

University of Minnesota

***School Psychology
Program***

Student Handbook

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Welcome

Welcome to the School Psychology Program at the University of Minnesota! This is one of the oldest and most well established graduate programs in school psychology in the country, with a young, innovative faculty who are committed to maintaining and elevating the program's legacy of shaping the future directions for school psychology research and practice. The program faculty are leaders in the field by conducting high quality research that addresses the enhancement of student competence and the capacity of systems to meet the needs of students and families. We seek to prepare graduate students who will emerge as local and national leaders in school psychology through innovative scholarship, research-based practice, and systems change. The program is accredited/approved by multiple governing bodies (i.e., APA, NASP, & CAEP). As of June 2018, the Program has graduated 295 PhDs and 256 Specialist Certificates.

This handbook provides a summary of key information about the School Psychology Program. **You should always refer to this handbook for your degree planning and required activities.** It specifies the course requirements for students entering the program in Fall 2018; students admitted earlier may opt to follow these course sequence requirements. **All students must comply with all program policies set forth in this document, and are expected to read the applicable sections of this document in its entirety.**

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. All school psychology students are part of the Department of Educational Psychology, which dictates the nature of the foundational academic coursework, final examinations, and other policies regarding graduate status and candidacy for degrees. **Students should carefully refer to the requirements as listed in the [Educational Psychology Handbook](#).**

We hope that this handbook will answer many of your questions about the program requirements and expectations for student success. Should you have additional questions not addressed in the program or department handbooks, please contact the Program Assistant at (612) 626-0367. Our warmest wishes to you as you complete your graduate studies at Minnesota. We look forward to a productive and rewarding year!

Set yourself up for success:

- ➔ Read this handbook and the Department Handbook.***
- ➔ Familiarize yourself with the Program Canvas Site.***

These resources are designed to help you navigate your graduate experience—consult them regularly.

Section I: Program Description

Mission

The vision of this School Psychology Program is to maintain status as a flagship program in the field of school psychology. The Program faculty, students, and alumni are committed to serving as thought leaders and practice leaders instrumental in driving the evolution of school psychologists' roles in educational systems and communities, shaping the science of school psychology, and bolstering innovation in the field. In particular, the Program emphasizes research-based practice, data-based decision making, integrative service delivery through a continuum of support to address the academic, social-emotional, and behavioral needs of all children and youth, and to support the educators and families in their lives. The Program prepares graduates who will be change agents in educational systems and who support evidence-based practice and organizational change to affect the greatest benefit in schools. We are dedicated to this work because we are deeply committed to dismantling opportunity gaps and ineffective, inequitable systems that do not serve students and families. Above all, we are committed to leveraging our comprehensive and collective expertise for the continuous improvement in research, practice, and education of future school psychologists.

Vision

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, policy, and professional learning; (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 varied 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 these goals. Faculty recruit students with diverse cultural backgrounds, infuse research into every aspect of graduate preparation, mentor 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 fieldwork. 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. Students and graduates aspire to be leaders in school psychology scholarship and practice.

Program Assumptions

There are nine assumptions that underlie the Program's curriculum and applied experiences. 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, educators, and scholars who are committed to translating research and theory into practice. School psychologists are employed in various settings (e.g., schools, community and health care settings, universities) 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 interprofessional practice; 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 for integrating and explaining 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 school; and (c) schools have a powerful influence on the lives of children and youth.
6. Schools, homes, and communities are critically important settings that influence development and academic, social, behavioral, and emotional competence of children and youth. Adults in these settings 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 graduate preparation and other professional learning.
9. Training modalities include the formal curriculum, such as academic coursework, traditional research experiences, and field placements, as well as informal curriculum, including a wide variety of seminars and independent study projects. We assume students have different interests and personal goals, which we strive to foster and develop. A wide range of community resources is available to facilitate goals of the program.

Program Goals & Competencies

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. To this end, the program draws on competencies outlined by the American Psychological Association (APA) and further informed by guiding principles in school psychology (Ysseldyke et al., 2006).

Accordingly, all program graduates are expected to develop the following competencies as part of their training for practice of school psychology and health service psychology under APA's Standards of Accreditation, delineated in 9 goal areas:

1. Research

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

2. Ethical and Legal Standards

- Be knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - relevant laws, regulations, rules, and policies governing health service psychology at the

*Our curriculum is designed to develop critical thinkers versed in the broad theoretical and empirical foundations of psychology, and to instill the knowledge and skills necessary to be effective **scientist-practitioners**.*

Students learn research methods and statistics to support future research-based practice or research and teaching. Firm understanding of the domains are critical to effective research consumerism, application, and production as scientist-practitioner school psychologists.

- organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.
 - Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
 - Conduct self in an ethical manner in all professional activities.
- 3. Individual and Cultural Diversity**
- Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
 - Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;
 - Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
 - Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
- 4. Professional Values and Attitudes**
- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
 - Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
 - Actively seek and demonstrate openness and responsiveness to feedback and supervision.
 - Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
 - Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.
- 5. Communication and Interpersonal Skills**
- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
 - Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
 - Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

All students are expected to engage in rigorous scholarship—be it original empirical investigations or research syntheses—reflecting publishable quality design, analysis, and writing that can contribute to the school psychology knowledge base.

6. Assessment

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. Intervention

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

8. Supervision

- Demonstrate knowledge of supervision models and practices.
- Apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.
- Apply effective supervision strategies to direct and indirect services in accordance with their own developmental level to promote supervisees' effective practices.

9. Consultation and Interprofessional Skills

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.
- Apply appropriate consultation models and strategies to facilitate direct and indirect services and professional development.
- Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Program Curriculum

The Program is designed to provide students with broad training in educational psychology, 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 Program emphasizes scholarship and service delivery to improve provision of multitier systems of support (MTSS) facilitating students' academic, behavioral, and

social-emotional development. The Program utilizes the [World Health Organization's definition of mental health](#), which defines it as a state of well-being in which a child realizes his or her own potential, can cope with the normal stresses of life, can learn and work productively, and is connected and makes positive contributions to his or her community. In this way, students develop optimal mental health when they are supported by compassionate and nurturing adults, are socially connected and competent, are emotionally resilient in the face of adversity, and are engaged in and succeeding in school. This definition emphasizes a whole child perspective in which social, emotional, and academic well-being all interact and combine to impact a child's mental health status.

During their training, graduate students acquire knowledge and proficiency with assessment, intervention, and consultation practices that focus on preventing or treating academic, social, emotional, and behavioral problems that impair student's performance within and outside of school, as well as cultivating positive environments and promoting individual assets, including academic skills and mindsets, that help students flourish and optimize their wellbeing.

Degree Tracks and Coursework

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, nor is there a respecialization track for individuals with prior doctorates in other areas of psychology. 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 the SC or PhD.

The Program curriculum serves as the foundation for student evaluation activities described in [Section VI](#). The sequencing of courses is intended to facilitate assessment-to-intervention linkages, opportunities to develop knowledge and skills needed to contribute to research-based MTSS and other school psychological services, and increasingly independent scholarship. Students develop knowledge and competencies through these courses. Other literature foundational to the program are provided in the [Program-wide Required Readings](#). As of Fall 2017, written and oral exams address knowledge acquired in both the Program-wide Required Readings and track-wide required courses.

*Our curriculum emphasizes research-based practice; thus, research and theory are the foundation for all didactic and applied experiences and **all students in the school psychology program are trained to be scientist-practitioners**. Original research factors heavily in all course materials. All students will learn to be active, lifelong research consumers; to conduct practice-based research; and to evaluate the effectiveness of their practices; and engage in synthesis and evaluation of research during their training. PhD students will also develop skills to design, implement, and disseminate original research.*

Program Goals and Required Coursework

(* = Required for PhD only)

Program Goals	Courses
1. Research	<input type="checkbox"/> EPsy 8251: Methods of Data Analysis for Ed'l Research (3) <input type="checkbox"/> *EPsy 8252: Methods of Data Analysis for Ed Research (3) <input type="checkbox"/> EPsy 8215: Advanced Research Methodologies in Ed OR EPsy 5216: Intro to Research in Ed Psych & Human Dev (3) <input type="checkbox"/> EPsy 8822: Research in School Psychology (3 or *3x2) <input type="checkbox"/> *EPsy 8888: Doctoral Thesis (24)
2. Ethical & Legal Standards	<input type="checkbox"/> EPsy 8821: Issues in School Psychology (3) <input type="checkbox"/> EPsy 8823: Ethics and Professional Standards (3)
3. Individual & Cultural Diversity	<input type="checkbox"/> EPsy 5851: Engaging Diverse Students and Families (3) also EPsy 5221: Principles in Ed'l & Psych Measurement (3)
4. Professional Values & Attitudes	<input type="checkbox"/> EPsy 8813: Introductory Practicum (2x2) <input type="checkbox"/> EPsy 8818: Intermediate Practicum (2x2)
5. Communication & Interpersonal Skills	<input type="checkbox"/> *EPsy 8831: Comprehensive School Practicum (3) <input type="checkbox"/> *EPsy 8832: Advanced Practicum (3) <input type="checkbox"/> EPsy 8842/8843: Internship – School Psychology (4/*2)
6. Assessment	<input type="checkbox"/> EPsy 5221: Principles in Ed'l & Psych Measurement (3) <input type="checkbox"/> EPsy 8811: Assessment (3) <input type="checkbox"/> EPsy 8812: Assessment II (3) also EPsy 8819: Emotion & Psychopathology
7. Intervention	<input type="checkbox"/> EPsy 8815: Social-emotional Prevention & Intervention (3) <input type="checkbox"/> EPsy 8816: Academic Prevention & Intervention (3) <input type="checkbox"/> EPsy 8819: Emotion & Psychopathology (3)
8. Supervision	<input type="checkbox"/> *EPsy 8841: Instruction and Supervision (3x2)
9. Consultation & Interprofessional Skills	<input type="checkbox"/> EPsy 8817: Problem Analysis & Consultation (3) also: EPsy 8821: Issues in School Psychology
10. History, Systems & Scientific Bases of Psychology	<input type="checkbox"/> *EPsy 5802: History, Systems & Scientific Bases of Psych <input type="checkbox"/> EPSY Core Course in Learning/Cognition <input type="checkbox"/> *EPSY Core Course in Social Psychology or Learning/Cog

Note: The Program Canvas site contains helpful tools for tracking course requirements.

Section II: 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, Psychological Foundations of Education, and Quantitative Methods in Education (QME). The Department of Educational Psychology is governed by a Chair. The School Psychology Program is governed by the Coordinator.

Program and Department Faculty & Staff

The School Psychology Program has several core faculty. All hold doctorates school psychology. Email is the preferred mode of communication.

