

**University of Minnesota**

***School Psychology  
Program***

**Student Handbook**

Revised September 2013



**Welcome to the School Psychology Program at the University of Minnesota!** This handbook provides a summary of key information about the School Psychology Program within 11 sections: General information and Facilities, Organization, School Psychology Student Association (SPSA), Policies, Additional Program Policies and Guidelines, Student Evaluation, Registration, Degree Requirements – General Information for both S.C. and Ph.D., and Other Information. Several appendices are provided to help chart your course toward degree completion. You should always refer to this handbook for your degree planning. It specifies the requirements for students entering the program in Fall of 2013.

As of Spring 2013, 263 Ph.D. students and 224 S.C. (Specialist Certificate) students have graduated from the School Psychology Program.

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

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

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

Best Regards,

A handwritten signature in black ink, appearing to read "Matt Burns", with a stylized, flowing script.

Matt Burns, Ph.D.  
Professor and Coordinator

## ***Vision statement***

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

The school psychology program will continue its national reputation for excellence by (a) directly responding to the needs of systems that serve children and youth and conducting research that informs practice, (b) developing school psychologists who are leaders in scholarship and practice, (c) recruiting high-quality graduate students with diverse cultural backgrounds (e.g., ethnicity, gender, and experience), (d) providing a rich graduate education in which students participate in diverse experiences both in and out of the university classroom, (e) promoting knowledge and scientifically-based practices that recognize classrooms, schools, homes, and communities as critically important settings that influence outcomes for children and youth, and (f) promoting knowledge and scientifically-based practices that incorporate an ecological perspective to improve academic, social, behavioral, and emotional competence of children and youth.

The culture of the program fosters student and faculty success implementing the above goals. Faculty recruit students with diverse cultural backgrounds, infuse research into training, educate future faculty, obtain external funding for research and training, collaborate with students and colleagues to disseminate research, engage with the community, provide continuing education for school psychologists, and continue to strengthen supervised field-placements. Students actively seek opportunities to integrate and apply the knowledge and skills acquired through research and didactic training. They value, conduct, present, and publish research. They aspire to be future leaders in scholarship and practice.

## Program Assumptions

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

1. Psychology, as a behavioral science, makes important contributions to the educational success of students. The range of school psychology's impact includes, but is not limited to, the application of theory and research in the psycho-social development and learning of children and youth, social interaction processes, prevention and competence enhancement strategies, instructional intervention and program development, delivery of mental health services, and systems change, as well as contributions to the attainability of the national educational goals.
2. School psychologists fill a wide range of positions within the educational and psychological enterprises. We prepare practitioners, clinicians, educators, and scholars who are committed to translating research and theory into practice. School psychologists are employed in various settings (e.g., schools, community mental health, universities, and medical) to promote optimal development, wellbeing, and educational success among children and youth.
3. School psychology is inherently interdisciplinary. School psychologists draw on a knowledge base including, but not limited to, educational, developmental, clinical, organizational, and community psychology in developing and applying theories, methods, and research to assess individual, group, and system needs. School psychologists also generate, implement, and evaluate prevention and intervention strategies; understand and respond to cultural diversity and individual difference; engage in collaborative consultation; and develop and evaluate policy.
4. Training and research are grounded in an ecological systems theory in which other psychological and educational theories are integrated to understand individual, group, and system functioning in a range of environmental contexts. The complex nature of behavior often cannot be accounted for by simple linear cause-and-effect relationships. The explanations are more likely dependent upon multiple causes that have multivariate linkages with observed behavior.
5. A school psychologist is responsible to integrate and explain psychological theories and principles relevant to development and performance. School psychologists recognize that: (a) cognitive, social, and affective development are interrelated; (b) individuals' bring the totality of their life experience to the classroom; and (c) classrooms have a powerful influence on the lives of children and youth.

6. Schools, homes, and communities are critically important settings that influence the development and academic, social, behavioral, and emotional competence of children and youth and share responsibility in nurturing and socializing children and youth in an increasingly complex world. School psychologists must attend to the multiple contexts in which children develop, and work with other professionals to develop school-linked services to develop competencies and address risk factors.
7. Delivery of school psychological services is based on rigorous scientific methods of study and objective, reliable data collection. The scientific credibility of theories, measures, techniques, and intervention strategies should be established prior to their implementation. Science and practice are integrated.
8. The roles and functions of school psychologists are not to be conceived of as isolated, separate domains of expertise. The links among the major competencies (e.g., assessment-intervention link, research-intervention) are emphasized in training.
9. Training modalities include the formal curriculum, such as academic coursework, traditional research experiences, and field placements, as well as informal curriculum, including a wide variety of seminars and independent study projects. We assume students have different interests and personal goals, which we strive to foster and develop. A wide range of community resources is available to facilitate goals of the program.

## Training Model

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

<b>Goal #1: To produce graduates that will engage in data analyses and decision making.</b>
Objectives for Goal #1: (1a) Graduates will use assessment data to identify a student's strengths and needs, and to understand problems, Student Competencies: <ol style="list-style-type: none"><li>1. Select, administer, interpret and report the outcomes from a variety relevant assessments</li><li>2. Evaluate scales for measuring educational and psychological constructs.</li><li>3. Apply principles of measurement for responsible test use.</li><li>4. Develop an understanding of the psychometric principles and issues pertaining to intelligence and academic achievement tests.</li><li>5. Develop an understanding of the principal characteristics of cognitive intelligence and academic achievement tests.</li><li>6. Develop an understanding of the controversies surrounding cognitive and academic assessment.</li><li>7. Develop an understanding of the future trends in cognitive intellectual and academic assessment.</li><li>8. Develop an understanding of the clinical assessment process (i.e., collecting background information, establishing rapport, controlling the testing environment).</li><li>9. Develop an understanding of the theoretical framework, organization, and psychometric properties of the major intelligence and achievement tests</li></ol> (1b) Graduates will use assessment data to measure progress and accomplishments Student Competencies: <ol style="list-style-type: none"><li>1. Use research-based methods to evaluate assessment outcomes that link to interventions and instructional modifications</li><li>2. Develop a measurement system that will index individual student and systems change and that can be used to evaluate the effectiveness of instructional programs</li></ol>
<b>Goal #2: To produce graduates that will engage in consultation, collaboration, and supervision.</b>
Objectives for Goal #2: (2a) Graduates will collaborate with others in planning and decision-making at the individual level Student Competencies: <ol style="list-style-type: none"><li>1. Become familiar with various models of consultation including behavioral</li></ol>

- consultation, conjoint behavioral consultation and direct behavioral consultation.
- 2. Acquire an understanding of skills required and issues associated with collaborative consultation.
- 3. Learn components of behavioral consultation: Problem Identification Interview (PII), Problem Analysis Interview (PAI), and Treatment Evaluation Interview (TEI).
- 4. Demonstrate knowledge of, and skills required during the process of conducting behavioral consultation.
- 5. Apply the behavioral consultation process to include parents (Conjunct Behavioral Consultation).
- 6. Incorporate knowledge and understanding of cultural and ethnic diversity into the process of conducting behavioral consultation.

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

Student Competencies:

- 1. Design a system with which small-group interventions can be delivered in an applied setting.
- 2. Select appropriate academic interventions for small-groups of students.
- 3. Select appropriate evidence-based social-emotional interventions for small-groups of students

(2c) Graduates will collaborate with others in planning and decision-making at the systems level

Student Competencies:

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

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

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

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

Student Competencies:

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



<p>3. Explain the theoretical foundations for various academic interventions.</p> <p>(3b) implement interventions (e.g. instructional interventions and consultation) to achieve those goals</p> <p>Student Competencies:</p> <ol style="list-style-type: none"> <li>1. Provide school personnel, parents, and students with information about research on factors that affect educational achievement</li> <li>2. Provide school personnel with policy and practical suggestions that make implementation of interventions more likely to occur.</li> </ol> <p>(3c) evaluate the effectiveness of interventions.</p> <p>Student Competencies:</p> <ol style="list-style-type: none"> <li>1. Develop a measurement system that will index individual student change and that can be used to evaluate the effectiveness of instructional programs.</li> </ol>
<p><b>Goal #4: Graduates will be knowledgeable in effective Interventions to promote mental health and life competencies.</b></p>
<p>Objectives for Goal #4: Graduates will use knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills to</p> <p>(4a) develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs</p> <p>Student Competencies:</p> <ol style="list-style-type: none"> <li>1. Use research to better understand the dynamics of human behavior.</li> <li>2. Draw from the theories and research to increase understanding of dynamics in social settings, particularly education.</li> <li>3. Participate in goal setting for a student's behavioral, adaptive, social, or emotional needs.</li> </ol> <p>(4b) implement interventions (e.g. consultation, behavioral assessment/intervention, and solution-focused counseling) to achieve those goals</p> <p>Student Competencies:</p> <ol style="list-style-type: none"> <li>1. Develop skills to implement solution-focused counseling in school psychology practice.</li> <li>2. Participate in a behavioral, social, or emotional intervention with individuals or small groups.</li> <li>3. Present a case study including behavioral, social, or emotional goal, intervention, and response to intervention.</li> </ol> <p>(4c) evaluate the effectiveness of interventions.</p> <p>Student Competencies:</p> <ol style="list-style-type: none"> <li>1. Monitor student progress with data in order to evaluate the effectiveness of a socio-emotional intervention.</li> </ol>
<p><b>Goal #5: To produce graduates that will appreciate and be knowledgeable in student diversity in development and learning.</b></p>
<p>Objectives for Goal #5: Graduates will use knowledge of individual differences, abilities, and disabilities and knowledge of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning to</p>

