year 1 and Fall of Year 3.

Teaching & Supervision

Each PhD student is required to fulfill two semesters of teaching and supervisory experience in conjunction with enrollment in EPsy 8841. One of these experiences may be waived on the basis of the student’s previous experience as a teaching assistant or instructor if it included grading, instruction, and supervision. Waivers and exceptions to the policy must be approved by the instructor and faculty, typically at the Student Review Meeting in May. Accordingly, students requesting a waiver should submit a written request with description of the proposed substitute experience in an attachment to the student’s Annual Review. 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 instructor.

Predissertation Research Requirement for Students with Prior Master’s Degrees

Students with Master’s degrees from other institutions or programs will complete a predoctoral research project under the supervision of their advisor before completion of preliminary exams.
Graduate Planning and Audit System (GPAS)

Doctoral students must submit their doctoral Graduate Planning & Audit System (GPAS) planner no later than after successful completion of 4 semesters of coursework. The doctoral GPAS planner must be submitted before taking the written preliminary exam and at least two semesters prior to the term in which the preliminary oral examination is scheduled. On this webpage students list all completed and planned coursework required for the degree by both the program and department. This plan will be automatically routed to the student’s advisor and DGS. The plan is then routed to the Graduate Student Services and Progress Office for final approval. The GPAS is available on line via the student MyU portal page under the Academics tab, on the Degree Progress sub-tab. After filing, it is possible to make changes in the program by a petition approved by the student’s advisor and the DGS.

At least two-thirds of the credits completed (and all taken to fulfill EPsy core) included on the GPAS planner must be taken under the A-F system. Educational Psychology PhD 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.

With approval of the student’s advisor, DGS, and Graduate School, transfer work from other graduate schools may be included as appropriate. Please consult the Graduate Education Catalog and the Uwide Policy Library for policy details. To transfer courses to meet Educational Psychology core requirements, submit an internal petition form. For courses outside the University, include a syllabus for review. If approved, requirements will appear as satisfied on the GPAS planner. To transfer courses to meet School Psychology requirements, submit course syllabi to advisor. The student’s advisor will send an email to the program assistant & DGS assistant with approval. If approved, requirements will appear as satisfied on the GPAS planner. Substitutions should also be listed on Annual Progress Chart.

NOTE: If admitted prior to Spring 2013, the GPAS planner is not available. To make changes to existing Graduate Degree Plan students will need to contact the DGS assistant.

Special Field Preliminary Examination

The PhD Special Field Exam require students to demonstrate their knowledge and competencies across coursework, fieldwork, and other evaluation activities requiring the synthesis of information across the curriculum. Students are eligible to complete the Special Field Preliminary Exam only after: (a) submitting the PhD degree plan, (b) passing the MA final oral exam, and (c) completing sufficient fieldwork, usually part or all of internship. No exceptions to this rule will be granted. The Special Field Exam requires the following:

1) **School Psychology Coursework:** B- or better on all required 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) **Educational Psychology Coursework**: 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**: Passing score on the Comprehensive Written Examination.

4) **Portfolio**: Passing score on the Portfolio rubric by the completion of internship.

5) **School Psychology Praxis Examination**: Passing score on the School Psychology Praxis Examination, which would also make them eligible to apply to be a nationally certified school psychologist upon completion of the SC program.

**Oral Preliminary Paper**

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**: The Oral Paper 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 integrative reviews or meta-analyses found in the *Review of Educational Research, Psychological Bulletin*, or *Psychological Review*. 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.

Students may prepare orals papers on topics related to grant or contract activities (i.e., their research assistantships). 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 is 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 a 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.

**Format and Style:** As noted, the format for orals papers closely follows that of other integrative reviews available in Educational Psychology. 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 Examining Committee**

A form to propose PhD oral examining committee members is submitted online at [http://www.grad.umn.edu/students/forms/doctoral/index.html](http://www.grad.umn.edu/students/forms/doctoral/index.html). For the doctorate, a preliminary examining committee is comprised of four members: the advisor, two examiners from Educational Psychology, and one examiner outside department. 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.