Name	Position	Phone	Email	ESB Office
School Psychology Faculty				
Theodore Christ, PhD	Professor	624-7068	tchrist@umn.edu	342
Robin Coddling, PhD, LP	Associate Professor	625-8656	rcoddling@umn.edu	350C
Clayton Cook, PhD, LP	Associate Professor	626-7324	crcook@umn.edu	341
Elyse Farnsworth, PhD	Lecturer		chri0802@umn.edu	
Annie Hansen-Burke, PhD, LP	Fieldwork Coordinator, Senior Lecturer	624-5547	hans1498@umn.edu	350B
Faith Miller, PhD, LP	Assistant Professor	625-0615	fgmiller@umn.edu	343
Jessie Kember, PhD	Lecturer		kembe007@umn.edu	
Amanda Sullivan, PhD, LP	Program Coordinator , Associate Professor	626-7221	asulliva@umn.edu	344
Alisha Wackerle-Hollman, PhD	Senior Research Associate	624-3943	wacke020@umn.edu	357
Educational Psychology Administrators & Staff				
Alicia Vegell	Program Assistant	626-0367	acvegell@umn.edu	250
Panayiota Kendeou, PhD	Director of Graduate Studies (DGS), Professor	626-7814	kend0040@umn.edu	158
Lori Boucher	Assistant to the DGS, Graduate Program Coordinator (GPC)	624-4540	bouch004@umn.edu	250
Geoffrey Maruyama, PhD	Department Chair, Professor	625-5861	geoff@umn.edu	246
Pam Matti	Licensing Specialist	625-8042	ote@umn.edu	-

Mandatory Program Time

Throughout the academic year, Mondays from 9:00-11:00 AM are designated as program time. During this time, all-program Roundtable, group advising (a.k.a., research lab/group), and SPSA programming are held. SC students may one of the doctoral advisors' research groups/labs with faculty approval. All other SC students should participate in the SC research group. All students not yet on internship or finished with their dissertations (whichever comes first) should plan to attend Monday program time for the duration of the academic year, excluding university holidays, religious holidays, and winter and spring breaks. Program time is held in ESB 325 unless otherwise indicated.

Advising

Each student is assigned an advisor upon entrance into the program based on their track and, in the case of PhD students, identified interests relative to faculty fit and availability. All PhD students are advised by one of the tenure-track core school psychology faculty, which allows students to benefit from professors' research expertise as students design, conduct, and write up research projects. An advisor is the primary contact between the students and the program. The advisor, the DGS, and the DGS Administrative Assistant monitor student progress toward degree completion.

Some students may have research assistantships affiliated with their advisors; however, this is neither necessary nor guaranteed. Nonetheless, students are strongly encouraged to volunteer for collaborative research opportunities in order to gain research experience and deepen their scholarly development. In most cases, students will pursue required research projects that stem from this work.

The Advisor's Role

- The advisor monitors the student's progress towards their degree, supervises the student's required research activities, evaluates overall professional development, and provides academic advising regarding degree requirements and course selection.
- The advisor will help students to identify self-study tasks to facilitate scholarly development and preparation to undertake their research activities.
- The advisor scaffolds the students' research activities, provides ongoing feedback, and facilitates collaborative research opportunities.
- The advisor will monitor students' professional development, recommend areas for improvement or supplemental learning, provide notice of foreseeable challenges, provide guidance throughout the degree planning and research processes, and provide constructive feedback on students' written work.
- Advisors (and other faculty) may provide honest letters of recommendation when given sufficient notice. At least one month's notice is recommended; late requests may not be feasible. Faculty are not obligated to provide letters of recommendation and may decline if not provided adequate notice or information, or when the requested recommendation is beyond the scope of their experience with a student.

Advisors are generally available via email and for in person meetings throughout the academic year. As a rule, advisors are minimally available during the summer and oral exams are not permitted during this time without program approval. Students should meet with the advisor before the end of the spring semester of each year to plan for their research activities during the summer months. Students are expected to engage ongoing independent reading and research productivity during the summer months in order to continue scholarly development and maintain timely progress toward degree completion. Summer activities may entail ongoing independent reading and exam preparation, project planning, IRB applications, and writing.

Where students have failed to maintain ongoing advisor contact and sufficient progress in research projects during the academic year, they should not assume advisor availability during the summer months to recoup progress. Instead, guidance should be sought before the end of the spring semester to develop a detailed plan to promote productive independent efforts that can be completed throughout the summer.

Expectations for Advisees

All students:

- Students will come to meetings with an agenda and any documents for review.
- Students will take notes during advising meetings and follow through with identified tasks in a timely manner.
- Students will cancel meetings in a timely manner when unprepared to meet (e.g., when failing to make progress on previously agreed upon tasks).
- Students will engage in proactive problem solving, attempting to find answers and solutions. That said, students will ask questions and request assistance when needed.
- Students will let the advisor know when additional supports are needed (e.g., identification of social supports, disability accommodations, referral for mental health services, writing consultation, study skills training).
- Students will consult their advisors before deviating from the recommended course and milestone sequence for the SC or PhD tracks. Students are ultimately responsible for their own decisions and meeting all degree and program requirements, but advisors assist them in understanding alternatives.
- Students will complete several drafts of a manuscript before advancing to exam/defense, and often several drafts of each element of a project (i.e., section of MA manuscript, chapter of dissertation). We expect students to welcome and use feedback provided in a process of continuous improvement.
- Students will obtain advisor approval for presentations, publications, and any extracurricular, volunteer, or paid activities that are psychological in nature while enrolled in the Program. For more information, see subsections below on [Student Research](#) and [Professional Practice by Graduate Students](#).

PhD students:

- Students will meet regularly with their advisors (*at least* once per semester), taking responsibility for scheduling meetings as needed. Students should query advisors about their preference for minimum meeting frequency. Failure to maintain regularly scheduled meetings with one's advisor typically results in delayed completion of milestones and insufficient scholarly development. As such, ongoing, regular engagement with one's advisor is considered essential to professional development.
- PhD students will familiarize themselves with faculty research, particularly their advisor's, by reading fully advisor's articles and other published works, and other readings as directed. Students will engage in intensive self-study of the empirical, theoretical, and conceptual literature, particularly peer-reviewed publications, related to their identified areas of interest before initiating a research project.
- Students will take primary intellectual leadership on required research projects. This means students should identify project topics, research questions, methods, and analyses. While advisors supervise and provide feedback, students will engage in the necessary self-study to plan and carry out research plans. Students should not rely on advisors to plan their studies.
- Students will plan for advisor review time when preparing thesis, oral preliminary paper, and dissertation documents. Unless otherwise noted, students should allow 2 weeks for each

draft review, and should incorporate allowance for 8 to 15 iterations in timelines.

- PhD students will actively engage in collaborative projects with their advisors throughout their time in the program to gain substantive and methodological experience in school psychological research. Student participation in their advisor's research activities are considered an essential element of scholarly development in our program.

Research Group

In addition to the one-on-one mentorship provided by the student's advisor, students will participate in Research Group until internship. Students are expected to engage in Research Group as an opportunity to learn about various research areas and subtopics, apply what they've learned elsewhere in their preparation, help others improve their work, and create accountability. Failure to consistently attend, actively participate, or complete tasks/assignments in a timely manner is one basis for a determination of poor standing within the program and may result in remediation.

PhD Advisor Changes

Advisor fit based on students' identified research interest(s) is a primary determinant of admission to the program; however, students may request a change in advisor using the [Advisor Change Request Form](#). Students must meet with both the current and proposed advisor and obtain approval for the change before submitting the form. Students should not assume requests to change advisors will be approved as faculty may decline the change request based on fit, availability, or other considerations. Students engaged in MA research projects are strongly discouraged from seeking an advisor change after initiating work on the research project. Doctoral students are strongly discouraged from seeking advising changes after the initiation of work toward the preliminary oral examination. Any advisor change is likely to result in delayed progress in research milestones as students often must engage in intensive self-study in the new research area that may delay initiation of projects by one to two semester or more. Only under the most extenuating circumstances will advisor changes be granted after an MA research project or preliminary oral paper is in progress.

Students may request co-advising by 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. It is preferred that students invite such individuals to serve on their examining committees and consult them while developing research projects. Co-advising arrangements are rare because students are admitted to the program based on fit with the program and program faculty research interests. The program faculty will serve as the primary advisor and will approve program requirements and forms.

Student Conduct

Students are expected to conduct themselves in a manner consistent with the standards and principles articulate in the ethics codes of the [American Psychological Association](#) and the [National Association of School Psychologists](#). Ethical conduct is expected in all coursework, fieldwork, research, and other professional interactions, both within and outside of the Program. 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 or lack of professionalism, the faculty may dismiss a student from the program.

General Expectations for Student Success

Professional Attitudes and Approaches

- Students will embrace the scientist-practitioner orientation of the Program. We expect students to be open-minded, inquisitive, critical, and skeptical. Students will immerse themselves in developing not just their practical knowledge and skills, but knowledge of theory, research methods, and statistics in order to prepare themselves for their future roles in consuming, applying, producing, and disseminating research. All students are trained to be scientist-practitioners. Some may go on to other career paths – research, faculty, practice in community settings – but all are trained to be school psychologists who engaged in scholarship and practice firmly grounded in *scientific thinking* and the *science* of school psychology. Failure to demonstrate a scientist-practitioner orientation in coursework, fieldwork, and research activities is grounds for remediation or dismissal.
- Enrollment in the Program is a full-time commitment and should be treated as such. Consistent active engagement in Program requirements—courses, research, and fieldwork—should take priority over assistantships and extracurricular activities. Timely completion of required activities will necessitate work outside of business hours and consistently throughout the *calendar* year. Students should expect to maintain ongoing effort on their research projects during breaks (winter, spring, summer) in order to complete the program in the recommended timeframes (3 years for a MA/SC, 5-6 years for the PhD).
- Students will engage in effective study strategies to facilitate learning. Students are strongly encouraged to take notes on readings and class sessions. Handwritten notes, in particular, are most conducive to encoding and retention. When necessary, students will seek assistance from faculty or the [Student Academic Success Services](#) (SASS) to develop effective critical reading, note taking, study, writing, exam, presentation, or concentration skills. SASS also provides self-help and online materials to facilitate improvements in active class participation, assignment/project planning, motivation, perfectionism, time management, stress management, and procrastination. Student should proactively seek such assistance to improve functioning and performance. Individual consultation and workshops are also available.

Participation & Engagement

- Students will demonstrate professionalism in all training and university affiliated activities.
- Students will familiarize themselves with University, Department, and Program policies and requirements. Students are expected to thoroughly read the Department and Program handbooks and to familiarize themselves with the Program Canvas site. Students are expected to review the appropriate handbooks *before* querying faculty or staff about procedure, paperwork, or requirements.
- Students will consistently attend all classes, fieldwork supervision, program meetings (e.g., Roundtable, Research Group), and program events (e.g., receptions). Barring extenuating circumstances (e.g., personal or family illness or emergencies), instructors should be notified in advance of any class or supervision absences. Excused absences and makeup work are only permitted for *legitimate absences* [per university policy](#).
- Students will engage fully in all courses, completing all assigned readings, participating actively and respectfully in class, and maintaining appropriate on-task behavior. To facilitate engagement and learning, wifi and social media use are prohibited during class sessions unless explicitly directed by instructors. Inappropriate classroom behavior is grounds for loss

of class points and, in cases of chronic infractions, corrective action by the program.