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

Student Competencies:

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

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

Student Competencies:

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

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

Objectives for Goal #6: Graduates will:

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

Student Competencies:

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

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

Student Competencies:

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

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

Student Competencies:

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

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

Objectives for Goal #7: Graduates will

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

Student Competencies:

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

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

Student Competencies:

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

**Goal #8: Graduates will foster collaborative relationships to provide comprehensive mental health services.**

Objectives for Goal #8: Graduates will

(8a) demonstrate knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery,

Student Competencies:

1. Understand the potential impact of cultural factors—e.g., race/ethnicity, nationality, immigration, language, socioeconomic status, religion, sexuality, urbanicity—on family functioning and home-school interactions.
2. Describe and apply the principles, theories, and importance of systems thinking and ecological models relative to culturally competence practices, continuity and discontinuity across home and school environments, and school-family partnerships.
3. Demonstrate understanding of models, processes, and strategies for fostering family-school engagement and partnerships.
4. Describe and apply principles, theories, and models of collaborative relationships in practitioner-family interactions and school-based problem solving.

(8b) work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Student Competencies:

1. Describe the characteristics, principles, theories, and models of collaborative relationships in practitioner-family interactions and school-based problem solving.
2. Critically analyze and apply principles and practices for engaging with families to enhance students' academic, behavioral, social, and emotional outcomes.
3. Demonstrate understanding of how to provide professional services that promote effective functioning for individuals, families, and schools across multiple contexts and levels of service delivery.
4. Identify and implement evidence-based strategies and interventions for families, students, school personnel, and community members that support students' well-being across diverse contexts.
5. Address the complex problem of school completion for *all* students by using a model of engagement based on sound theoretical principles and scientific findings.

#### **Goal #9: Graduates will engage in research and program evaluation.**

Objectives for Goal #9:

(9a) graduates will use knowledge of research, statistics and evaluation methods to evaluate research

Student Competencies:

1. Evaluate existing literature on a topic relevant to school psychology.
2. Write a review article of high enough quality to warrant publication in a national peer-reviewed journal.
3. Discuss various models of scientific inquiry and the role of theories.
4. Demonstrate sound knowledge of appropriate data analytic procedures and proper interpretation of results.
5. Discuss strengths and weaknesses of various quantitative research methodologies.
6. Compute and interpret an effect size for both between-group and single-subject research.

9b) Graduates will use knowledge of research, statistics and evaluation methods translate research into practice

Student Competencies:

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

(9c) Graduates will use knowledge of research, statistics and evaluation methods conduct investigations and program evaluations for improvement of services.

Student Competencies:

1. Discuss broad categories of research designs and select the appropriate

<p>methodology given a particular research question.</p> <ol style="list-style-type: none"> <li>2. Focus their research agenda on a topic that is important and relevant to school psychology.</li> <li>3. Propose a study and appropriate methodology.</li> <li>4. Select the appropriate statistical analysis for the research question as part of the research design and use SPSS to conduct the analysis.</li> <li>5. Promote structure and facilitate the development of content for a team conducting a research review and summary</li> </ol>
<p><b>Goal #10: Graduates will engage in ethical practice and be knowledgeable in school psychology as a field.</b></p>
<p>Objectives for Goal #10:</p> <p>(10a) Graduates will demonstrate knowledge of the history and foundations of their profession,</p> <p>Student Competencies:</p> <ol style="list-style-type: none"> <li>1. Use primary sources to develop their own perspective on the influence of historical movements on contemporary issues;</li> <li>2. Appropriately reference primary sources in critical discussions of contemporary issues;</li> <li>3. Describe the role that educational psychology has in current problem-solving in education</li> <li>4. Articulate their own approaches to the work of educational psychology.</li> <li>5. Initiate development of a professional theoretical framework to serve as the basis for planning, implementing, and evaluating prevention/intervention programs, especially those that are implemented across the pyramid of intervention (universal, targeted, intensive.</li> <li>6. Develop an understanding of the history of intelligence testing.</li> </ol> <p>(10b) Graduates will demonstrate knowledge of various service models and methods,</p> <p>Student Competencies:</p> <ol style="list-style-type: none"> <li>1. Explain the rationale and model associated with problem solving and response to intervention.</li> <li>2. Develop the knowledge for applying the scientist-practitioner model, including the ability to draw on theory and research to address systems and individual level interventions.</li> <li>3. Increase knowledge essential for program development, including problem identification, application of theory, use of relevant literature, and strategic planning and implementation with school staff.</li> <li>4. Develop an understanding of the specific theories of intelligence.</li> </ol> <p>(10c) Graduates will demonstrate knowledge of ethical, professional, and legal standards</p> <p>Student Competencies:</p> <ol style="list-style-type: none"> <li>1. Know and apply the ethical principles and standards guiding the professional activities of school psychologists.</li> <li>2. Know and adhere to the federal and state laws applicable to school psychological practice.</li> <li>3. Practice in a manner respectful of the major ethical and legal issues pertaining to: (a) privacy, confidentiality, record keeping, and consent; (b) psychoeducational assessment; (c) school-based intervention; (d) disability</li> </ol>

identification and individualized education planning; (e) consultation; (f) supervision; (g) advocacy; and (h) research.

4. Recognize the impact of own values and biases on professional practices.
5. Apply systematic problem-solving processes for analyzing and addressing ethical/legal conflicts.
6. Proactively apply the ethics and legal knowledge to enhance outcomes and limit conflict.

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

Student Competencies

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

## Training Model

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

<b>Program Training Domain</b>	<b>Description</b>	<b>APA</b>	<b>NASP</b>	<b>Courses</b>
<b><u>Data Analysis and Decision-Making</u></b>	Uses varied models and methods of assessment that yield information useful in (a) identifying a student's strengths and needs, (b) in understanding problems, (c) in measuring progress and accomplishments, and (d) in making valid conclusions.	Psychological Measurement Theories of Assessment and Diagnosis Evaluating the Efficacy of Interventions	Data-Based Decision Making and Accountability	EPSY 8811 EPSY 8812 EPSY 8813 EPSY 5221
<b><u>Consultation, Collaboration, &amp; Supervision</u></b>	Effective collaboration with others in planning and decision-making processes at the individual, group, and systems levels.	Consultation and Supervision	Consultation and Collaboration	EPSY 8817 EPSY 8818 EPSY 8841
<b><u>Effective Interventions to Develop Cognitive / Academic Skills</u></b>	Knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.	Effective Intervention Human Development	Interventions and Instructional Support to Develop Academic Skills	EPSY 8816 EPSY 8818
<b><u>Effective Interventions to Promote Mental Health and Life Competencies</u></b>	Knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.	Human Development Theories of Assessment and Diagnosis Effective Intervention	Interventions and Mental Health Services to Develop Social and Life Skills	EPSY 8815 EPSY 8818
<b><u>Diversity and Individual Differences</u></b>	Knowledge of individual differences, abilities, and disabilities and knowledge of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.	Individual Differences	Diversity in Development and Learning Family-School Collaboration Services	EPSY 5851 CPSY 8606

<b>Program Training Domain</b>	<b>Description</b>	<b>APA</b>	<b>NASP</b>	<b>Courses</b>
<b><u>Systems Organization,</u></b>	Able to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.	History and Systems	School-Wide Practices to Promote Learning	EPSY 5851 EPSY 8815 EPSY 8816 EPSY 8818
<b><u>Prevention, Crisis Intervention, and Psychopathology</u></b>	Knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.	Biological Bases of Behavior Social Bases of Behavior Cognitive Bases of Behavior Human Development Dysfunctional Behavior and Psychopathology	Preventive and Responsive Services	Psy 5064 CPSY 8606 EPsy 8290 EPSY 8815 EPSY 8818
<b><u>Collaboration for Comprehensive Mental Health Services</u></b>	Knowledge of methods to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	Effective Intervention Consultation and Supervision	Family-School Collaboration Services	EPSY 5851 EPSY 8817
<b><u>Research and Program Evaluation</u></b>	Knowledge of research, statistics and evaluation methods. Can critically evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to conduct investigations and program evaluations for improvement of services.	Research Methodology Techniques of Data Analyses	Research and Program Evaluation	EPSY 8215 EPSY 8251 EPSY 8252 EPSY 8800
<b><u>Ethical School Psychology Practice and Development</u></b>	Knowledge of (a) the history and foundations of their profession; (b) of various service models and methods; (c) of public policy development applicable to services to children and families; (d) of ethical, professional, and legal standards.	History and Systems Professional Standards and Ethics	Legal, Ethical, and Professional Practice	EPSY 8905 EPSY 8821 EPSY 8823