**Oral Preliminary Examination**

The examination is taken after completing all required core coursework in Educational Psychology and the majority of all PhD coursework. The examination covers the major field, and any work fundamental to these areas, including the topic of the oral preliminary paper. 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 with 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](http://www.grad.umn.edu/students/forms/doctoral/index.html)’ 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 are encouraged to take the exam shortly after completing written comprehensive exams.

Students must take their preliminary oral exam 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.

**PhD 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 PhD 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 degree 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 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 primary data collection and analysis or secondary data analysis. 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 (i.e., assistantships). Unless the grant was awarded to the student (e.g., a fellowship or student research grant), 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 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.

**Format**

The dissertation topic should be 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 and in accordance with formatting requirements of the Graduate School. PhD students can select one of two format options for the dissertation format, pending approval from the Dissertation Panel. Regardless of the selected format option, the typical document length is between 50-100 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 I** 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** 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. The document may contain more than 2 studies. They should be thematically related, but each representing a unique contribution to the literature.

**Advisement**

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

**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.

**Prospectus**

Students must complete a prospectus meeting before beginning dissertation data collection or analyses (in the case of meta-analyses or secondary analyses). Prior to the prospectus meeting, students will prepare, in consultation with their advisor, an overview of their study, generally consisting, at a minimum, of Chapters 1 and 3 of the dissertation document (i.e., Introduction and Methods). This document must be disseminated to the committee 2 weeks before the scheduled prospectus meeting. The purpose of the meeting is to solicit feedback from committee members on the proposed study and to arrive at consensus regarding appropriate research questions and methods of the research to be presented in the final oral examination. Students are strongly encouraged to complete their prospectus meeting before applying for internship. Some accredited internships sites may require completion of this milestone for eligibility.

**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 GPAS planner 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.
Internship

Successful completion of the internship is necessary for the PhD degree. Although a minimum of 1500 internship 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.

Coursework and preliminary exams must be completed before students go on internship. Students are strongly encouraged to complete their prospectus before applying for internship, and whenever possible, to complete their final oral defense before beginning 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, department policy states the student must complete internship within 18 months of the final oral examination. Students are strongly encouraged to attend the fall internship planning meeting if they are planning to complete their internship requirement in the fall of the following year.

For 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)

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 by the district during the application/interview process.
Section IV: 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 and submit the Graduate Planning & Audit System (GPAS) planner for their Master’s degree. On this webpage the student lists all coursework (completed and proposed) required for the Master’s degree. This plan will be automatically routed to the student’s advisor and DGS. The plan is then routed to the Graduate Student Services and Progress Office. The GPAS is available online via the student MyU portal page under the Academics tab, on the Degree Progress sub-tab. The Student Guide to completing the GPAS Planner is available here: http://onestop.umn.edu/special_for/gpas/gpas_planner.html.

This program lists 30 semester credits in these areas:

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<th>Coursework Area</th>
<th>Credit Requirements</th>
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<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</td>
<td>Plan B = 2 credits</td>
</tr>
<tr>
<td>Additional EPsy courses</td>
<td>to total 30 credits</td>
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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 GPAS planner 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). With approval of the student’s advisor, DGS, and Graduate School, students may be permitted to transfer up to 40% of the degree coursework listed on the GPAS planner. Credits earned more than 7 years ago cannot be applied to the MA. Please consult the Graduate Education Catalog and the Uwide Policy Library for policy details. To transfer courses to meet Educational Psychology core requirements, submit an internal petition form. For courses outside the University, include a syllabus for review. If approved, requirements will appear as satisfied on the GPAS planner. To transfer courses to meet School Psychology requirements, submit course syllabi to advisor. The student’s advisor will send an email to the program assistant & DGS assistant with approval. If approved, requirements will appear as satisfied on the GPAS planner. Substitutions should also be listed on Annual Progress Chart.

NOTE: If admitted prior to Spring 2013, the GPAS planner is not available. To make changes to existing Graduate Degree Plan students will need to contact the DGS assistant.
**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.