- Students will arrive promptly to classes and meetings and will engage in appropriate on-task behavior, demonstrate respect for speakers and guests, and complete assigned tasks on time and in adherence with any verbal or written instructions provided by faculty and instructors.
- Class and supervision should be a priority and should not be missed for assistantship activities, fieldwork, research, or extracurricular activities. Absences for research, extracurricular activities, or professional development (e.g., workshops, conferences) should be approved in advance, but are not generally permitted. When a student is absent, it is their responsibility to find out what makeup work is required and to submit it in a timely manner.
- Students will engage not only with required course and Program readings, but the broader school psychology literature and the profession (e.g., reading journals and new research articles, membership in professional associations, participation in professional conferences). Such activities cultivate commitment to lifelong learning.

Research

- Students will commit themselves to making timely progress in their required research activities. Students will schedule regular meetings with their advisor. When unavoidable obstacles are expected, the student will consult with the advisor to plan accordingly. Progress in required research activities (i.e., MA Plan B project, prelim oral, dissertation) should take priority over other research activities.
- Students will learn and master APA style. All required research manuscripts, and, unless otherwise specified, class papers, should be written in APA style. This applies to all manuscript elements, organization and headings, writing style, grammar and usage, nonbiased language, mechanics, tables and figures, and citations and references. We expect students will read thoroughly the current edition of the APA Publication Manual and refer to it regularly when preparing papers.
- All students will produce high-quality research. Whether engaged in the synthesis and evaluation of existing research or the conduct of novel research studies, all students are expected to engage in publication-worthy scholarship. All research activities will be conducted in a manner consistent with university policy and professional guidelines.
- Students will obtain advisor approval for all research activities, including presentations and publications, even when the advisor is not a coauthor since the student completes such professional efforts as an affiliate of the University and the Program.

Communication and Interactions

- Students will check their UMN email regularly, as faculty, staff and the University use email for general and official communications. Students can generally

Hint: Colloquial v. Official Terms for Degree Requirements

<i>Colloquial</i>	<i>Official</i>
Master's thesis	Plan B Project
Defense	Oral Exam
Comp Exam	Comprehensive Written Exam
Prelim, Prelim oral, Orals	Oral Preliminary Exam
Prac	Fieldwork, Practicum
Dissertation	Doctoral Thesis

Students and faculty often refer to various requirements by their colloquial or common terms, rather than the official terms used in university and department policy.

expect responses to inquiries during normal business hours, allowing 1-3 business days for response. Faculty and staff are not generally available evenings and weekends.

- Students' verbal and written communication (e.g., emails) will reflect appropriate academic etiquette, consistent with semi-formal behavior in a professional work environment. When in doubt, err on the side of formality. Students should be mindful of the tone of email communications, as these as professional exchanges that should convey your professionalism. As such, students should be appropriately courteous and solicitous of staff and faculty (e.g., politely request, rather than demanding), and use complete sentences with correct grammar, spelling, and punctuation. All emails should contain a brief descriptive subject line; greeting (e.g., Hi Dr...., Dear..., Good morning, Hi, Dr....); a clear, concise body; and closing. Several illustrative examples are provided below.

<i>Unacceptable</i>	<i>Acceptable</i>
Hi – I need to meet. I'll stop by at 2 tomorrow? ~M	Hi Dr. Smith, I have been drafting the method for my MA project and am having difficulty isolating an appropriate measure of Q. Based on my readings of X, Y, and Z, I am trying to decide between A and B. I have class during your office hours and appointment slots for the rest of the month are taken. Are you available to chat any other times this week or next? Thanks, Marley
I need a permission number for EPSY 8000 ASAP. Thx.	Dear Alicia, I am in the process of registering for next spring. My degree plan indicates that I should be taking EPSY 8000. I'm forwarding below Dr. Smith's email approval to take the course. Can you please provide the necessary permission number at your earliest convenience? Thanks, Marley
John, I don't understand your comments. What does "XXXXXX" mean? Thanks, Marley	Dear John, Thank you for the helpful feedback on the last draft of my results section. I'm in the process of addressing all of the comments and suggestions, but there are a few I am unsure about regarding the presentation of effect sizes. Would you prefer I comment within the next draft or meet to discuss at your next availability? Best, Marley
Dear Dr. Smith, I'm not ready to defend next month. Can I get an extension? I'd like to defend by June 1. Thanks, Marley	Dear Dr. Smith, I've not made expected progress on my MA project so I am not going to meet the spring deadline for the full draft. I'd like to meet to discuss next steps so that I can get back on track by early fall. I've signed up for two appointment slots next Thursday. Is there anything you'd like me to bring to the meeting or send in advance to facilitate the conversation? My apologies, Marley
When is the next assignment due?	<i>Check the syllabus and Canvas site – no direct communication is necessary unless due dates are not provided in the syllabus or Canvas site.</i>

<p>I'd like a redo or make-up assignment. Let me know what.</p> <p>Thanks!</p>	<p><i>Check the syllabus – no direct communication is appropriate unless allowance for re-doing assignments or make-up work is explicitly invited in the syllabus.</i></p>
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In addition, students should not send unnecessary emails to faculty or staff, such as requesting or confirming information provided in syllabi, assignment rubrics/guidelines, handbooks, Canvas sites/gradebooks, or university websites, or otherwise requesting information they can access themselves if applying appropriate problem-solving (via reading, web or library searches, etc.).

- Students will not make unreasonable requests of faculty, instructors, or staff, such as requesting modifications to assignments or requirements, or requesting exceptions if not related to legitimate absences. For exceptions to timelines for research requirements, the student must experience protracted legitimate absences or delays attributable to unavoidable external factors (e.g., delays in site approval for research, participant attrition, faculty absences/travel).

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 to process this paperwork (1 to 2 months depending on exempt, expedited, or full review). Students are strongly encouraged to review [IRB guidance materials](#).

Background Checks

Consistent with university policy, the Program requires all students to have background checks in place to complete fieldwork or do any research or other professional activities with minors. Students are required to submit proof when they begin the program and then every year with annual review.

Side note: Students may forfeit eligibility for GRAs or other awards funded by federal agencies—which is most of the funding available to students—if ticketed for texting or other device use while driving. Don’t text and drive.

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,

Reminder: Students must receive advisor and coordinator approval before engaging in the provision of any services that are psychological in nature. Such services, whether volunteer or paid, must be supervised by appropriately credentialed professionals.

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 their advisor. The [Program Approval of Outside Activities Form](#) must be completed and submitted to the Program Assistant before beginning the activity. 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. Activities must also be consistent with state rules and regulations governing the practice of psychology or school psychology as overseen by the MN Board of Psychology or MN Department of Education, respectively.

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 advisor 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.

Students, even when engaged in permissible practices of consulting activity, are not to identify their affiliation with the Program or university by the use of university stationery, a university mention on a personal business card, email signature, etc., without the written approval of the advisor and the concurrence of the student's advisor. When students engage in such approved activity, they may identify themselves only as a "graduate student in the School Psychology Program, University of Minnesota."

Students interested in engaging in volunteer activities that are psychological in nature should consult their advisor. Students may not make an oral or written commitment to provide services without prior approval from the advisor. 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 advisor.

Nondiscrimination & Diversity

The Program engages in nondiscriminatory practices in accordance with the University policy. Thus, all students are provided equal access to the Program, facilities, and employment without regard to any dimension of diversity. Diversity is an evolving concept that includes, but is not limited to, differences based on: ability (cognitive and physical), age, language, socioeconomic status, gender (expression, identity, and roles), sexual orientation, ethnicity, race, religion, political ideology, marital status, cultural values and beliefs, personal values, and cultural background. The Program endorses the following mission with respect to multiculturalism and diversity:

Our mission concerns the fundamental rights, dignity, and worth of all people, and our goal is to achieve a climate that honors and respects all individuals. In order to create such a climate, the program promotes cultural mindfulness and self-reflection, and encourages students to seek knowledge on topics related to diversity. Within an ecological framework, the School Psychology program promotes multiculturalism at the individual, group, and systems-level. Our mission reiterates the University of Minnesota's Graduate School commitment to promoting cultural diversity. In alignment with the National Association of School Psychologists (NASP) Practice Model and the American Psychological Association's (APA) core values, we strive to foster knowledge of diversity multicultural research, and

evidence-based practice related to diversity. Our mission reiterates NASP's nondiscrimination and equal opportunity policy and APA's Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists.

For more information, see our [Diversity Mission Statement](#).

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 with the individual.
- 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.

Faculty Council

Policies and decisions for School Psychology are made at regularly scheduled faculty meetings chaired by the Program Coordinator. Emergency meetings are occasionally called by the

Coordinator. Agenda items are due to the Program Assistant one week in advance of scheduled meetings. Students may request topics be added to the agenda and attend the open portion of meetings, typically the first 30-60 minutes. A representative from School Psychology Student Association (SPSA), generally one or more of the co-Presidents, attends the open portion of the meeting, but all faculty and student personnel decisions such as fellowship nominations, admissions, hiring, and discussion of individual student issues are made in closed session to protect individual privacy.

School Psychology Student Association (SPSA)

SPSA is a formal student group that was organized in 1992-93 school year to promote student involvement in the Program and in the field of school psychology. SPSA focuses on professional development in a fun and relaxed atmosphere. Additional information on and resources from SPSA are provided on the Program Canvas Site. All School Psychology students are strongly encouraged to participate in SPSA. Annual dues are collected each fall by the SPSA Treasurer or President. Dues provide funds to support the activities of the SPSA committees. The amount of dues will be announced each fall.

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.

Roundtable Meetings

Faculty and students meet monthly during the academic year for Roundtable. The SPSA Communications Committee facilitates the student-led portion of the meetings; professional development content and instruction is determined by the faculty. Topic ideas and student issues should be presented to representatives of the Communications Committee or the Program Coordinator. The meetings are designed to be informal yet structured conversations about relevant topics that could include professional development, program policies, 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. 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 and engage in shared professional development.

Program Resources

Program Canvas Site

Canvas is an online course management system used for online courses and content. The Program maintains a Canvas site for program materials, forms, and resources. Many instructors

and professors also use Canvas for their courses, whether in person or online. Students can access Canvas through myu.umn.edu using their internet password and ID. To access the Canvas site for the first time, students may need to contact the School Psychology Program Assistant. Thereafter, the Canvas 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 Canvas site, students can download important program forms and documents.

School 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. Books 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.

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 or Fieldwork Coordinator. 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. Although students may use these materials during their practicum experiences, no resources may go with students on their internships. Use of program materials in places of employment or other non-program related activities is not generally 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.

Kim M. & David Cooke Research Grants

Students may apply for a Cooke Research Grant to offset research costs. Research projects must be consistent with the program orientation. Priority is given to students' required research projects (i.e., dissertations and MA projects) and projects for which students do not have other sources of funding. Funding is limited to costs necessary to conduct a study (i.e., intervention

materials, assessment materials, participant incentives, protocols). Travel expenses and payment for data collection, transcription, coding, etc. are not permitted. Applications are reviewed at each program faculty meeting throughout the year. Students are encouraged to submit applications early in the academic year since limited funds are available and once expended no more awards can be made until the following September. For information on the 1-page application and selection processes, see the program Canvas site.