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## Section I: General Information and Facilities

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- **Theodore Christ**, Associate Professor, Educational Psychology 343 EdSciB 612/624-7068
- **Sandra Christenson**, Professor, Educational Psychology 344 EdSciB 612/624-0037
- **Annie Hansen**, Instructor & Practica/Internship Coordinator 350B EdSciB 612/624-5547
- **Amanda Sullivan**, Assistant Professor, Educational Psychology 350C EdSciB 612/626-7221
- **James Ysseldyke**, Professor, Educational Psychology 342 EdSciB 612/624-4014
- **Karla Buerkle**, Lecturer, Educational Psychology 274A EdSciB 612/625-8656
- **Alicia Vegell**, Program Assistant, School Psychology 250 EdSciB 612/626-0367

### Adjunct Faculty

- **Byron Egeland**, Professor, 230 Child Development 612/624-5273
- **Scott McConnell**, Professor, 351 EdSciB 612/624-6365

### Program Affiliates

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

### Additional Important Phone Numbers

- **Ernest Davenport**, Director of Graduate Studies, Educational Psychology, 172 EdSciB 612/624-1040
- **Lori Boucher**, Assistant to the Director of Graduate Studies, Educational Psychology, 250B EdSciB 612/624-4540
- **Geoffrey Maruyama**, Department Chair, Educational Psychology, 246 EdSciB 612/625-5861
- **Pam Matti**, Licensing Specialist, CEHD Student Services 360 EdSciB 612/625-8042
- **Minnesota Department of Education (MDE)**, 612/296-2046

### **Licensure Department**

1500 Hwy. 36 W., Roseville, MN 55113

### **Joint Program Departmental Numbers**

- Institute of Child Development 612/624-0526
- Psychology Department 612/625-4042

### **Other Educational Psychology Program Phone Numbers**

- Special Education Programs 612/626-0367
- Counseling and Student Personnel  
Psychology Program [CSPP] 612/624-6827
- Psychological Foundations of Education /  
Quantitative Methods in Education 612/624-0042

### **Graduate School Phone Numbers**

- Graduate Degree Plans, Committee Assignments 612/625-5833
- Master's & Certificate Degree Services 612/625-4019
- Doctoral Degree Services 612/625-0168
- Transcripts 333 STSS - OneStop

## **Facilities**

### **Offices**

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

### **Office Equipment**

Audio tape recorders can be checked out through Assessment TAs. A data projector and overhead projector can also be checked out at the front desk in 250EdSciB. Students have access to computers through research projects, University computer labs, throughout the Education Sciences Building and the Educational Psychology Student Resource Library (3<sup>rd</sup> 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 you to independently access your assigned room/space. You may request them at the front desk in room 250EdSciB. After office hours access is available to give you access to the building on evenings and during weekends and needs to be requested through the Ed Psych main office in room 250EdSciB. You will be required to complete a request form and have it signed by your appointment supervisor. Students are responsible for returning their assigned keys at the end of the semester. Lost or unreturned keys will result in a key replacement fee. For safety reasons, do not prop open any outside doors during evening and weekend hours.

**Security**

DO NOT LEAVE ANY UNATTENDED OFFICE DOORS OPEN OR UNLOCKED AT ANY TIME! Valuable computers, thesis research, money, radios, wallets/purses, and coats have been stolen during brief absences.

**Mailboxes**

Mailboxes located on first floor ESB are provided for current students. Students with offices outside of ESB may have additional mailboxes in those buildings. Check your mailboxes often. Do not leave valuable items in these mailboxes as they are not in a secured area.

**Bulletin Boards**

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

**Educational Psychology Resource Library**

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

The Resource Library is maintained and new materials are purchased with fees collected from students. Purchases are made with input from the Student Resources Committee of the School Psychology Student Association and approval of the Coordinator.

**Resource Fees**

First-year students will need to purchase the NASP Best Practices series for their studies and you will need your book set at the onset of your first semester. To purchase, bring cash or check (made out to the University of Minnesota) to the program assistant in 250EdSciB. Last year's cost for the set was \$220.00. There is an annual fee of \$75.00 for first year students and \$45.00 for second and third year students for use of the School Psych Resource Room and Testing/Intervention materials that is charged to your student account as part of your fall semester student fees.

**Testing/Intervention Materials**

All testing equipment and some intervention materials are kept in 350D ESB and may be checked out by students through a faculty member only! So, be sure to plan well in advance before needing the materials. The assessment materials will be checked out according to the following priority: (1) Assessment Coursework, (2) Practica/Internship, (3) School Psychology Faculty, (4) Other Student Needs, and (5) Educational Psychology Faculty. Students are responsible for all materials they check out. Students will be held accountable for missing or damaged materials.

**Parking and Transportation Facilities**

The Twin Cities campus has only 19,000 parking spaces to accommodate nearly 75,000 people per day, and meter monitors are always busy giving tickets to overtime/illegal parkers. Alternate means of transportation are encouraged.

**Busing** Metro Transit operates 35 city bus routes serving the University directly; *Route 52* buses are ideal, if your schedule permits. A U-Pass, offering unlimited rides on city buses at \$97/semester, may be purchased online at <http://buspass.umn.edu> or calling 624-1523. Free Campus *Connector* buses run between the St. Paul and Minneapolis campuses and three Campus *Circulator* buses run within the Minneapolis campus.

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

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

If driving is necessary, there are carpool and commuter lots as well as hourly parking. Daily carpool lots (requires 2 or more passengers) are available if you enter before 9:00 a.m. for \$2.50. Commuter lots near campus cost \$4.00 daily and are serviced by the *Campus Circulator* buses. Hourly parking lots, ramps, and garages are located around campus for \$3/hour. One- or two-hour meters are available for \$2.50/hour. Free on-street parking can be found near campus, but be sure to allow plenty of extra time because space is limited and you may have quite a hike! On-street regulations are *strictly enforced* especially during winter snow emergencies. Violators are frequently towed at their expense (approx. \$100-\$150). Snow emergency information can be heard by calling 612/348-SNOW for Minneapolis and 615/266-PLOW for St. Paul.

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



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## Section II: Program Organization and Governance

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School Psychology is an interdepartmental track granting two graduate degrees (Specialist Certificate, Doctor of Philosophy); a Master's Degree is required for each degree. School Psychology is housed administratively in the Department of Educational Psychology along with Special Education, Counseling and Student Personnel Psychology [CSPP], Psychological Foundations of Education, and Quantitative Methods in Education. The Chair of the Department of Educational Psychology is Geoffrey Maruyama (245 EdSciB). The Coordinator for the School Psychology Program is Matthew Burns.

Doctoral students may also be enrolled in a School Psychology track that is operated jointly with two other departments, the Institute of Child Development or the Department of Psychology. The student's department dictates the nature of the academic coursework, preliminary exam requirements, and other policies regarding graduate status and candidacy for degrees. Each student is reminded to check with the department that grants the degree in their major field for specific information pertaining to policies and regulations.

### Degree Programs in School Psychology

Graduate School			
<b>S.C. in School Psychology (Specialist Certificate)</b>	<b>Ph.D. in Educational Psychology</b>	<b>Joint Ph.D. in Child Psychology &amp; School Psychology</b>	<b>Joint Ph.D. in Psychology &amp; School Psychology</b>
(granted through the Department of Educational Psychology)	(granted through the Department of Educational Psychology)	(granted by the Institute of Child Development)	(granted by the Department of Psychology)

### Faculty Council

Policies and decisions for School Psychology are made at regularly scheduled faculty meetings, which are usually held on the second Monday of each month from 12:15 to 2:15 in 250J ESB. The faculty council is chaired by the Coordinator. Emergency meetings are occasionally called by the Coordinator. Agenda items are due to the program assistant one week in advance of the scheduled meeting. Students in the program can request topics be added to the agenda prior to the actual meeting and can attend meetings for scheduled times. A representative from SPSA can attend meetings, but all faculty and student personnel decisions such as promotion, tenure, and fellowship nominations are made in closed meetings of faculty.