To facilitate timely completion of MA theses by avoiding end of semester scheduling conflicts, the program schedules two MA thesis defense dates—November 20, 2015 and March 11, 2016—during which students are encouraged to plan to defend their theses. Students should consult their advisor to ensure timely completion of their MA thesis for one of these defense dates and notify the Program Assistant by September 28, 2015 to defend in November or January 25, 2016 to defend in March. When students have selected a defense date, the Program assistant will assist in the assembly of their committee—the student does not need to identify committee members; they will be assigned based on availability. For the Master’s, an examining committee (MA 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. The Program Assistant will email students their committee members to be submitted online by the student at least month prior to the defense date. The manuscript for the defense should be submitted to the Program Assistant for dissemination to the appointed committee two weeks prior to their scheduled exam date. *(Note: Barring extenuating circumstances and program approval, students should not attempt to schedule oral examinations during the summer.)*

Once students have scheduled the oral examination, they request the Graduation Packet online. This will provide the degree completion paperwork as well as the Final Examination form needed by the committee.

If the student passes the oral examination, the student will submit the examination materials and degree request forms. After making any required modifications, students must submit a final version of the MA thesis to their advisor and the Program Assistant. If the examination is failed, the advisor will develop a remedial plan with the student.

**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 (i.e., 25-40 pages). Thus, the project should represent an original idea or a rigorous replication study entailing primary or secondary data analysis. 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 focused and the investigation described fully in the manuscript. Although the faculty prefer empirical reports, 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. SC students are strongly encouraged to consider conducting a single-case design study, systematic review or meta-analysis related to their self-identified specialty-area. Self-study materials on appropriate methodology for these reviews are available on Moodle and should be consulted when preparing projects. Primary data collection or secondary data analysis may

**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. 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.
Section V: Student Evaluation

The faculty provide continual, timely appraisal to ensure that graduate students have the necessary skills to be competent school 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 PhD graduate advisory status may advise PhD students. SC students may also be advised by the Program’s instructional staff who 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.

Students may request co-advising by a program faculty member and another member of the University with graduate advisory status when their area of interest is closely matched with expertise outside of the faculty in the program. The program faculty will serve as the primary advisor and will sign off on program requirements and forms. Such arrangements are rare because students are admitted to the program based on fit with the program and faculty research interests.

Changing Advisors: All students are assigned an advisor upon admission to the program based on their specified preferences, fit with faculty research interests, and faculty’s advising loads. Students may request a change in advisor at any time using the Advisor Change Request form available on the program’s Moodle site. Students must meet with both the current and proposed advisor and obtain approval for the change before submitting the form.

For students admitted before 2015: 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 dissertation advisor must hold graduate faculty status at the University of Minnesota and must serve as an Examination committee member. 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.

**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 and progress toward their degrees within the academic year. In addition to providing evaluative feedback to the student, these data are used to fulfill reporting requirements set forth by the Graduate School, APA, and NASP. Therefore, it is critical for students to submit the Annual Student Review form. **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.

While the annual review forms submitted by students serve as one basis for review of progress, data on student progress is collected from several sources: mentors, practicum supervisor, course instructors, advisors, student evaluation of assessment TA (when appropriate), and examining committee members. In this assessment, the program faculty attend to students’ academic, professional, and personal competencies, as all are essential for practice as school psychologists.

Summative evaluations are prepared by the students’ advisor following the May review meeting. These evaluations are sent to the student and added to the student’s cumulative file in 250 ESB. Copies are available at the student’s request by contacting the Program Assistant.

**Evaluation of Professionalism**

In addition to progress in program coursework, research, and fieldwork requirements, students will be evaluated on their demonstrated professionalism. Professionalism refers to those behaviors, dispositions, and attitudes necessary for appropriate, effective professional conduct. As such, students will be asked to self-evaluate, and will be evaluated by faculty in the following domains: (1) punctuality and attendance; (2) professional appearance and demeanor; (3) initiative, motivation, consistency, and perseverance; (4) flexibility, adaptability to novel/unexpected situations; (5) poise, tactfulness, and rapport with staff and others; (6) preparation and organization; (7) ability to handle professionally constructive criticism and positively use feedback; (8) ability to accurately self-evaluate areas of practice; (9) respect for cultural and individual diversity; (10) development of professional identity and integrity; (11) self-care; and (12)
effective oral, written, and nonverbal communication skills.

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.