<i>After you've checked the handbook(s) and/or websites, who can you go to for answers?</i>	
Departmental requirements or paperwork	Alicia Vegell or Lori Boucher
Program procedures or paperwork	Alicia Vegell
Program/track requirements	Elyse (SC) or Amanda (PhD)
Practicum or internship	Annie
Personal degree planning or research	Your advisor
Approval of outside activities	Your advisor
Accreditation	Amanda

Section III: 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 Approval

The School Psychology Program is approved by the National Association of School Psychologists (NASP/CAEP). 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*.

Recommended Sequence of Coursework & Milestones

Year 1	
Fall	<ul style="list-style-type: none"> ▪ EPsy 8821: Issues in School Psychology (3) ▪ EPsy 8811: Assessment (3) ▪ EPsy 8813: Introductory Practicum (2) – 4 hrs/wk onsite plus biweekly class ▪ EPsy 8251: Methods of Data Analysis for Ed'l Research (3) ▪ EPsy 5221: Principles in Ed'l & Psych Measurement (3) <ul style="list-style-type: none"> ○ Pre-reading and planning for MA Plan B project ○ MA Plan B project topic and design identified by December 1 ○ Pass APA style test ○ Complete IRB training
Spring	<ul style="list-style-type: none"> ▪ EPsy 8815: Social-emotional Prevention & Intervention (3) ▪ EPsy 8817: Problem Analysis & Consultation (3) ▪ EPsy 8816: Academic Prevention & Intervention (3) ▪ EPsy 8813: Introductory Practicum (2) – 4 hrs/wk onsite plus biweekly class ▪ Elective or EPSY core course in learning/cognition <ul style="list-style-type: none"> ○ Pre-reading and planning for MA Plan B project
Summer	<ul style="list-style-type: none"> ○ Reading, drafting, and IRB/site applications (if required) for MA Plan B project
Year 2	
Fall	<ul style="list-style-type: none"> ▪ EPsy 8812: Assessment II (3) ▪ EPsy 8818: Intermediate Practicum (2) – 6-8 hrs/wk onsite plus biweekly class ▪ EPsy 8822: Research in School Psychology (if SC); elective if PhD ▪ EPsy 8215: Advanced Research Methodologies in Ed or EPsy 5216: Intro to Research in Ed Psych & Human Dev (3) ▪ EPsy 8823: Ethics and Professional Standards (3) <ul style="list-style-type: none"> ○ Conduct and write up MA Plan B project – if a systematic review, project is completed within 8822 ○ Internship applications
Spring	<ul style="list-style-type: none"> ▪ EPsy 5851: Engaging Diverse Students and Families (3) ▪ EPsy 8819: Emotion & Psychopathology (3)

	<ul style="list-style-type: none"> ▪ EPsy 8818: Intermediate Practicum (2) 6-8 hrs/wk onsite plus biweekly class ▪ Elective or EPSY core course in learning/cognition ▪ Elective if SC or EPSY 8822 if PhD or not taken in fall ○ Conduct and write up MA Plan B project ○ MA Plan B final exam by end of finals week
Summer	<ul style="list-style-type: none"> ○ Comprehensive written exam (administered in August) and Praxis exam ○ Submit MA project for publication
Year 3	
Fall	<ul style="list-style-type: none"> ▪ EPsy 8842: Internship – 40 hrs/week plus biweekly class and portfolio
Spring	<ul style="list-style-type: none"> ▪ EPsy 8842: Internship – 40 hrs/week plus biweekly class and portfolio
Summer	<ul style="list-style-type: none"> ○ Complete internship hours and pass portfolio ○ Complete special field exam form ○ Submit state license and NCSP applications after graduation

Note: *Students conducting single-case design research for their MA research project should plan to enroll in EPsy 8822 in the spring of first year and EPsy 8706: Single-Case Design in the fall of their second year.

The Program curriculum and corresponding required courses are described in the [previous section](#). 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, and may result in delays in progress towards degree. Students should also discuss potential enrollment beyond 14 credits with their advisor. SC students should plan for 1 course (3 credits) meeting departmental learning/cog core course requirements and 2 electives.

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. The recommended sequence assumes students will enroll in 14 credits during each of their first 4 semesters in the program, and 4 total credits of internship. If SC students enroll in more than the recommended 56 credits during their first two years in the program (i.e., by taking additional electives or summer credits), they may enroll in 1 credit per semester of internship, as long as the total number of credits accrued while in the program is at least 60.

Coursework and MA requirements must be completed before students begin internship. In order to be eligible for a third year internship, students must be on track to complete the MA Plan B written exam by the end of spring semester. The MA written exam requires the MA examining committee to approve/pass the student's MA Plan B project manuscript as meeting program requirements and expectations for the Master's Plan B project. Students must pass the MA Plan B project written exam by the end of the spring semester of second year in order to proceed to internship following program policies for the [MA project](#).

Students off-track in MA milestones should discuss progress towards completion before spring midterms/spring break. SC students must obtain approval from their advisor and fieldwork coordinator before applying for internships. Students unlikely to pass the MA exam by the end of the spring of second year should not apply for internships with their cohort. Any fieldwork hours completed before the MA exam and before the official start of internship are practicum hours only, must be unpaid, and must be completed while enrolled in appropriate practicum credits.

SC students are strongly encouraged to use their elective credits, in conjunction with the Master's project, to develop a specialty area.

Research Requirement for Students with Prior Master's Degrees

Students with Master's degrees from other institutions or programs (or doctorates outside of school psychology) will complete a research project under the supervision of their research advisor before accepting an internship. The project must be primarily grounded in the school psychology literature and meet the Program's general standards for rigor and preparation of a MA Plan B project. Final approval is determined by the advisor, rather than an examining committee. The project is to be completed according to the timelines specified for SC students' master's projects above. If the student does not complete the project and receive final approval from the advisor by the end of spring semester, internship is not permitted the following semester.

Fieldwork

SC students will complete 4 semesters of practica in one placement per year prior to internship. When completing practica, students are to comply with the policies and procedures set forth in the *Fieldwork Handbook* available on the Program Canvas site. Practica are coordinated by the Fieldwork Coordinator and supervised by program faculty for EPsy 8813, 8818, 8831, and 8832. Placements should be arranged through the Field Coordinator. Completion of specific fieldwork requirements for the Special Field Prelim Requirements can be fulfilled during school practicum and/or internship and the completion of these requirements must be documented on the requisite forms.

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 for credentialing 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 1,200 hours (*Note: At least 600 hours must be in a school setting where interns have access to general education students*).

Students are strongly encouraged to attend the fall internship planning meeting if they plan to complete their internship requirement in the fall of the following year. Students register for internship credits while completing internship and will receive a grade of K until all internship requirements are completed. Registration implies liability protection by the University. 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.

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](#). Students completing internships outside of MN are responsible for determining any applicable credentialing requirements.

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. The GPAS is available on line via the student MyU portal page under the Academics tab, on the Degree Progress sub-tab. 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. 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 UMN 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 Review Progress Chart.

Note: If admitted prior to Spring 2013, your GDP will be loaded into GPAS. To make changes to existing Graduate Degree Plan students will need to contact the DGS assistant.

Special Field Preliminary Examination

The SC Special Field Exam requires 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 designation on the Comprehensive Written Examination.
- 4) **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.
- 5) **Portfolio:** Passing score on the Portfolio rubric by the completion of internship.

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, and submit to the Program Assistant. Then, students can

request the Graduation Packet from the Graduate School, in which the Final Examination Form can be found and completed by the Examining Committee.

Examining Committee

For the SC Final Examination Form, an examining committee is comprised of three school psychology faculty members. Specialist committees will be comprised of the SC advisor, program coordinator, and one other school psychology faculty member. 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](#).

Section IV: PhD

Program Accreditation & Approval

The PhD program is accredited by the American Psychological Association (APA) and approved by 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

Residency & Time to Completion

The doctoral program is designed as a five-year program of full-time 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. Per APA requirements, 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. Students must maintain good academic standing and complete annual review requirements yearly ([see Section VI](#)).

Recommended Sequence of Required Coursework & Milestones

The Program curriculum and corresponding required courses are described in the [Section I](#). The Program recommends students complete the sequence of coursework below in order to meet all department and program degree requirements in 5 years. Proposed deviations should be approved by the student's academic advisor. Students should also discuss potential enrollment beyond 14 credits with their advisor.

Year 1	
Fall	<ul style="list-style-type: none">▪ EPsy 8821: Issues in School Psychology (3)▪ EPsy 8811: Assessment (3)▪ EPsy 8813: Introductory Practicum (2) – 4 hrs/wk onsite plus biweekly class▪ EPsy 8251: Methods of Data Analysis for Ed'l Research (3)▪ EPsy 5221: Principles in Ed'l & Psych Measurement (3)<ul style="list-style-type: none">○ Pre-reading and planning for MA Plan B project○ MA Plan B project topic and design identified by December 1○ Pass APA style test○ Complete IRB training
Spring	<ul style="list-style-type: none">▪ EPsy 8815: Social-emotional Prevention & Intervention (3)▪ EPsy 8817: Problem Analysis & Consultation (3)▪ EPsy 8816: Academic Prevention & Intervention (3)▪ EPsy 8813: Introductory Practicum (2) – 4 hrs/wk onsite plus biweekly class▪ EPsy 8252: Methods of Data Analysis for Ed Research (3)<ul style="list-style-type: none">○ Pre-reading and planning for MA Plan B project

Summer	<ul style="list-style-type: none"> ○ Reading, drafting, and IRB/site applications (if required) for MA Plan B project
Year 2	
Fall	<ul style="list-style-type: none"> ▪ EPsy 8812: Assessment II (3) ▪ EPsy 8818: Intermediate Practicum (2) – 6-8 hrs/wk onsite plus biweekly class ▪ EPsy 8215: Advanced Research Methodologies in Ed ▪ EPsy 8823: Ethics and Professional Standards (3) ▪ Elective* (e.g., EPsy 8706: Single-case design or other QME courses) ○ Conduct and write up MA Plan B project
Spring	<ul style="list-style-type: none"> ▪ EPsy 5851: Engaging Diverse Students and Families (3) ▪ EPsy 8819: Emotion & Psychopathology (3) ▪ EPsy 8818: Intermediate Practicum (2) 6-8 hrs/wk onsite plus biweekly class ▪ EPSY 8822: Research in School Psychology (3) ▪ EPSY core course in learning/cognition ○ Conduct and write up MA Plan B project ○ MA Plan B final exam by end of finals week ○ Select preliminary oral exam paper topic and design
Summer	<ul style="list-style-type: none"> ○ Reading and planning for preliminary oral exam paper ○ Identify dissertation research questions and design by start of fall ○ Comprehensive written exam (administered in August) and Praxis exam ○ Submit MA project manuscript for publication
Year 3	
Fall	<ul style="list-style-type: none"> ▪ EPSY 8841: Practicum- Instruction and Supervision (3) ▪ EPsy 8831: Comprehensive School Practicum (3) – 8-12 hrs/wk onsite plus biweekly class all year ▪ EPsy 8822: Research in School Psychology (3) ▪ EPsy 8888: Doctoral Thesis (0-2) ▪ Elective or EPsy 5802: History, Systems & Scientific Bases of Psych (3) ○ Prepare preliminary oral exam paper (scaffolded in 8822) ○ Plan dissertation
Spring	<ul style="list-style-type: none"> ▪ EPSY 8841: Practicum- Instruction and Supervision (3) ▪ EPsy 8888: Doctoral Thesis (0-3) ▪ EPsy core course in learning/cog or social if needed (3) ▪ Electives (5-8)* ○ Pass preliminary oral exam ○ Prepare dissertation prospectus and hold prospectus meeting by end of finals
Summer	<ul style="list-style-type: none"> ○ Dissertation IRB and site applications (if required) ○ Investigate internship options ○ Submit prelim oral paper for publication
Year 4	
Fall	<ul style="list-style-type: none"> ▪ EPsy 8832: Advanced Practicum (3) – 10-16 hrs/wk onsite plus biweekly class all year ▪ Elective or EPsy core course in learning/cog or social (0-3) ▪ EPsy 8888: Doctoral Thesis (8) ○ Conduct dissertation research, analysis and write-up as permitted ○ Submit internship applications
Spring	<ul style="list-style-type: none"> ▪ EPsy 8888: Doctoral Thesis (14)** ○ Prepare full dissertation document, final oral exam by end of semester