### Task Forces and Program Retreat

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

### Roundtable Meetings

All faculty and students from the School Psychology Program meet once each month during the academic year for the Roundtable discussions. The meetings are held in Room 10 of ESB and

are designed to be informal yet structured conversations about relevant topics that could include professional development, program procedures, student activities, etc. The standing agenda for the meeting is a) celebrations and announcements, b) topical discussion, and c) student issues. The SPSA Communications Committee facilitates the meetings. Topic ideas and student issues should be presented to representatives of the Communications Committee. First- and second-year students are expected to attend the Roundtable meetings and should notify the Program Coordinator if they will miss one. Third- and fourth-year students are encouraged to attend, but practicum placements etc. might prevent attendance. Thus, the faculty greatly appreciate the presence of advanced students (3<sup>rd</sup> year and beyond) at Roundtable meetings. Although the meetings serve an important role in program communication, they are primarily viewed as a chance for faculty and students to regularly join together as a community. The roundtable schedule can be found on the School Psychology calendar in the appendices of this manual.

### **Committees**

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

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

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

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

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## Section III: School Psychology Student Association (SPSA)

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

### Membership

All School Psychology students are strongly encouraged to participate in SPSA. Annual dues are collected by the SPSA treasurer or President at the beginning of the fall semester. Dues provide funds to support the activities of the committees as well as the materials library, testing protocols/kits, etc. Dues this year are \$20.00 per student.

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

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

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

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

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

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

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

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

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## Section IV: Policies on Student Research and Practice

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### Student Research

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

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

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

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

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

### University Policy on Research Involving Human Subjects

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

Address forms to:

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

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

### **Student Professional Practice**

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

### **Policy on Professional Practice by Graduate Students**

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

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

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

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## **Section V: Additional Program Policies & Guidelines**

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### **Student Files**

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

### **Loss of Property**

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

### **Student Service**

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

### **Grievance Procedures**

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

### **Tracking System**

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

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## Section VI: Student Evaluation

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

### **Advisement**

Advisors serve as the primary contact between the students and the program. The advisor works with the student to plan coursework and student research (e.g., theses & dissertations). Some students may have research assistantships affiliated with their advisors; however, this is neither necessary nor expected. Advisors meet with their students regularly to review progress and plan for students' progress toward degree completion. Although the advisor is the primary contact for the student, the Director of Graduate Studies and the DGS Administrative Assistant also help the advisors monitor student progress toward degree completion.

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

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

### **Tulip Memo**

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

The program assistant will distribute Tulip Memos to students at the beginning of spring semester. Memos must be submitted by the date specified in the distribution or students jeopardize their ability to register for classes. Memos are then distributed to the academic advisors, who review the contents in preparation for the Student Review meeting in early May. Students' advisors provide written feedback to them about their progress toward degree completion by the end of spring semester. (Students may schedule a meeting with their advisor should they so desire).

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

## **The Portfolio System**

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

## **Portfolio Components**

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

### **Data Analysis and Decision Making**

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

### **Collaboration, Consultation, and Supervision**

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



- Evidence of good problem solving skills

### **Effective Interventions to Develop Cognitive/Academic Skills**

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

### **Effective Interventions to Promote Mental Health and Life Competencies**

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

### **Diversity and Individual Differences**

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

### **Systems Organization**

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

### **Prevention, Crisis Intervention, and Psychopathology**

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

### **Collaboration for Comprehensive Mental Health Services**

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

### **Research and Program Evaluation**

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

### **Ethical School Psychology Practice and Development**

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

### **Information Technology**

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

### **Potential Additional Information to Include**

- Forms or evaluations from practicum and internship
- The internship plan
- The Graduate Degree Plan
- Tulip feedback forms
- A list of NASP, APA, and departmental requirements and how they have been met
- A Vita

### **Concerns and Correction**

The School Psychology program has been designed to help all students acquire professional and ethical behavior as well as specific competencies. Student competence and professional

behavior are evaluated annually in the Student Reviews. Individuals may raise concerns about any student's professional behavior at any time during the student's enrollment. Procedures for addressing concerns about students' professional behavior include:

- In accordance with APA and NASP professional and ethical standards, concerns about a student's performance should be first discussed directly with the student by the individual who has the concern. If the concern persists, the student's advisor should be contacted.
- The advisor and student develop an action plan, using the Constructive Feedback Plan Form. The student is given a copy, and a copy is filed in the student's file.
- If the concern is serious or if the advisor and student cannot remediate the concern using the Constructive Feedback Plan, the case is discussed by School Psychology faculty. Faculty can vote to implement remedial action or to terminate program enrollment.
- The student may grieve the situation to Ted Christ, Director of Graduate Studies, Department of Educational Psychology in the College of Education and Human Development, 343 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 treatment plan. Regular feedback and an opportunity to correct the concern are seen as the main ways to protect student's due process rights. Examples of possible remedial activities are to increase direct supervision of student performance, reduce workload by extending the time period for completing required coursework, require additional academic courses/practica, recommend individual or group counseling, and redo assignments. Satisfactory progress toward correcting the concern must be documented on the Constructive Feedback Plan Form; additional rating forms may be used.

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## Section VII: Registration

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**Although the signature of your advisor is needed only prior to the filing of your Graduate Degree Plan, it is recommended that you consult your advisor regularly.**

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

Register on-line at <http://onestop.umn.edu/onestop/registration.html> . Most School Psychology core courses need Permission numbers in order to register. You can get the permission numbers from the program assistant in 250 EdSciB (currently [acvegell@umn.edu](mailto:acvegell@umn.edu) or 612/626-0367).

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

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

### **Registration: Early Registration Deadline**

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

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

These deadlines will in no way change the university's refund policies, which are enforced by the Office of the Registrar. Further details on these policies, as well as on tuition and fees are available in the online Class Schedule.

### **Delayed Financial Support**

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

## **Registration and Holds Status**

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

## **Graduate School Policy on Incompletes**

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

In addition to the above policy, our program has instituted the following procedures:

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

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## Section VIII: Degree Requirements: General Information

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School psychology, as a profession, does not have a single national standard for training and/or licensure. As such there are a variety of overlapping requirements that a student must meet in order to earn a degree in school psychology. Doctoral students at the University of Minnesota must fulfill School Psychology Program requirements, departmental requirements (Educational Psychology, Institute of Child Development, or Department of Psychology) and APA requirements. Specialist students must fulfill School Psychology Program requirements, departmental requirements (Educational Psychology) and NASP requirements. Furthermore, doctoral students are highly recommended to obtain licensure as a psychologist (LP) status, which involves additional licensure requirements in the state in which they intend to practice. Ideally, all of these requirements overlap such that they are fulfilled by the same coursework and practical experiences; however, students are responsible to work with their advisors to ensure that all of these requirements will be met during their graduate school experience.

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

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

A completed MA Degree Plan **MUST** be turned in to the Director of Graduate Studies by completion of 12 credits. The Specialist Degree Plan **MUST** be submitted to the Director of Graduate Studies by completion of 20 credits.

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

A completed PhD. Degree Plan **MUST** be turned in to the Director of Graduate Studies by completion of the second year of study. The DGS will examine the form to ensure that all departmental and APA requirements are met by the proposed plan of study. Thus, it is in the students' best interest to complete the program form and submit it as early as possible. These forms are available on line at: <http://education.umn.edu/EdPsych/forms/default.html>

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

Additional information regarding degree requirements can be found in the most recent Educational Psychology Handbook, which is on the Department of Educational Psychology website. Students are responsible for checking both Handbooks to ensure that forms are filed in a timely fashion.

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## Section IX: S.C. Degree Requirements and Typical Progress

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

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

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

### Degree Requirements

#### Coursework Requirements

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

#### School Psychology Program Coursework

**Assessment Sequence:** 10 semester credits [EPsy 8813 concurrent w/ EPsy 8811/12]

- **EPsy 8811:** Assessment I in School Psychology, 3 credits
- **EPsy 8813:** Assessment Practicum in School Psychology, 2 credits
- **EPsy 8812:** Assessment II in School Psychology, 3 credits
- **EPsy 8813:** Assessment Practicum in School Psychology, 2 credits

**Intervention Sequence:** 10 semester credits [EPsy 8818 concurrent w/ EPsy 8815/16]

- **EPsy 8815:** Individual and System Socio-Emotional Interventions, 3 credits
- **EPsy 8818:** Intervention Practicum in School Psychology, 1 credit
- **EPsy 8816:** Individual and Systems Academic Intervention, 3 credits
- **EPsy 8818:** Intervention Practicum in School Psychology, 1 credit
- **EPsy 8817:** Consultation, 3 credits

#### **Other Required School Psychology Courses**

- **EPsy 8821:** School Psychology Professional Issues, 3 credits
- **EPsy 8823:** Ethics and Professional Standards, 3 credits
- **EPsy 5851:** Engaging Diverse Students and Families, 3 credits



- **EPsy 8842:** Internship: School Psychological Services, 6 credits
- **EPsy 8800:** Research Methods in School Psychology, 2 credits

### **Other School Psychology Requirements**

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

### **Educational Psychology and Graduate School Coursework**

**Learning/Cognition or Social Psychology or Personality:** 6 credits from at least two areas

**Research Methods:** 3 credits

**Statistics:** 3 credits

**Measurement or Evaluation:** 3 credits

**EPsy Electives:** 6 credits

**Masters Thesis Credits**

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

### **NASP Standards for Training and Field Placement**

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

### **School Psychologist State Licensure Requirements**

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

## Master's Program

Unless admitted to a previous graduate program, all students must complete a master's degree during their course of study in the Educational Psychology – School Psychology program.