Comprehensive Written Examination

Students in both the specialist and doctoral tracks complete a closed-book/note written examination assessing students acquired knowledge in each of the programs training domains/goal areas (see Section I). All students complete items in each training domain; doctoral students complete additional items for Goal 4 (Research). 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 school psychologists. Content is organized by training goal and is primarily derived from coursework, but may include any subject matter relevant to these domains of school psychology. Students are allotted four hours to complete the general portion of the exam. Doctoral students are allotted an additional two hours to complete the additional Goal 4 items. 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?
- 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?

The comprehensive exam is administered in August and January of each year. Students must file their GPAS planner and complete the MA oral defense before they can take their written examination. Students who need accommodation should submit their requests in writing to the faculty four weeks before the examination date. 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.

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 Program Assistant 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).
A student may petition the program faculty to take the comprehensive exam before they have passed their MA oral exam or to be administered the exam on an alternate date from the standard program offerings. The petition should be submitted in writing to the Program Assistant and include a rationale for the petition. The faculty will consider the student’s petition in light of his/her other progress in degree requirements. Students who receive a majority vote of approval will then work with the Program Assistant to schedule the exam and complete and necessary forms.

**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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>------------------------------------------------------------------</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 at least 70% 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

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 (i.e., 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 at least 4 out of 5 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 ≥ 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; additional rating forms may be used.
Section VI: Program Organization and Policy

School Psychology is an interdepartmental track granting two graduate degrees (Specialist Certificate [SC], Doctor of Philosophy [PhD]); 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.

Committees

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

**Graduate Advisory Committee:** This committee comprised of Educational Psychology faculty representatives maintains Graduate School regulations within the department and program and establishes and implements policies regarding written and oral preliminary exams, MA, and specialist, and PhD 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.
2. Co-chair a committee.
3. Run for executive committee.

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.
**Equity and Diversity Committee:** Coordinates regularly scheduled Diversity Dialogues, updates the program’s diversity statement on an as needed basis, assists with grant writing and recruitment efforts, and assists in developing, administering, and analyzing an annual (or bi-annual) climate survey.

**Equity and Diversity Chairperson:** Leads efforts towards recruitment and retention of diverse and underrepresented students for the program, and completes the Equity and Diversity Certificate program offered through the University.

**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. All students not yet on internship 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 http://www.research.umn.edu/irb/guidance.html.

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.
Section VII: 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>
</tr>
</thead>
<tbody>
<tr>
<td>Theodore Christ, PhD</td>
<td>Professor</td>
<td>624-7068</td>
<td><a href="mailto:tchrist@umn.edu">tchrist@umn.edu</a></td>
<td>342</td>
</tr>
<tr>
<td>Sandy Christenson, PhD</td>
<td>Professor</td>
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<td><a href="mailto:chris002@umn.edu">chris002@umn.edu</a></td>
<td>274A</td>
</tr>
<tr>
<td>Robin Coddington, PhD, LP</td>
<td>Associate Professor</td>
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</tr>
<tr>
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<tr>
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<td>343</td>
</tr>
<tr>
<td>Amanda Sullivan, PhD, LP</td>
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<td><a href="mailto:asulliva@umn.edu">asulliva@umn.edu</a></td>
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</tr>
<tr>
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<td>Program Assistant</td>
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<td>250</td>
</tr>
<tr>
<td><strong>Educational Psychology Administrators &amp; Staff</strong></td>
<td></td>
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</tr>
<tr>
<td>Ernest Davenport</td>
<td>Director of Graduate Studies (DGS), Professor</td>
<td>624-1040</td>
<td><a href="mailto:lqr6576@umn.edu">lqr6576@umn.edu</a></td>
<td>172</td>
</tr>
<tr>
<td>Lori Boucher</td>
<td>Assistant to the DGS</td>
<td>624-4540</td>
<td><a href="mailto:bouch004@umn.edu">bouch004@umn.edu</a></td>
<td>250</td>
</tr>
<tr>
<td>Geoffrey Maruyama</td>
<td>Department Chair, Professor</td>
<td>625-5861</td>
<td><a href="mailto:geoff@umn.edu">geoff@umn.edu</a></td>
<td>246</td>
</tr>
<tr>
<td>Pam Matti</td>
<td>Licensing Specialist</td>
<td>625-8042</td>
<td><a href="mailto:ote@umn.edu">ote@umn.edu</a></td>
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</tr>
</tbody>
</table>

School Psychology Program 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.