Summer	○ Submit dissertation manuscript(s) for publication
Year 5	
Fall	▪ EPsy 8842/3: Internship – 40 hrs/week plus biweekly class and portfolio
Spring	▪ EPsy 8842/3: Internship – 40 hrs/week plus biweekly class and portfolio
Summer	○ Complete internship hours and pass portfolio ○ Complete special field exam form ○ Submit state license and NCSP applications after graduation

* Students are *strongly* encouraged to enroll in stats/methods courses or substantive courses related to their anticipated dissertation study or other research interests. Electives should be selected in consultation with advisor.

** Students who will not complete the dissertation final oral exam before internship may save dissertation credits until internship year in order to maintain full time status needed to maintain financial aid status and defer student loans (minimum 6 credits/semester required).

Timelines & Scheduling of Oral Exams

- To maximize the efficiency of their study time, students are encouraged to take the Praxis exam near the written exam.
- Students are encouraged to complete their written and oral preliminary exams in the fall or spring of their third year. 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 meeting 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.
- PhD students will be required to have passed their dissertation prospectus before they can apply for internships.

PhD students are strongly encouraged to use elective credits for supplemental coursework in research statistics and methods. In particular, PhD students are encouraged to complete additional stats and methods courses in their third year to bolster knowledge and skills for dissertation success and general scholarly development.

Delay of required oral and written exams may result in delays in degree completion.

Students may schedule oral exams for the MA Plan B project, preliminary oral exam, thesis planning/prospectus, and dissertation only during the fall or spring semesters. Any exams/meetings must be held by the end of final exams, Monday-Friday, during regular business hours. In order to be considered for exam readiness, students must submit full drafts of the MA Plan B project, prelim oral paper, thesis planning/prospectus, or dissertation to the advisor no later than 1 month before the final allowable exam date. If the student has not submitted a fully developed manuscript to the advisor by this date, they should work with the advisor to plan for summer independent research activities to recoup progress and complete the oral exams in the fall semester.

The Program does not permit scheduling of oral exams outside of the official semester calendars (i.e., after the final Friday of final exams) except under extenuating circumstances (e.g., illness or welcoming a child during academic year; committee unable to schedule during

semester). In such instances, a written petition for an exception in scheduling must be submitted in writing to the program assistant before November 1 for a winter exam or May 1 for a summer exam to be voted on by the program faculty. If approved, the student may, in consultation with their advisor, schedule with the committee.

Timelines for Dissertation Completion

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 MA oral defense and written preliminary exam. Otherwise, 8888 credits are not to be taken until after the oral preliminary exam is passed.

- Beginning Fall 2016, students who have not finished their dissertations by the end of their 4th year in the Program must enroll in EPsy 8822 each fall semester until the dissertation is passed or they begin internship. After internship completion, PhD students who have not completed their final oral exam are required to enroll in EPsy 8822 or EPsy 8993 each fall or spring as directed by the program coordinator.
- Beginning Spring 2017, students who are not on track to defend their dissertations during the spring before internship should delay taking the final two 8888 credits and enroll in one credit/semester of 8888 during the internship year.

Students must register at least one doctoral thesis credit (EPsy 8888) each semester until all requirements for the PhD have been completed. Failure to comply with the mutually agreed upon deadlines will jeopardize the student's status in the program or the Graduate School.

Dissertation Completion and Internship Registration

Doctoral students have two registration options for internship:

1. If the dissertation is complete before internship, students may enroll in one credit/semester of EPsy 8843, which is the equivalent of full time enrollment and maintains students' financial aid eligibility and loan deferment.
2. If the dissertation is not completed before internship, students must enroll in one credit/semester each of EPsy 8842. Students may be required to register for additional credits of EPsy 8888, as well as 8822 in the fall as deemed appropriate by their advisor. 8842 does not count as the full time equivalent and does not confer financial aid eligibility (e.g., student loan repayment would be initiated). Students may enroll in additional credits of EPsy 8888 or directed study (8993) under their advisor while working on their dissertations in order to reach full time status and maintain financial aid eligibility during internship. Thus, the alternative course sequence for these students may be as follows:
 - Fall: 8842 (1), 8888 or 8993 (1-4 credits), and/or 8822 (3 credits) as needed
 - Spring: 8842 (1 credit), 8888 (1-5 credits), and/or additional 8993 as needed

Note: Students will be eligible for more accredited internship sites and be more competitive applicants if they are on track to complete their dissertations before beginning internship.

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 their advisor's supervision before attempting preliminary exams. Per department policy, this project must be an original research project that involves original data analysis. It must meet the Program's general standards for rigor and preparation of a MA Plan B project, but final approval is determined by the advisor, rather than an examining committee.

Fieldwork

Doctoral students complete a sequence of four yearlong practica and a fulltime internship of a minimum of 1,500 hours. Introductory (EPsy 8813), intermediate (EPsy 8818), and comprehensive practica (EPsy 8831) must be in school settings; advanced practica (EPsy 8832) may be in a non-school setting approved by the program, but a school is encouraged. All placements must be approved by the Program's Fieldwork Coordinator. When completing practica and internship, students must comply with the policies and procedures set forth in the *Fieldwork Handbook*. Practica are coordinated by the Fieldwork Coordinator and supervised by program faculty for EPsy 8813, 8818, 8831, and 8832. Completion of specific fieldwork requirements for the Special Field Prelim Requirements can be fulfilled during school practicum and/or internship and the completion of these requirements must be documented on the requisite form.

Internship

Successful completion of the internship is necessary for the PhD degree. Although a minimum of 1,500 internship hours is required by the program (≥ 600 in schools including general education), individual internship sites may require more hours (e.g., 2,000 hours). Further, students who may be interested in seeking licensure outside of Minnesota may need to complete more than 1,500 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 will 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.

Per APA Standards for Accreditation, the Program assumes (but does not require) that students will pursue accredited internships and licensure to practice professional psychology. Students interested in obtaining an APA- or APPLIC-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.

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](#). Students completing internships outside of MN are responsible for determining any applicable credentialing requirements.

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.

Teaching & Supervision

Each PhD student is required to fulfill two semesters of teaching and supervisory experience in conjunction with enrollment in EPsy 8841. To complete this requirement, students must be a TA for at least one semester in the Assessment sequence, unless otherwise assigned by the Program faculty. The second semester may be fulfilled in Assessment or other settings and experiences designed with the instructor but such requests must be submitted with the annual review.

Waiver TA Requirement

One of the required TA experiences (but not 8841 enrollment and participation) 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 in a graduate-level course. 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. In the request for a waiver of one-semester 8841 TA experience, students should describe the instruction and supervision provided in the TA or instructor position.

Note: Students generally complete EPsy 8841 during their fourth year in the program, but may request early enrollment if they are interested in gaining additional teaching experience during their last year in the program. Requests should be submitted with the annual review preceding enrollment.

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 GPAS is available on line via the student MyU portal page under the Academics tab, on the Degree Progress sub-tab. 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. 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, your GDP will be loaded into GPAS. To make changes to existing Graduate Degree Plan students will need to contact the DGS assistant.

Oral Preliminary Paper & Exam

PhD students complete an oral preliminary paper and examination to defend their knowledge of school psychology and scholarly development in a specialty area to their committee members. The oral preliminary paper serves as the guiding document for the oral examination in conjunction with their transcript of completed coursework. Basic guidelines for the paper can be found in the [Educational Psychology Handbook](#); Program specific guidance is provided below.

Topic

The Oral Prelim paper synthesizes an area of theory, research, and/or practice closely related to the school psychology and the student's area of focus. The intent of the paper is to integrate the literature in a prescribed area of research, ideally related to the student's dissertation and a long-term professional interest. It should not include a specific plan for the student's dissertation. The topic for the paper should be developed by the student in consultation with the advisor. The topic must be accepted by 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.

The oral prelim process is an opportunity to develop in-depth knowledge of a student's specialty area and methodology of their intended dissertation. Together with the MA thesis, the three projects can provide a focused, sustained line of research during students' doctoral studies.

*In preparation for the oral preliminary exam and dissertation research, students are expected to engage in **intensive, sustained independent engagement with the conceptual, theoretical, empirical, and methodological literature in their area of study**, as well as related areas and competing research and theory, so that they are develop in depth knowledge of the subject area and are conversant in all of the relevant dimensions.*

Preparation

The oral preliminary examination process reflects cumulative preparation in that the student should engage in intensive, sustained independent reading of the conceptual, theoretical, empirical, and methodological literature in their area of specialty, as well as related areas and competing research and theory, so that they develop in depth knowledge of the subject area and are conversant in all of the relevant dimensions. The exam itself can be regarded as the culmination of coursework and independent study around topical area since entrance to program. Successful completion assumes students have fully engaged in classes, studied effectively, and have undertaken sustained and substantial independent reading to develop a specialty area that will be explored in both their oral prelim paper and dissertation. The oral prelim paper reflects a targeted effort to synthesize a specific area of scholarship related to the student's identified specialty area and corresponding research agenda. The paper is merely a sampling, however, of a student's knowledge of the research area. Students may consult their advisor and other committee members to map relevant areas of literature related to their specialty but are ultimately responsible for demonstrating depth and comprehensiveness of knowledge.

Skills for the Oral Preliminary Examination. The content for evaluation is the student's (oral) performance during the examination period. The student must be able to (1) address the theoretical foundations of the field and their specialty area; (2) integrate the relevant literature; (3) critique the relevant literature; and (4) respond to questions relevant to their specialty area and the program curriculum. 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 the exam. These skills represent accumulated knowledge and are fundamental not only to the preliminary oral examination but to other scholarly and professional endeavors, including the dissertation.