**Following completion of 10 graduate credits or by the end of 2<sup>nd</sup> semester of their first year, students should complete the Master's Degree Plan form from the Graduate School.** On this form the student lists all coursework (completed and proposed) required for the degree. This form must be signed by your advisor *and* Director of Graduate Studies (DGS). The form is then submitted to the Graduate School, which will grant final approval of your program. These forms are available online at:

[www.grad.umn.edu/current\\_students/forms/qs89a.pdf](http://www.grad.umn.edu/current_students/forms/qs89a.pdf)

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

Coursework Area	Credit Requirements
Learning/ Cognition	3 credits (1 course)
Social Psychology <i>or</i> Personality	3 credits (1 course)
Statistics	3 credits (1 course)
Measurement <i>or</i> Evaluation	3 credits (1 course)
Masters Thesis Credits (EPsy 8777: Plan A / EPsy 8994: Plan B)	Plan A = 10 credits Plan B = 2 credits
Additional EPsy courses	To total 30 credits

Students must earn a minimum GPA of 2.80 for courses listed on the student's official program.

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

Up to 40% of the degree coursework (graduate level taken for graduate credit) could be transferred from other graduate schools or other nonmatriculated graduate credit at the University of Minnesota (as non-degree graduate student meeting specific registration criteria).

For further details regarding Transfer of Credits, please consult the Graduate School Catalog at [www.catalogs.umn.edu/grad/gen/masters.html](http://www.catalogs.umn.edu/grad/gen/masters.html). Credits earned more than 7 years ago cannot be applied to the M.A.

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

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

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

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

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

A project representing the quality but not the range of a master's thesis shall be prepared under faculty supervision. This Plan B project should require a level of effort such that this option

could be completed in a minimum of 120 hours of work. Although **data-based projects are encouraged for all students**, scholarly integrative literature reviews are acceptable. Copies of recent Plan B papers are in the Educational Psychology Resource Library.

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

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

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

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

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

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

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

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

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

- Most Master's theses will be *20-50 pages in length*. Although length does not dictate quality, most manuscripts should be of length equivalent to that of journal submissions.

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

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

### **Process**

1. **Select Topic** Based on student interest, experience, and objectives, the student and advisor develop a general topic and operational plan for thesis.
2. **Develop Research Plan** Based on this topic, the student will develop a detailed outline and timeline for all activities leading to preparation of thesis. This outline will be reviewed with, and accepted by, the student's advisor. If appropriate, the student and advisor will circulate a prospectus for the study to examination committee members.
3. **Human Subjects Approval** Obtain Internal Review Board's approval for research with guidance from your advisor. Information about human subjects is provided in *EPsy 5216: Introduction to Research in Educational Psychology*, or from the website.
4. **Implement Research Plan** The student will execute the plan agreed to with the advisor.
5. **Prepare Manuscript**. The student will draft the thesis manuscript and submit this draft to the advisor for review and comment. The student will then revise the manuscript based on advisor comments. Review and revision will continue until the student and advisor agree that the manuscript is ready for defense.
6. **Oral Examination**. After final revisions of the completed manuscript, the student will schedule a meeting of the examining committee. The thesis should be distributed to examining committee members **two weeks in advance of the oral defense**. The examination will last for no more than one hour, and will include a review of the research plan, the results, and any questions or discussions from any member of the committee. Questions related to the relationship between a thesis and professional practice or other research is also warranted. The committee will vote privately at the close of this examination with the results communicated immediately to the student.
7. **Complete paperwork**. If the student passes this examination, the student will submit the examination materials and degree request forms. If the examination is failed, the advisor will develop a remedial plan with the student.

### **Specialist Certificate Program**

After completing **20** semester credits of graduate work (or by the end of the 1<sup>st</sup> year), **you must submit the Specialist Certificate Degree Plan**. On this form the student lists all coursework (completed and proposed) required for the degree, including those courses listed on the Master's Program. This form must be signed by your advisor *and* Director of Graduate Studies (DGS). The DGS then submits it to the Graduate School for final approval. These forms are

available on line at: [www.grad.umn.edu/current\\_students/forms/g89a.pdf](http://www.grad.umn.edu/current_students/forms/g89a.pdf) and in the Educational Psychology Handbook. The Specialist Certificate Program consists of the coursework for Masters plus additional credits to total 60 and must include 3 credits of research methods.

The minimum GPA for courses listed on the student's official program is 2.80. At least two-thirds of the credits completed in the Graduate School (and all taken to fulfill EPsy core) which are included on the Graduate Degree Plan must be taken under the A-F system. Up to 50% of the degree coursework (graduate level taken for graduate credit) could be transferred from other graduate schools or other department/ work at the University of Minnesota (as non-degree graduate student meeting specific registration criteria). Please consult the Graduate School Catalog at [www.catalogs.umn.edu/grad/gen/special.html](http://www.catalogs.umn.edu/grad/gen/special.html) for specific details. Credits earned more than 12 years ago cannot be applied to the S.C.

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

### **Special Field Preliminary Examination**

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

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

- 1) B- or better on all final exams (if required) and course grades for School Psychology courses, including:
  - a. 5851 Engaging Diverse Students and Families
  - b. 8811-8813 Assessment
  - c. 8815-8816 Individual and Systems Intervention
  - d. 8821 School Psychology Professional Issues
  - e. 8823 Ethics and Professional Standards
  - f. 8817 Consultation

OR

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

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

OR

Demonstrated competence in that area as determined by the student and advisor

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

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

- 3) **Portfolio.** As described in the handbook, students will be required to develop a portfolio that contains evidence of competency of the NASP training standards competency areas. The portfolio will be discussed by students and their advisors annually prior to the Tulip Memo. The Tulip Memo will provide students with feedback on their progress. The portfolio will be evaluated at the completion of the student's degree by the advisor using the rubric in Appendix B.
- 4) **Comprehensive Written Examination** (see the section of this Handbook entitled "Comprehensive Written Examination.
- 5) **School Psychology Praxis Examination** Each student must take and receive a passing score on the School Psychology Praxis Examination, which would then make them eligible to apply for national certification as a school psychologist.

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

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

### **Internship**

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

For additional information regarding internships, consult the Field Placement Coordinator and the supplemental document, *School psychology internships: General information, requirements, and Procedures*.

### **Typical Progress toward Degree Completion for Specialist Students**

While individual programs may vary, specialist students usually finish their entire course of study for Master/Specialist within 3 years. In the first 2 years, students focus on completing their coursework while participating in research. In the spring and summer of their second year, student complete and defend their Master's. If a student is going to participate in a clinical/community practicum, they most often do so in the summer of their 2nd year. In the third year, students participate in their internship. It is recommended that students take the Comprehensive Written Examination in January of their internship year. After they pass the

written exam, they can submit the supporting materials and complete the S.C. Special Field Requirements Form with their advisor. This typical schedule is depicted graphically in appendix D.