To access the Moodle for the first time, students will need to contact the School Psychology Program Assistant for a one-time self-enrollment key to enroll themselves in the program Moodle site. Thereafter, the Moodle 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 Moodle site, students can download important program forms and
documents.

**Registration**

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

Register on-line via the Academics tab on your MyU portal homepage. 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](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 submits a completed Graduate Registration Exception Request). 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](http://onestop.umn.edu).
**Delayed Financial Support**

Students whose financial support is pending should not delay registration. They should register on time and contact Student Account Assistance [211 Bruininks Hall, 624-2873] 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 MyU portal homepage.

**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. 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 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**

Students are assessed a resource fee in conjunction with each year of practicum in order to offset the cost of testing materials used in classes and fieldwork.

**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, generally instructors of assessment and intervention courses. 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. Use of program materials 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**

The School Psychology Program strives to create an environment in which students feel respected and supported. However, should students have grievances with the Program, they have multiple avenues for resolution.

- Attempt to resolve your grievance informally by speaking directly with the faculty member whose actions are of concern. Concerns should be addressed promptly.

- Attempt to resolve the grievance informally by meeting with the Program Coordinator, Department Chair, or relevant CEHD administrator to discuss potential solutions.

- Consult the University’s [Student Conflict Resolution Center](#)’s website or staff to identify potential resources and informal solutions. SCRC services are free and confidential, and can be used in cases of informal or formal grievances (e.g., discrimination, grading disputes, academic incivility, scholastic misconduct) and disciplinary proceedings. SCRC has advocates and ombudsman services available to assist students. Graduate assistants may also consult with the University’s [Office of Conflict Resolution](#), which provides resources and support to university employees.

- File a formal written grievance, either by email or hard copy, with the Program Coordinator to initiate formal resolution within the program. The written grievance should include the nature of the complaint and identification of the parties involved. When a grievance is filed, the Coordinator will set up a meeting with the student within 10 business days of receipt to discuss potential resolution. With the exception of minor situations resolved in the initial conversation, the
Coordinator will discuss the issue at the next Program meeting. The student may request not to be identified in this discussion. Alternatively, the student may attend to share their perspective on the matter and participate in the discussion of potential solutions. Depending on the nature and severity of the grievance, the Coordinator may enlist the services of the Student Conflict Resolution Center or Office of Conflict Resolution, particularly when mediation, ombudsman services, or a due process hearing is warranted. In all cases, the Coordinator will attempt to resolve the matter efficiently and in keeping with University policies and professional ethical standards and guidelines for training.

Any actions taken to resolve the situation will be documented (i.e., actions, dates/timelines, individuals involved, any necessary follow up or monitoring) and both the original grievance and resolution will be filed with the Program. The student may append these documents with a statement of agreement or disagreement with the resolution. All records of grievances may be reviewed by APA as part of the Program’s accreditation process.

At any point, students may informally consult or seek support from the Program Coordinator, their advisor, or other faculty about the issue at hand.

**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 principal investigator. Failure to do so may result in inappropriate use of data that conflict with professional standard (i.e., 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:

- 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 the Class Search on the Academics tab in your MyU portal, [www.myu.umn.edu](http://www.myu.umn.edu), for current classes offered in Educational Psychology and Child Psychology.
- American Psychological Association (APA). You can get information about APA at [www.apa.org](http://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](http://www.nasponline.org)
- Information about getting licensure as a Licensed Psychologist is obtained from the Minnesota Board of Psychology website, [www.psychologyboard.state.mn.us](http://www.psychologyboard.state.mn.us)
Minnesota Psychology Licensure

The PhD 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 PhD 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 follow the steps required for Educator Licensing at the Minnesota Department of Education. This generally entails submitting an application, license fee, and transcript. 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 finger print 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.

**National Certification for School Psychologists**

All program graduates are eligible to apply to become Nationally Certified School Psychologists, the professional credential of the National School Psychology Certification System of the National Association of School Psychologists. The program strongly recommends graduates for the NCSP. 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.