- Master foundational areas of content (i.e., school psychology and topic of paper) and related theory, research methods, and statistics. This includes course content as well as related scholarship (e.g., journal articles or scholarly texts). The student is expected to read broadly and deeply in preparation for the exam. This includes, but is not limited to course readings, program required readings, and seminal and contemporary literature related to the prelim paper topic.
- Provide a clear statement of themes, findings, or dilemmas that represent your interest in an existing body of literature. (e.g., describe the relation between identified theme(s), broader literature, and ongoing area of scholarly and/or professional activity) related to your specialty area, including, but not limited to, the content of the oral prelim paper.
- Demonstrate capacity clearly describe relevant constructs and methods; to ask and address complex conceptual questions (e.g., describe gaps of theory, implications of methods, or research findings; compare or integrate perspectives or findings from multiple areas or sources); develop clear, empirically supportable perspectives and opinions on a body of theory, research, and methods related to one's specialty area, as well as basic topics from the [program curriculum](#).
- Identify views within the literature that diverge from your own. When divergence can be accounted for by differences in factual knowledge, change your view to accommodate new facts. When divergence can be accounted for by differences in perspective or opinions, identify essential differences and provide rationale for your position on these differences.
- Be consistent, coherent, and respectful in responses to others' questions and challenges.

Structure and Format

The paper's approach, structure, and analytic style should be modeled on integrative reviews, systematic reviews, or meta-analyses found in the peer-reviewed journals such as *Review of Educational Research*, *Journal of School Psychology*, *School Psychology Review*, *Psychological Bulletin*, or *Psychological Review*. All oral papers are to be prepared in accordance with the publication guidelines of the current APA Style Manual for all formatting, structure, and writing style. Example systematic reviews are provided on the Program Canvas site. For systematic reviews, format recommendations provided for the [MA Plan B project systematic review option](#) apply.

All oral prelim papers should include as an appendix an essay of 3-5 pages that describes the relations of theory and research in at least two of the following areas: developmental, biological, affective, cognitive, and social psychology to the topic of the paper. The Appendix should be titled, Integrative Essay on the Scientific Bases of Psychology. **The full paper, not including this appendix, should be no more than 40 pages. The full paper, including the Appendix, must be distributed to the committee at least 2 weeks before the exam.**

Approach

Most oral prelim papers are systematic reviews related to the student's anticipated dissertation topic. Regardless of the specific approach selected, 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 search strategies and analyses. The paper is to be coherent, analytic, integrative, and topically constrained. It will typically range from 30-40 pages of double-spaced text, including front and back matter (i.e., title page, abstract, references, tables, and figures), but excluding the appendix. Given the scope and scholarly nature of this paper, it is possible that the product will subsequently be submitted for publication, but 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 authorship. The document submitted for the oral examination, however, should represent sole author, or at a very minimum, senior author, effort by the student.

Examining Committee

A form to propose PhD oral examining committee members is submitted [online](#). The preliminary examining committee is comprised of four members: the advisor (who will be the committee chair), 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. Students are expected to compose examining committees of 3 school psychology faculty and 1 faculty from outside the department. Students are strongly encouraged to consult committee members about the paper, as appropriate to individuals' areas of expertise, in advance of the exam.

Reminder: Students should submit a final draft of the paper to the advisor at least **30 days** before the anticipated exam date to allow sufficient time for review and revision.

The oral prelim paper must be submitted to the committee at least **2 weeks** before the exam.

Oral Examination

The prelim oral exam is taken after passing the written exam and the majority of PhD coursework. The prelim oral cannot be scheduled until the [Checklist for Showing Completion of Written Prelim](#) is submitted. The examination covers the major field, and any work fundamental to these areas, including the topic of the oral preliminary paper. Students are evaluated on their knowledge in the Program's curriculum, the topic area of the oral paper, and any additional knowledge related to coursework listed in their transcript.

This examination is conducted in a closed session by the examining committee. 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. Students should schedule exams in a 2 hour block. The examination will last at least 90 minutes but not more than two hours, and could include a review of the student's program of study and questions or discussions from any member of the committee. Questions related to the relationship between student's 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.

Organization of the Prelim Oral Examination. The student should arrive at the exam with the requisite Grad School form, [Program Oral Exam Rubric](#), and a copy of their unofficial transcript. The exam consists of the following elements.

1. The committee briefly confers in closed session (i.e., the student is excused).
2. Optional: Student may make brief introduction of approximately 10-15 minutes, which may include a presentation, on their general graduate studies (e.g., general interest in school psychology, research interests and/or plans) and the paper. It is not necessary, that the student deliver an extensive presentation on the paper unless requested by the advisor or committee members. Committee members will have read the paper before the exam. The purpose of the exam is for the student to field the committee's questions. The time spent on the introduction should be minimal. (*approx. 10-15 minutes*)
3. Committee queries student's grasp of (a) research methods and statistics, (b) school psychology research and practice, and (c) conceptual, theoretical, and empirical elements of paper topic. The questions may be based on, but not limited to the curriculum indicated in the student's transcript and the prelim oral paper. (*approx. 60 minutes*)
4. Committee queries student's knowledge specific to program goals. Questions are based on the competencies outlined in [Section I](#) and should be documented on the [Program Oral Exam Rubric](#). (*approx. 30 minutes*)
5. Committee votes on the student's performance in closed session and signs the required graduate school form and Program Oral Exam Rubric. The vote is based on the student's performance during the oral exam only, not the paper itself.

A pass decision indicates that the student is prepared to advance to doctoral candidacy. A pass with reservation may require additional self-study, including revisions to the paper or additional essays, before the committee decision is changed to a pass. A fail requires an exam retake.

6. Committee or advisor debriefs student to provide feedback on performance and next steps.

After the exam, the student submits the required forms to the appropriate offices. Copies of the form and ballots should be submitted to the Program Assistant to be included in the student's file. PhD candidacy is established when the oral preliminary exam is passed.

Dissertation

The dissertation, or doctoral thesis, serves as the basis for a final 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 reporting an empirical investigation, or line of research, involving primary data collection and analysis, secondary data analysis, or meta-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.

Topic

The topic for a dissertation is developed by the student with approval of the [Dissertation Panel](#) to reflect (a) an area of concern to school 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 and make a unique contribution 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 75-100 pages, and should rarely exceed 100 pages.

Hint: Students should consult the APA Publication Manual and APA's [Journal Article Reporting Standards](#) when preparing the dissertation.

Option 1 – Chapters consist of each of the following:

- **Introduction** 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** that comprehensively 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.

- **Method** detailing the methodology employed.
- **Results** 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 – Chapters consist of each of the following:

- **Introduction** that includes a brief summary of relevant research area, statement of the problem, study purpose, significance of the study, research questions, definitions, and delimitations.
- **Study 1**, prepared as a standalone APA-style research manuscript for an original study (abstract thru tables/figures). This may be a systematic review based on the prelim oral paper if a systematic review or meta-analysis was conducted, but should represent a further refined product that the paper submitted for the oral prelim exam.
- **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. This chapter should be prepared as a standalone APA-style research manuscript.
- **Study 3** (optional)
- **Synthesis and General Discussion** that discusses the shared contributions of the studies, implications for research and practice, and future research directions.

Option 2 is designed to facilitate publication of the students' dissertation research by allowing for preparation of studies as standalone manuscripts formatted following APA style guidelines and of typical publication length (i.e., each 25-40 pages inclusive of front and back matter). The dissertation document may contain more than 2 studies. They should be thematically related, but each representing a unique contribution to the literature.

A multi-study dissertation should not represent splicing of a single study into multiple manuscripts. As noted in the APA Publication Manual (2009, p. 14):

Piecemeal, or fragmented, publication of research findings can be misleading if multiple reports appear to present independent instances of data collection or analyses; distortion of the scientific literature, especially in reviews or meta-analyses, may result...[it] is therefore undesirable unless there is a clear benefit to scientific communication. It may be difficult to determine whether such a benefit exists when multiple independent variable that are observed in the same sample and the same time are reported in separate manuscripts.

Advisement

The **Advisor** provides primary supervision and consultation as the student prepares their prospectus, conducts their dissertation research, and prepares the final document. Students may consult other faculty with relevant expertise.

The **Dissertation Planning/Prospectus Panel** is comprised of at least 4 members who help shape the initial plans of the dissertation and convene for the Prospectus Meeting. The members include the advisor and at least 2 additional members, 1 from the program and 1 from outside the department. Typically these faculty will become your doctoral thesis readers. All designated members must sign the [Thesis Planning Panel Form](#) to approve the dissertation prospectus.

The **Dissertation Final Oral Examination 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. Check the [Graduate Education Faculty Role List](#) to verify a member's status. [Assign/Update](#) your Doctoral Final Committee with the Graduate School at least one month prior to your exam date.

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 through 3 of the dissertation document for Option 1 format, or Chapter 1 and the introduction and methods for each of the studies for Option 2. All elements of the prospectus document should be fully developed before holding the prospectus meeting. As noted in the Department handbook, "The functions of the panel are two-fold. First, the panel reviews your prospectus and offers suggestions and feedback on its conceptualization, design, and feasibility. Second, panel members have the opportunity to clarify their expectations of the project and to define the criteria by which you will be judged during the final oral examination."

The prospectus document must be disseminated to the thesis planning panel (committee) **2 weeks** before the scheduled prospectus meeting. Students should consult committee members to determine whether a presentation on the study is expected, and if so, the content of that presentation. Some advisors/committees may request a detailed presentation on the prospectus.

The prospectus meetings generally proceeds as such:

1. The committee may briefly confer in closed session.
2. The student makes a brief presentation on the rationale, purpose, and proposed method of the dissertation study/ies.
3. The committee and student proceed through each element/section of the prospectus and discuss potential modifications to the study and documentation.
4. The committee approves the study/ies to be implemented and expectations for the research to be completed (i.e., hypotheses or research questions, method, and analyses) and written up for the final exam.
5. The committee may confer in closed session and signs the requisite department form if the project is approved. If significant issues remain unresolved, the committee may defer approval pending provision of a revised prospectus document and, if desired, an additional meeting.

It is expected that students will seek study approval from the IRB and sites (if necessary) after approval of the prospectus. Students are required to complete the prospectus meeting before applying for internships.

Final Oral Examination

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 full and final dissertation document must be submitted to readers at least **30 days** before the scheduled date for the oral examination and to the full committee at least **2 weeks** before the scheduled exam.

The final oral exam 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 winter or summer breaks.) 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 defense to faculty and students in the School Psychology Program using the program listserv. The Program Assistant can assist with this announcement.

Students should allocate 2 hours for the final oral exam. The first 45-60 minutes of the final oral is open to the public; the remainder is closed with only the doctoral candidate and the examining committee members present.

Organization of the Final Oral Exam

The dissertation final oral exam consists of two major portions: a public presentation and the closed exam. The process generally includes the following elements.

1. The chair introduces the student to the audience for the public portion. The student may invite questions during the presentation or ask the audience to hold questions until the presentation is complete.
2. The student delivers a 20 to 30 minute presentation on the dissertation. The chair of the committee may request that the student provide a more extensive presentation. It is the student's responsibility to query the chair regarding their expectations for the presentation.
3. The student fields questions from the audience. This portion does not generally include questions from the committee. After a maximum of 60 total minutes of presentation and questions, the chair concludes the public portion and briefly dismisses the student.
4. The committee may confer in closed session, then invite back the student for the closed session.
5. During the closed exam, the student fields questions from the committee (45-60 minutes).
6. The student is excused and the committee confers in closed session to determine whether the student has passed the exam. The committee signs the requisite forms.