## Checklist for Progress toward Degree Completion

	Meet with your advisor and decide on your 1 <sup>st</sup> year of coursework and on the Master's Plan <b>A</b> or <b>B</b> option. Register for the agreed upon coursework and the appropriate amount of research credits for the Master's option chosen.	
	Obtain the <i>Degree Plan</i> form online at <a href="http://www.grad.umn.edu">www.grad.umn.edu</a> or 316 Johnston and complete the MA program	
	After first semester in the program, submit M.A. Degree Plan to your advisor for signature. Then send it to the Director of Graduate Studies (DGS). [You should actually give it to the DGS Assistant in room 250 Education Sciences Building]. Note: You will have to get faculty to agree to be Master's committee members at this time; however, these initial agreements are not set in stone. You may change committee members before the defense if your topic changes. The form to propose examining committee members is submitted <a href="http://www.grad.umn.edu/students/forms/masters/index.html">online</a> at <a href="http://www.grad.umn.edu/students/forms/masters/index.html">http://www.grad.umn.edu/students/forms/masters/index.html</a> .	
	Continue coursework according to the plans developed [and redeveloped] with your advisor.	
	Before the Fall of 2 <sup>nd</sup> year, submit Degree Plan for the specialist certificate to your advisor for signature. Then send it to the Director of Graduate Studies (DGS) assistant in room 250 Education Sciences Building. Submit proposed specialist examining committee members online at <a href="http://www.grad.umn.edu/students/forms/postbac/index.html">http://www.grad.umn.edu/students/forms/postbac/index.html</a> .	
	Select a Master's topic based on student interests and experiences with your advisor.	
	Develop a research plan (detailed outline and timeline) with approval from your advisor.	
	Obtain Human Subjects approval with guidance from your advisor.	
	Implement research plan as agreed upon.	
	Prepare manuscript and submit for review and revision to your advisor until it is ready for defense.	
	Schedule a one-hour oral defense with all of your committee members.	
	Request masters graduation packet from the graduate school.	
	Complete coursework and arrange an internship for the following year by Spring of 2 <sup>nd</sup> year	
	<b>Plan A</b>	<b>Plan B</b>
	Distribute the thesis to committee members 2 weeks before the oral defense	Distribute the Plan B paper to committee members 2 weeks before the oral defense.
	After your committee members have read and approved your thesis and signed off on the <i>Thesis Reviewer's Report</i> form (included in your graduation packet), return the form to the Graduate School and pick up the <i>Final Examination</i> form.	You will need to have the <i>Final Examination</i> form at your final defense. The form will be in your graduation packet.
	Hold the final oral exam where committee members will sign off on the <i>Final Exam</i> form. Return the form to the Graduate School.	Hold the final oral exam where committee members will sign off on the <i>Final Exam</i> form. Return the form to the Graduate School.
	Submit pdf copy of your thesis without the signature page to the Graduate School. Submit hard copy of the signature and title pages to the Graduate School.	
	Submit the <i>Application for Degree</i> form for the MA (included in the graduation packet) to 333 STSS by the 1 <sup>st</sup> working day of the month in which you wish to graduate.	
	Begin internship year	
	Take the Comprehensive Written Examination in January during your internship year	
	Complete and pass the Praxis School Psychology Written Examination	
	Submit <i>Special Field Preliminary Requirements</i> form and supporting materials to advisor.	
	Submit <i>Final Examination</i> form, signed by all specialist examining committee members, to the Graduate School (This form is part of the degree packet you get from the graduate school)	
	Apply for Specialist Certificate. Submit <i>Application for Degree</i> form for the SC (as above)	
	If you plan to attend commencement, you must fill out and submit the commencement form to the graduate school. You will need the signature of your advisor and the DGS.	



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## Section X: Degree Requirements: Ph.D. in Educational Psychology

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

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

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

### Guidelines for Program Planning

In Ph.D. programs, students have the opportunity to select courses and practica placements that are appropriate given their interests and career directions. Each student designs his/her program of study with his/her advisor. However, all students follow the sequence of courses designed to address APA requirements.

Although students follow a specific sequence of courses, there is the opportunity for concentration that reflects a student's particular career goals, research interests, and competencies as an applied psychologist. While intra-program concentrations are individually developed, the following might provide some examples of areas in which a student could concentrate her or his plan of study: *academic-researcher, applied behavior analysis, educational policy, program development and evaluation, adolescent psychoeducational interventions, developmental disabilities, home-school-community relationships, consultation models, and early childhood education.* Another alternative is to pursue a general practitioner model and sample a wide variety of curricular offerings while developing a core of competencies as a school psychologist. In all cases, irrespective of track or concentration, all doctoral students are required to take coursework required by APA.

Although the faculty advisor and DGS will assist in monitoring progress toward completion, students are primarily responsible for ensuring that they meet all departmental and APA requirements. During the first year of graduate study, students should put together a tentative plan with their advisor that details when coursework, practica, portfolio, TA experiences, M.A. thesis defense, written and oral preliminaries, and internship will be completed. A completed PhD. Plan form **MUST** be turned in to the Director of Graduate Studies by completion of the

second year of study. The DGS will examine the form to ensure that all departmental and APA requirements are met by the proposed plan of study. Thus, it is in the students' best interest to complete the program form and submit it as early as possible. These forms are available on line at: <http://education.umn.edu/EdPsych/forms/default.html>

## **Degree Requirements**

### **Coursework Requirements**

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

#### **School Psychology Program Coursework**

**Assessment Sequence:** 10 semester credits [EPsy 8813 concurrent w/ EPsy 8811/12]

- **EPsy 8811:** Assessment I in School Psychology: Foundations of Assessment, 3 credits
- **EPsy 8813:** Assessment Practicum in School Psychology, 2 credits
- **EPsy 8812:** Assessment II in School Psychology, 3 credits
- **EPsy 8813:** Assessment Practicum in School Psychology, 2 credits

**Intervention Sequence:** 10 semester credits [EPsy 8818 concurrent w/ EPsy 8815/16]

- **EPsy 8815:** Individual and System Socio-Emotional Interventions, 3 credits
- **EPsy 8818:** Intervention Practicum in School Psychology, 1 credit
- **EPsy 8816:** Individual and Systems Academic Interventions, 3 credits
- **EPsy 8818:** Intervention Practicum in School Psychology, 1 credit
- **EPsy 8817:** Consultation, 3 credits

#### **Other Required School Psychology Courses**

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

#### **Other School Psychology Requirements**

- **Research Mentorship:** 4 semesters [This may be fulfilled through coursework or assistantships]

- **Specific Practical Experiences Requirements:** School psychology graduate students are asked to document the following practical experiences. First, the graduate student has conducted a comprehensive evaluation for at least one school-age student in each of the three age groups: below 5 years old, between 5 and 15 years old, and above 15 years old. This will ensure graduate students to have experience evaluating the needs of individuals who are at different stages of development. Second, the graduate student conducts at least one case consultation with classroom and/or special education teacher regarding the instructional programming for a student with low incident disability such as Developmental Cognitive Disability, Autism, Traumatic Brain Injury, etc. These two requirements can be fulfilled during school practicum and/or internship and the completion of these requirements must be documented on the Special Field Prelim Requirements Form.

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

### **Educational Psychology and Graduate School Coursework**

**Learning / Cognition or Social Psychology or Personality or History/Systems:** 9 credits from at least two of the areas

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

**Research Methods:** 6 credits and Predissertation Research Project

- **EPsy 8215:** Quantitative and Qualitative Methods in Education Research, 3 credits
- **EPsy 8822 (or 8800):** Seminar on Research in School Psychology, 3 credits total

**Statistics:** 6 credits

**Measurement or Evaluation:** 3 credits

**EPsy Electives:** 9 additional credits

**Masters Thesis Credits**

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

**Doctoral Thesis Credits**

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

### **School Psychologist State Licensure Requirements**

Students who graduate from a NASP certified program are eligible for certification as a school psychologist in the State of Minnesota. Students who complete the Ph.D. program are eligible for licensure in the State of Minnesota. Ph.D. students who have completed all S.C. requirements including an internship will be eligible for licensure. Typically these

students are ABD (all but dissertation). Should a student plan to work in another state, he/she should contact the state department for licensure requirements.

### **National Association of School Psychology Coursework**

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

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

#### **Psychological Foundations**

- *Biological Bases of Behavior (e.g., biological bases of development, neuropsychology, physiological psychology, psychopharmacology)*
- *Human Learning*
- *Social and Cultural Bases of Behavior (e.g., cross-cultural studies, social development, social and cultural diversity, social psychology)*

#### **Child and Adolescent Development**

- *Individual Differences (e.g., human exceptionalities, developmental psychopathology)*
- *Instructional Design*
- *Organization and Operation of Schools (e.g., including education of exceptional learners, school and community-based resources, alternative service delivery systems, etc.)*

#### **Interventions/Problem Solving**

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

#### **Statistics and Research Methodologies**

- *Research and Evaluation Methods*
- *Statistics*
- *Measurement*

#### **Professional School Psychology**

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

### **American Psychological Association**

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

- Professional Standards and Ethics
- Biological Bases of Behavior
- Cognitive and Affective Bases of Behavior
- Social Bases of Behavior
- History and Systems of Psychology
- Psychological Measurement
- Research Methodology
- Techniques of Data Analysis
- Individual Differences in Behavior
- Human Development
- Psychopathology
- Theories and Methods of Assessment/Diagnosis:
- Effective Intervention:
- Consultation and Supervision:
- Evaluating the Efficacy of Interventions:

Students fill out the following APA Requirements Monitoring Form yearly to ensure that they are fulfilling APA course requirements:

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

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

Name \_\_\_\_\_

Date \_\_\_\_\_

	<b>Semester, Year</b>	<b># of semester credits</b>
<b>1. Biological aspects of behavior</b>		
<input type="checkbox"/> Psy 5064 Brain and Emotion	SEMESTER , YEAR	3
<b>2. Cognitive aspects of behavior</b>		

<input type="checkbox"/> EPSY 8114 Advanced Cognitive Psychology	SEMESTER , YEAR	3
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### 3. Social aspects of behavior

<input type="checkbox"/> EPsy 8290 Key Issues in Social Psychology and Education	SEMESTER , YEAR	3
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### 4. History and systems of psychology

<input type="checkbox"/> EPsy 8905 History and Systems of Psychology: Landmark Issues	SEMESTER , YEAR	3
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### 5. Psychological measurement