Reminder: Students should submit a final draft of the dissertation to the advisor at least **45 days** before the anticipated defense date to allow sufficient time for review and revision. The dissertation must be submitted to readers **30 days** before the defense.

7. The student is invited back in and debriefs with the committee or advisor.

After the exam, the student brings the signed form to the Assistant DGS or Program Assistant to be scanned and emailed to GSSP. The student will be copied on the email so that they receive an email confirmation of it being received. The original form and ballots are then placed in the student's file.

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 (pdf) is to be submitted to the Program Assistant for the program archive. Follow the Graduate School Checklist for final steps to submitting your dissertation electronically to the Digital Conservancy.

Special Field Preliminary Examination

The PhD Special Field Exam requires 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. **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.
5. **Portfolio:** Passing score on the Portfolio rubric by the completion of internship.

When students have fulfilled all these requirements listed above, they should complete the [PhD Special Field Prelim Requirements Form](#) with their advisor, which documents that all special field requirements have been met, and submit to the Program Assistant.

Section V: Master's Degree

Unless an entering student has a Master's degree in school psychology, psychology, or a related field or was admitted to a previous graduate program at the University, all students must complete a Master's degree during their course of study in the 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 [online](#).

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

Core Course Area	Credits Required	Applicable Program-Required Course
(a) Learning/Cognition, (b) Social/Personality, and (c) History/Systems	6 credits from two content areas	EPsy 8819
Statistics	3 credits	EPsy 8251
Measurement or Evaluation	3 credits	EPsy 5221
Master's thesis/Plan B paper + final exam	Plan B credits per program	EPsy 8822

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. 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, your GDP will be loaded into GPAS. To make changes to an existing Graduate Degree Plan students will need to contact the DGS assistant.

Master's Plan B Project

All students complete a Master's research project via the Plan B option. The Master's Plan B project serves as the basis for an examination of candidates for degree leading to receipt of a

Master's of Arts in Educational Psychology from the Graduate School. All projects must be prepared under advisor supervision. Students will prepare a manuscript consistent with the APA Publication Manual and pass an oral or written examination on their research project in order to officially complete the Master's project and MA degree. The Master's Plan B project is a scholarly research project that will require approximately 150 hours of work for planning, implementation, analysis, and writing (this does not include preliminary reading to gain knowledge in school psychology and the topical area).

Topic

The project should represent an original idea entailing primary or secondary data analysis, a rigorous replication study, or, in the case of SC students, a systematic review. The topic should be focused and the investigation described fully in the manuscript. The topic for a Master's Plan B project is developed by the student and advisor to reflect (a) an area of concern to school psychology or closely related discipline; and (b) an area of interest to the student. The topic must be acceptable to the advisor on behalf of the Committee.

Method

The methodology selected may be informed by the student's degree track.

SC. SC students complete a systematic review of primary research for their MA Plan B project. Such projects should be novel within the school psychology literature and of comparable scope and quality to warrant publication in a peer-reviewed journal in school psychology or related fields, consistent with the program orientation, vision, and goals. Such reviews must include a detailed method and appropriate evaluation of the methodology and findings in any studies reviewed, consistent with professional guidelines for the conduct and reporting of systematic reviews in the social sciences generally, and school psychology or special education in particular. Acceptable topics include the range of psychoeducational practices addressed within the program, such as various aspects of school-based assessment, intervention, consultation, systems change or other processes or procedures within MTSS. Topics are selected in consultation with the SC advisor, and, if appropriate, program faculty. Students may self-identify topics, subject to advisor approval, or undertake a specific topic at the direction of the faculty as part of existing research programs. Projects will generally be completed within the context of EPsy 8822 in the fall of second year.

When completing a systematic review, students must adhere to the research reporting guidelines provided in the APA Publication Manual and should read an instructive text on systematic reviews, such as Petticrew and Roberts (2006), *Systematic Reviews in the Social Sciences: A Practical Guide* available in ebook format through the university library, to inform their methodology and analysis. For most analyses, students should also apply quality indicators in the evaluation of studies reviewed or some other approach to explicit evaluation of studies. Students may consult with the university librarians regarding search strategy, but this consultation is not required and does not replace advisement nor supersede expectations or evaluation by the faculty. The student is ultimately responsible for the project. All SC students are required to pass written examination of the research manuscript prepared for MA Plan B research project.

PhD. PhD students must complete a study that entails original data collection/analysis in order to meet the department's predissertation requirements. If a doctoral student completes a master's Plan B project that does not involve original data analysis (i.e., application of quantitative or qualitative methods to answer research questions), an additional research project will be required to meet the department requirements before the student can proceed to the oral

prelim exam or dissertation. Examples of approaches used in MA Plan B project primary research studies include single-case designs, group designs, secondary data analysis, and measurement projects, replications, etc. Preparation of Plan B project manuscripts should follow APA's publication manual and Journal Article Reporting Standards. In conjunction with the MA Plan B project and preparation of corresponding manuscript, all doctoral students are required to pass an oral examination on the MA Plan B research project. Students may self-identify topics, subject to advisor approval, or undertake a specific topic at the direction of the faculty as part of existing research programs.

Format

The final product should be prepared as a research manuscript of 25-40 pages (inclusive of front and back matter), following the APA Style Manual. It is likely that many Master's papers will be submitted for publication, however peer-review does not replace advisement and examination at the University of Minnesota. All MA papers should contain the following elements:

- **Title page**
- **Abstract with keywords** – The abstract should briefly (150-250 words) summarize the study.
 - Systematic review: Abstract includes problem, purpose, eligibility criteria, participants across studies, findings, conclusions, and implications.
 - Original data analysis: Abstract includes statements of the problem, purpose, method, findings, conclusions, and implications.
- **Introduction** – The introduction should identify a problem under study and the research strategy, articulating the relevance of the problem, relevant research and, if applicable, theory, research questions or hypotheses, and the value of the study.
- **Method** – The method describes how the study was conducted.
 - Systematic review: search strategy, including data bases and terms, inclusion criteria, coding and analytic procedures, computation of effect sizes (if applicable)
 - Original data analysis: Participants or data source, sampling procedures, power (if applicable), measures and covariates, design, intervention (if applicable), and analyses
- **Results** – The results describe the data collected and analyses.
 - Original data analysis: as appropriate, recruitment and participant flow; preliminary analyses, missing data analysis and how addressed, implementation fidelity, baseline data, analyses to answer research questions, including ancillary analyses,
 - Systematic review: study and participant characteristics, description of variables/interventions; evaluations of study quality; syntheses across studies relative to research questions, including effect sizes and moderators as appropriate.

Hint: Students should consult the APA Publication Manual and APA's Journal Article Reporting Standards when preparing all manuscripts.

- **Discussion** – The discussion should provide interpretation of the results relative to the research questions, comparison to previous research, limitations, and implications for theory, research, practice, and/or policy as appropriate to the topic.
- **References**
- Optional: Tables and/or Figures

MA Written Exam for SC Students

SC students are subject to a written exam for the MA; no defense/oral exam is required. This exam is based on the final MA Plan B project manuscript submitted to the committee. Students are required to present a poster on their project at the department's Graduate Student Research Day, held in March of each year. Most SC students choose to distribute their papers according to timelines for the MA Defense Day (see below)

Process for SC Students' MA Written Exam

1. Submit the full paper to the advisor at least 1 month before the anticipated distribution of the paper and exam form to the committee, which should occur by the end of final week spring semester. Earlier completion is strongly advised.
2. Once approved for the written exam, work with the SC advisor to identify the committee. The SC advisor and faculty will confer to identify the external member. The committee should be submitted for approval [online by the student at least month prior to the exam date](#).
3. Once students have scheduled the 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.
4. Submit the full paper to the committee for review at least 2 weeks before the end of finals. The MA exam form should be given to the advisor at this time. The advisor will facilitate collection of signatures and feedback from the committee members.
5. The committees will vote to determine if the student passes the exam. A pass decision indicates that the student has successfully completed the MA Plan B project, although minor revisions to the paper may be required before the MA degree can be awarded. If the student fails the exam, the committee may allow a second and final retake. The committee will recommend remediation to be completed before the retake (e.g., major revisions of the Plan B project manuscript; completion of a new study; directed independent study).
6. The student submits the exam form to the Graduate College.
7. The student completes any necessary revisions to the document, seeks approval from the advisor and committee as specified in the feedback provided with the exam form. Once all revisions are approved, the student submits the final version of the Plan B project to the Program Assistant for archiving.

MA Oral Defense for Doctoral Students

For the Master's defense, an examining committee (MA Examining Committee) is comprised of three faculty members: your advisor, another school psychology faculty member, and one external faculty member, usually from the department. The committee should be submitted for approval [online by the student at least month prior to the exam date](#). The student may schedule

the examination with advisor approval of readiness for examination. The final paper must be submitted to the committee at least two weeks prior to the exam date.

Masters exams may only occur during the fall or spring semesters; the Program only permits scheduling during breaks under extenuating circumstances. In such instances, a written petition for an exception in scheduling must be submitted in writing to the program assistant before November 1 or May 1 to be voted on by the program faculty. If approved, the student may, in consultation with their advisor, schedule with the committee.

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 PDF version of the MA Plan B project to their advisor and the Program Assistant.

If the examination is failed, and the committee permits a retake, the advisor will develop a remediation plan with the student. Only one retake of the final exam is permitted before the student is dismissed from the program.

MA Defense Days. To facilitate timely completion of MA theses by providing a firm deadline and avoiding end of semester scheduling conflicts, the program schedules MA Defense day during which students are encouraged to plan to defend their MA theses. Dates are selected to offset course and fieldwork demands. Students should consult their advisor to ensure timely completion of their MA Plan B project for one of these defense dates and notify the Program Assistant at least 6 weeks in advance. When students select a defense day, the student does not need to identify committee members; they will be assigned for them based on availability; generally, 1 or two external faculty participate in defense day. Specialized knowledge in the topic cannot be guaranteed in this case, but is not considered necessary since diverse committee composition provides the opportunity for the student to demonstrate their ability to explain their project to individuals of varying background knowledge. The Program Assistant will email students the assigned committee members to be submitted [online by the student at least one month prior to the defense date.](#)

Organization of the MA Oral Defense. The student should arrive at the exam with the requisite Grad School form. The defense consists of the following elements.

1. The committee briefly confers in closed session (i.e., the student is excused).
2. Optional: Student may make brief introduction, which may include a formal presentation (e.g., PowerPoint), on their general graduate studies (e.g., interest in school psychology and research interests) and the study conducted. It is not necessary, nor expected, that the student deliver an in-depth presentation on the study. Committee members will have read the paper before the exam. The purpose of the exam is for the student to field the committee's questions. The time spent on the introduction should be minimal. (*approx. 10 minutes*)

Reminder: Students should submit a final draft of the paper to the advisor at least 30 days before the anticipated defense date to allow sufficient time for review and revision. The final paper is distributed 2 weeks before the defense.