<input type="checkbox"/> EPsy 5221 Principles of Educational and Psychological Measurement	SEMESTER , YEAR	4
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### 6. Research methodology

<input type="checkbox"/> EPsy 8215 Advanced Research Methodologies in Education AND	SEMESTER , YEAR	3
<input type="checkbox"/> EPsy 8800 Topics in School Psychology: Research (3 credits)	SEMESTER , YEAR	3

### 7. Techniques of data analysis

<input type="checkbox"/> EPsy 8251 Methods in Data Analysis for Educational Research 1 (REQUIRED)	SEMESTER , YEAR	3
<input type="checkbox"/> EPsy 8252 Methods in Data Analysis for Educational Research 2 (REQUIRED)	SEMESTER , YEAR	3
<input type="checkbox"/> EPsy 8263 Design and Analysis of Experiments OR	SEMESTER , YEAR	3
<input type="checkbox"/> EPsy 8264 Advanced Multiple Regression Analysis OR	SEMESTER , YEAR	3
<input type="checkbox"/> EPsy 8265 Factor Analysis OR	SEMESTER , YEAR	3
<input type="checkbox"/> EPsy 8706 Single Case Designs in Intervention Research	SEMESTER , YEAR	3

### 8. Individual differences in behavior

<input type="checkbox"/> CPsy 8606 Advanced Developmental Psychopathology and	SEMESTER , YEAR	3
<input type="checkbox"/> EPSY 5851 Engaging Diverse Students and Families	SEMESTER , YEAR	3

### 9. Human Development

<input type="checkbox"/> CPsy 8606 Advanced Developmental Psychopathology	SEMESTER , YEAR	3
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#### 10 Dysfunctional behavior or psychopathology

<input type="checkbox"/> CPsy 8606 Advanced Developmental Psychopathology	SEMESTER , YEAR	3
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#### 11. Professional standards and ethics

<input type="checkbox"/> EPsy 8821 School Psychology Professional Issues	SEMESTER , YEAR	3
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<input type="checkbox"/> EPsy 8823 Ethics and Professional Standards	SEMESTER , YEAR	3
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#### 12. Theories and methods of assessment and diagnosis

<input type="checkbox"/> EPsy 8811 Assessment I in School Psychology	SEMESTER , YEAR	3
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<input type="checkbox"/> EPsy 8813 Assessment Practicum in School Psychology (1 <sup>st</sup> assessment practicum)	SEMESTER , YEAR	2
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<input type="checkbox"/> EPsy 8812 Assessment II in School Psychology	SEMESTER , YEAR	3
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<input type="checkbox"/> EPsy 8813 Assessment Practicum in School Psychology (2 <sup>nd</sup> assessment practicum)	SEMESTER , YEAR	2
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#### 13. Effective intervention

<input type="checkbox"/> EPsy 8815 Individual and System Socio-Emotional Interventions	SEMESTER , YEAR	3
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<input type="checkbox"/> EPsy 8818 Intervention Practicum in School Psychology (1 <sup>st</sup> intervention practicum)	SEMESTER , YEAR	1
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<input type="checkbox"/> EPsy 8816 Individual Systems Academic Intervention	SEMESTER , YEAR	3
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<input type="checkbox"/> EPsy 8818 Intervention Practicum in School Psychology (2 <sup>nd</sup> intervention practicum)	SEMESTER , YEAR	1
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#### 14. Consultation and supervision

<input type="checkbox"/> EPsy 8818 Intervention Practicum in School Psychology	SEMESTER , YEAR	1
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<input type="checkbox"/> EPsy 8817 Consultation	SEMESTER , YEAR	2
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<input type="checkbox"/> EPsy 8841 Instruction and Supervision in School Psychology (1 <sup>st</sup> TA)	SEMESTER , YEAR	2
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<input type="checkbox"/> EPsy 8841 Instruction and Supervision in School Psychology (2 <sup>nd</sup> TA)	SEMESTER , YEAR	2
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### 15. Evaluating the efficacy of interventions

<input type="checkbox"/> EPsy 8815 Individual and System Socio-Emotional Interventions	SEMESTER , YEAR	3
<input type="checkbox"/> EPsy 8818 Intervention Practicum in School Psychology	SEMESTER , YEAR	1
<input type="checkbox"/> EPsy 8816 Individual and Systems Academic Intervention	SEMESTER , YEAR	3
<input type="checkbox"/> EPsy 8818 Intervention Practicum in School Psychology	SEMESTER , YEAR	1

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor's Name: \_\_\_\_\_ Signature: \_\_\_\_\_



### **Research Mentorship**

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

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

### **Teaching/Supervision**

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

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

### **Master's Program**

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

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

<b>Coursework Area</b>	<b>Credit Requirements</b>
Learning/Cognition	3 credits (1 course)
Social Psychology or Personality	3 credits (1 course)
Statistics	6 credits (2 courses)
Measurement or Evaluation	3 credits (1 course)
Research Methods	6 credits (2 courses)
Masters Thesis Credits (EPsy 8777: Plan A / EPsy 8994: Plan B)	Plan A = 10 credits Plan B = 2 credits
Additional EPsy courses	To total 30 credits

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

A form to propose examining committee members for the master's oral defense is submitted online at <http://www.grad.umn.edu/students/forms/masters/index.html>. For the masters, an examining committee is comprised of three faculty members: your advisor, another examiner with Educational Psychology Graduate status, and one faculty member from another department (e.g., Child Psychology or Educational Policy and Administration). Students, in conjunction with their advisor, identify potential committee members, solicit their acceptance to serve, and make a recommendation of them to the DGS for committee members.

### **Master's Thesis**

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

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

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

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

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

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

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

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

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

### **Process**

8. **Select topic** Based on student interest, experience, and objectives, the student and advisor develop a general topic and operational plan for thesis.
9. **Develop research plan** Based on this topic, the student will develop a detailed outline and timeline for all activities leading to preparation of thesis. This outline will be reviewed with, and accepted by, the student's advisor. If appropriate, the student and advisor will circulate a prospectus for the study to examination committee members.
10. **Human Subjects Approval** Obtain Institutional Review Board approval for research with guidance from your advisor. Information about human subjects is provided in the IRB website ([www.irb.umn.edu](http://www.irb.umn.edu)).
11. **Implement research plan** The student will execute the plan agreed to with the advisor.
12. **Prepare manuscript**. The student will draft the thesis manuscript and submit this draft to the advisor for review and comment. The student will then revise the manuscript based on advisor comments. Review and revision will continue until the student and advisor agree that the manuscript is ready for defense.
13. **Oral examination**. After final revisions of the completed manuscript, the student will schedule a meeting of the examining committee. The thesis should be distributed to

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

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

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

### Ph.D. Program

Doctoral students must submit their doctoral plan to the Director of Graduate Studies no later than after successful completion of **4 semesters** of coursework. The doctoral plan must be submitted before taking written preliminaries and at least two semesters prior to the term in which the preliminary oral examination is to be scheduled. On this form students list all coursework (completed and proposed) required for the degree. Transfer work from other graduate schools may be included as appropriate. This form must be signed by your advisor *and* Director of Graduate Studies (DGS). The form is then submitted with a current transcript of all graduate work taken at the U of M to the Grad School, which will notify you of final approval of your program. Program forms are available on line at:

<http://education.umn.edu/EdPsych/forms/default.html> [Note: After filing, it is possible to make changes in your program by a petition approved by your advisor and the director of graduate studies.]

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

Coursework Area	Credit Requirements
History & Systems	3 credits (1 course)
Learning/Cognition	3 credits (1 course)
Research Methods	6 credits & Project
Social Psychology <i>or</i> Personality	3 credits (1 course)
Statistics	6 credits (2 courses)
Measurement or Evaluation	3 credits (1 course)
Additional EPsy courses	9 credits min
Doctoral Thesis Credits [ <b>EPsy 8888</b> ]	24 credits

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

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

field coursework. (If student has internal minor, they must register for at least one course outside of Educational Psychology.)

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

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

### **Educational Psychology Preliminary Requirements**

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

### **Special Field Preliminary Exam**

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

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

## Special Field Preliminary Requirements

1. **Grades for School Psychology:** B- or better on all final exams and course grades for:

- a. 5851 Engaging Diverse Students and Families
- b. 8811-8813 Assessment
- c. 8815-8816 Intervention
- d. 8821 School Psychology Professional Issues
- e. 8823- Ethics and Professional Standards
- f. 8817 – Consultation

**OR**

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

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

**OR**

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

3. **Portfolio** Students will be required to develop a portfolio that contains evidence of competency within the program competency areas. The portfolio will be discussed by students and their advisors annually prior to the Tulip Memo. The Tulip Memo will provide students with feedback on their progress. In order to meet requirements for the special field preliminary, a final review of the student's portfolio must be conducted during the spring of the third year by the advisor, but will be summatively scored upon completion of the degree plan.