3. Committee queries student's grasp of (a) conceptual, theoretical, and empirical elements of their study, (b) related issues of research methods and statistics; and (c) implications for school psychology research, practice, and/or policy. The questions may be based on, but not limited to, the content of the Plan B project manuscript. (35-50 minutes)
4. Committee votes on the student's performance in closed session and signs the required graduate school form. The vote is based on the prepared manuscript and the student's performance during the oral exam.
5. Committee or advisor debriefs student to provide feedback on performance and next steps.

A pass decision indicates that the student has successfully completed the MA Plan B project, although minor revisions to the paper may be required before the MA degree can be awarded. If the student fails the exam, the committee may allow a second and final retake. The committee will recommend remediation to be completed before the retake (e.g., major revisions of the manuscript; completion of a new study; directed self-study).

After the exam, the student submits the required forms to the appropriate offices. Copies of the form and ballots should be submitted to the Program Assistant to be included in the student's file. The student completes any necessary revisions to the document, seeks approval from the advisor and committee as specified in the feedback provided with the exam form.

Once all revisions are approved, the student submits the final version of the manuscript to the Program Assistant for archiving.

Section VI: Student Evaluation

The faculty provide ongoing mentoring and continual, timely appraisal to ensure students have the necessary skills to be competent scientist-practitioner school psychologists. Ongoing contact and positive working relationships between students and faculty are important to the student evaluation process.

Annual Review of Student Progress

Progress toward degree completion is a focal point of the student evaluation process. All students are required to complete the Annual Student Review form to record their accomplishments and progress toward their degrees within an 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 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 reviews by the date specified in the distribution or will have holds placed on their accounts barring registration. The forms are then distributed to the academic advisors, who review the contents in preparation for the Student Review meeting at the end of May. 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. Students' advisors provide feedback to them about their progress toward degree completion. 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 are 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.

APA Style Test

Students are expected to know and apply APA style in all written work unless instructed otherwise. All students will pass the APA Style Test administered through the Program's Evaluation site on Canvas during their first year in the Program. In preparation for the test, students should read the APA Publication Manual in its entirety.

Comprehensive Written Examination

Students in both the SC and PhD tracks complete a closed-book/note written examination assessing students' acquired knowledge in the program's training goals. Students will have 4 hours to complete the exam. The exams consist of multiple-choice items aligned with Program goals for Research, Ethical and Legal Standards, Individual & Cultural Diversity, Assessment, Intervention, and Consultation. Content is based on the curriculum specified in the first two years of each program, as well as the program-wide required reading list. 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 Program Canvas site for the Proctor Agreement).

Scheduling

The comprehensive exam is administered in August and January of each year in the week before classes begin. Students must file their GPAS planner before they can take their written examination. Students should file the [Written Prelim Registration form](#) at least two weeks before the exam date. Students who need accommodation should submit their requests in writing to the Program Assistant at least four weeks before the examination date. Students who need an alternative exam date or location, such as out-of-state interns, are required to identify a proctor for the exam (e.g., their intern supervisor) who must be approved by the Program faculty. See the Program Canvas site for the Proctor Agreement.

Scoring

Each goal area generally contains 20-30 items at three levels: Essential (weighted the heaviest), Basic, and Advanced (weighted the lowest). Overall performance on the exam is categorized as follows:

- **Pass:** $\geq 80\%$ in every goal area.
- **Pass with Reservations:** $\geq 80\%$ in at least 4 goal areas and scores between 79-65% in the remaining goal areas. Students may retake up to 2 goal areas with scores between 79-65%. If scores of at least 80% are attained on the retake, the student's exam score is changed to pass. If a score of less than 80% is obtained, the score is changed to a fail and the student must retake the entire exam.
- **Fail:** $<80\%$ in ≥ 3 goal areas or $\leq 64\%$ in any area on the first exam attempt or failure to pass goal retakes. The student must retake the entire exam. 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.

Students will be notified of their official score by the Program Assistant, generally within 4 weeks of the exam date. Once a student has received a passing score and completed all necessary requirements they should file the [Checklist for Showing Completion of Written Prelim](#) with the DGS Assistant.

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. The faculty view 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 in each of the Program's goal areas. There is no prescribed set of materials, and it is expected that there will be much variation among individual student's portfolios. 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.

Portfolios are evaluated by the Fieldwork Coordinator using the [Portfolio Rubric](#). 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 Program goal areas before completing the program. Each domain will be scored separately using the Rubric and assigned one of the following grades.

Score	Category	Description
0	Insufficient	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.
1	Partial	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).
2	Pass	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.
3	Meritorious	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.

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 5 out of 6 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 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 or Program Coordinator should be contacted.
- The advisor and student develop a remediation 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 additional 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, redo course requirements, or complete additional training experiences. Satisfactory progress toward correcting the concern must be documented; additional rating forms may be used.

Section VII: General Information

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 FTE assistantships, each the equivalent of 10-hours work per week, during the academic year, or on .5 FTE position requiring 20-hours per week of work. **Students must have program approval to have more than .5 FTE in assistantships during the academic year.** The program strongly discourages employment above .5 FTE because additional employment generally undermines degree progress and completion. Only students in good standing and on track in research and exam requirements will be approved for employment above .5 FTE. Failure to obtain approval for assistantships over .5 FTE will affect standing in the program.

A .5 FTE (or 50%) assistantship, or the equivalent, generally provides full tuition remission and individual insurance (but not other fees). 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, they 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, they qualify 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 (612-625-5001) for the specifics.

A note on data use and ownership: Data collected or analyzed as part of an assistantship are generally owned by the supervising faculty or principal investigators of a sponsored project (i.e., grant). Therefore, students must seek approval before using such data in any context beyond those directed by the faculty/PI. Before using any data obtained through an assistantship or other employment or volunteer research activities for personal use (e.g., degree program research requirements, publications, presentations), the student should clarify issues of ownership and acceptable use with the faculty/PI. Failure to do so may result in inappropriate use of data that conflict with professional standards (i.e., ethical guidelines) and could affect standing in the program, in addition to nullifying the project.

Registration

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

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](#).

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, they are 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 their 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.

Resource Fees

Students are assessed a resource fee in conjunction with each year of practicum in order to offset the cost of materials used in classes and fieldwork. These fees are charged to your student account and will be reflected on your tuition bills.

Department Facilities & Resources

Office Space

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 video cameras 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

Reminder: Please be respectful of others in shared spaces, including office suites, conference rooms, and the atrium by maintaining low volume of conversation and media so as not to disturb others. Be mindful of potential confidentiality issues when sharing information or storing sensitive documents in shared work areas since lack of walls and ceilings means sounds transmits easily throughout each floor or suite.

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, data, 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.

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.

Campus Resources

Conference 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. The Program expects that students who receive department travel funds will present their research at the department's Graduate Student Research Day, which typically occurs the first Friday in March. Funding is also available from the following university sources:

- [Council of Graduate Students](#) (COGS)
- [Graduate Students in Education and Human Development](#) (GradSEHD)
- [Community of Scholars Program](#) (COSP) for students from underrepresented backgrounds

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

Research Consultation

Students may access up to four free consultations on research design, methods, and statistics through the [CAREI](#) Research Services. Make a request at

<https://www.cehd.umn.edu/carei/research-services-request.html>

Center for Writing

The Center provides online and in-person consultation appointments and drop-in; annual dissertation retreat, and a graduate students writing support. See writing.umn.edu

Student Academic Success Services

SASS provides individual consultation and online resources regarding a variety of topics including life balance, study skills, time management, self-awareness, active learning at <http://www.sass.umn.edu/>

U Counseling and Consulting Services

UCCS provides individual and group treatment, workshops, academic counseling, consultation, crisis resources at <http://www.uccs.umn.edu/>

Community of Scholars

This program provides summer programs, workshops, and individual counseling for students from underrepresented groups. See <https://diversity.umn.edu/gradeducation/cosp>

Library Resources

The U library provides tutorials on a variety of research processes, peer research consultants, and other specialized services for graduate students.

- <https://www.lib.umn.edu/instruction/tutorials>
- <https://www.lib.umn.edu/services/prc>
- <https://www.lib.umn.edu/services/grads>

Multicultural Center for Academic Excellence

The Instructional center provides one-on-one assistance in writing, statistics, and library research. See <https://diversity.umn.edu/multicultural/instructionalcenter>

CEHD Funding Resources

For college fellowships and scholarships, see <http://www.cehd.umn.edu/graduate/cehd-aid.html>

Graduate School

- For a calendar of academic and professional development events see, <http://www.grad.umn.edu/current-students-academic-professional-development/apdcal>
- For university-wide fellowships and scholarships, as well as links to external funding, see <https://www.grad.umn.edu/fundingtuition>

Other Campus Resources

- [Student Cultural Centers](#)
 - [American Indian Student Cultural Center \(AISCC\)](#)

- [Asian Student Union \(ASU\)](#)
- [Black Student Union \(BSU\)](#)
- [Disability Student Cultural Center \(DSCC\)](#)
- [La Raza Student Cultural Center](#)
- [Queer Student Cultural Center \(QSCC\)](#)
- [Al-Madinah Student Cultural Center \(AMCC\)](#)
- [Minnesota International Student Association \(MISA\)](#)
- [Women's Student Collective Activist \(WSAC\)](#)
- [Community of Scholars Program](#) for students from underrepresented backgrounds – provides workshops, writing support, travel grants, etc.
- [Asian Pacific American Resource Center](#)
- [Gender and Sexuality Center](#)
- [Women's Center](#)
- [Grad Student Organizations](#)
- [Disability Resource Center](#): accommodations and services
- [Teaching Assistant Professional Development](#)
- [Student Conflict Resolution Center](#)

Other Resources

- The University now has an institutional membership with the [National Center for Faculty Development and Diversity](#) (NCFDD). Basic NCFDD resources are available free of charge to faculty and instructors, graduate students, and post-docs at <http://www.facultydiversity.org/>
- American Psychological Association (APA). You can get information about APA at www.apa.org. Students may also be interested in the Division of School Psychology ([Division 16](#)).
 - Specialized resources for graduate students are available at <http://www.apa.org/education/grad/index.aspx>
 - Fellowships and research funding opportunities are searchable at <http://www.apa.org/education/grad/funding.aspx>
- National Association of School Psychologists (NASP). You can get information about NASP at: www.nasponline.org

Licensure and Certification

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/>, 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/>.

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.

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 to the Minnesota Professional Educator Licensing and Standards Board (First-Time Full Professional Minnesota License). Upon completion of requirements for certification, students follow the steps required for Other School Professional Licensing at the [Minnesota Professional Educator Licensing and Standards Board](http://www.mplsba.org). This generally entails submitting an application, license fee, and transcript. The Minnesota Professional Educator Licensing and Standards Board (PELSB) can be contacted at 651-539-4200, 1500 Hwy. 36 W., Roseville, MN, 55113.

Fingerprinting Requirements and Fee

Minnesota State Law requires that all candidates applying for initial licensure be finger printed 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 PELSB, you do not need another fingerprinting. If you do need to submit a fingerprint card, please be sure to use the **PELSB'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. For more information or an application, visit NASP website at <http://www.nasponline.org/certification/index.aspx>. Students may request program approval of their NCSP applications after all degree requirements have been completed.