4. **Comprehensive Written Examination** See separate section on comprehensive written examinations.

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

## Oral Preliminary Paper and Examination

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

### Oral Preliminary Paper

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

**Scope** Orals Papers uniformly represent a scholarly document that synthesizes an area of theory, research, and/or practice closely related to the student's own academic program and area of focus. The *Educational Psychology Handbook* describes Orals Papers in this way:

*The intent of the paper is to integrate the literature in a prescribed area of research. It should not include a specific plan of the student's dissertation. The*

*paper is modeled on those integrative reviews found in the Review of Educational Research, Psychological Bulletin, or Psychological Review. Conceptually, the paper is neither a mindless listing of studies in excessive detail, nor a widely speculative paper with no evidence offered in support of argument. It is not flawed by theoretical gaps in the literature review. Rather, the paper identifies major issues in the area chosen. It is guided by ideas and uses information selectively and critically with respect to those ideas. It reflects methodological sophistication in the description of research strategies and results. The paper is to be coherent. Being analytic, integrative, and topically constrained, the paper is not to be discursive or of excessive length. It will normally range from 30-40 pages of double-spaced text. Given the scope and scholarly nature of this paper, it is possible that the product will subsequently be submitted for publication. Peer review does not replace advisement and examination at the University of Minnesota. If submitted for publication in a peer-reviewed journal or otherwise disseminated, APA guidelines should be used to determine order of authorship. In virtually all instances, however, the work should represent sole author (or, at a very minimum, senior author) effort by the student. It is assumed that students may prepare orals papers on topics related to grant or contract activities. While the grant may have been awarded (in whole or in part) to support preparation of scholarly reviews and these responsibilities have been assigned to the student, preparation of an orals paper must be over and above the work for which the student it paid.*

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

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

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

**Style** All orals papers will be prepared in accordance with publications guidelines of the American Psychological Association as described in their Publications Manual, 6<sup>th</sup> edition.

## **Oral Preliminary Examination**

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

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

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

#### **Skills for the Oral Preliminary Examination**

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

- 1) Provide a clear statement of themes, findings, or dilemmas that represent your interest in an existing body of literature.
  - a) Make a clear statement of the area of literature, and theme(s) reviewed
  - b) Provide a rationale for, and support of, identified theme(s)
  - c) Describe the relation between identified theme(s), broader literature, and ongoing area of scholarly and/or professional activity
- 2) Have a sufficient store of facts: Master foundational areas of content (e.g., school psychology, drop-out prevention, early intervention), theory (e.g., developmental psychopathology, operant psychology), and technical skill (e.g., statistics, experimental design, measurement)
- 3) Read and discuss issues broadly
- 4) Monitor relevant journals & periodicals, conference proceedings, and professional activity
- 5) Demonstrate your capacity to ask complex conceptual questions
  - a) Identify gaps of knowledge or theory in extant literature
  - b) Identify gaps or shortcomings in methodology of extant literature
  - c) Integrate perspectives or findings from multiple areas or sources
- 6) Demonstrate your capacity to answer complex conceptual questions



- a) Define essential element(s) of questions, when asked
- b) Identify information pertinent to each identified element
- c) Organize and present information coherently
- d) Check for understanding
- 7) Defend your own perspective, or change and accommodate that perspective when appropriate: Develop clear, supportable perspectives and opinions on body of theory, research, and methods
- 8) Know what you think, and the assumptions and facts on which your perspectives and opinions are based
- 9) Identify views that diverge from your own
  - a) When divergence can be accounted for by differences in factual knowledge, change your view to accommodate new facts
  - b) When divergence can be accounted for by differences in perspective or opinions, identify essential differences and provide rationale for your position on these differences
- 10) Be consistent, coherent, and respectful in responses to others' questions and challenges

### **Ph.D. Candidacy**

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

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

### **Dissertation**

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

**Scope** The dissertation is a scholarly document of a report of an empirical investigation. The focus of the empirical report may include pilot studies, analyses of existing data sources, or original research. It is assumed that the work will be of scope and quality to warrant publication in a peer-reviewed journal. Given the scope of theses, it is likely that many will subsequently be submitted for publication. Peer-review does not, however, replace advisement and examination at the University of Minnesota. It is assumed that

students may be conducting thesis research on topics related to grant or contract activities. Unless the grant was awarded to the student, the work completed for the thesis must be over and above work specified in the grant or contract work for which a student is paid.

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

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

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

The dissertation topic should be *relatively focused* and selected in collaboration with the student's advisor. The investigation *described fully* in the manuscript and the document is to be written in **APA-style**. The format of the document will vary accordingly to two options below.

#### Option 1

- **Abstract** section that is a comprehensive summary of the study including a description of the problem, research question, participants, essential features of the methods, basic findings including effect sizes, and conclusions.
- **Introduction** section that includes a brief summary of relevant research, statement of the problem, study purpose, significance of the study, research questions, definitions, delimitations, and organization of the dissertation.
- **Review of Literature** section that systematically reviews empirical reports and literature reviews with a conceptual framework to contextualize the study, adequately summarizes the state of current research (i.e., critically evaluates research methods and reports effect sizes), identifies the need for further work, and provides a convincing rationale for the study.
- **Methods** section detailing the methodology employed,
- **Results** section detailing the findings of the investigation according to each research question, and
- **Discussion** section including any interpretation of the findings, its relationship/contribution to the existing literature, implications for practice, implications for theory, limitations, and conclusion.

#### Option 2

- **Abstract** section that is a comprehensive summary of the study including a description of the problem, research question, participants, essential features of the methods, basic findings including effect sizes, and conclusions.
- **Introduction** section that includes a brief summary of relevant research, statement of the problem, study purpose, significance of the study, research questions, definitions, delimitations, and organization of the dissertation.
- **Review of Literature** section that systematically reviews empirical reports and literature

reviews with a conceptual framework to contextualize the study, adequately summarizes the state of current research (i.e., critically evaluates research methods and reports effect sizes), identifies the need for further work, and provides a convincing rationale for the study.

- **Study 1** section that provides a description of a study. The section should include a review of the literature that is unique from Chapter 2 (Review of Literature) and is more focused and likely more succinct, a description of the study methods, results for each research question, and discussion that contextualizes the data within theory, previous research, practice, and their limitations.
- **Study 2** section that provides a description of a second study that is conceptually related to Study 1, but represents a unique contribution to the literature. The section should include a review of the literature that is unique from Chapter 2 (Review of Literature) and is more focused and likely more succinct, a description of the study methods, results for each research question, and discussion that contextualizes the data within theory, previous research, practice, and their limitations.
- **Synthesis and General Discussion** section that discusses how the two studies are related and how together they represent a significant contribution to the literature.

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

Exact instructions on preparation of the thesis are available online at the Graduate School website at [http://www.grad.umn.edu/current\\_students/forms/gs16.pdf](http://www.grad.umn.edu/current_students/forms/gs16.pdf). Further, all School Psychology Doctoral theses will be prepared in accordance with publications guidelines of the American Psychological Association, as described in its most current edition, *Publications Manual, 6th edition*.

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

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

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

may or may not be from Educational Psychology, but must have full approval from the Graduate School.

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

### **Process**

1. **Select Topic** Based on student interest, experience, and objectives, the student and advisor develop a general topic and operational plan for thesis.
2. **Develop Prospectus and Research Timeline** Based on the topic, the student will develop a Prospectus that summarizes the proposed area of research, the research rationale, and the research design. Additionally the student should develop a detailed outline and timeline for all activities leading to preparation of thesis. This outline should be given to the Thesis Panel prior to meeting.
3. **Meet with the Dissertation Panel** The student will meet with the Dissertation Panel who will consider and approve the thesis topic, plan, and procedures prior to submission of the thesis proposal to the DGS. The Oral Prelim examination must be passed before the prospectus can be approved by the Dissertation Panel.
4. **Submit the Thesis Title Form** After the Dissertation Panel's approval, the Dissertation Title form must be submitted to the DGS [no later than the 1<sup>st</sup> semester after passing the preliminary oral]. Students should file, with their advisor's approval, the title and statement of their doctoral dissertation on the *Dissertation Title Form* with the Graduate School. The Graduate School requires that the title be accompanied by a typed statement (250 words in length) describing the research to be undertaken and the methods to be used in carrying it out.
5. **Human Subjects Approval** Obtain Institutional Review Board approval for research with guidance from your advisor.
6. **Implement Research Plan** The student executes the agreed upon research plan.
7. **Prepare Manuscript** The student will draft the doctoral manuscript and submit drafts to the advisor and/or committee members for review and comment. The student will then revise the manuscript based on these comments. Review and revision will continue until the student and committee agree that the manuscript is ready for defense.
8. **Registration and Distribution of the Dissertation** When a clean, complete, typed draft of the dissertation has been prepared, request a Graduation Packet from the Graduate School. It will include a reader's form that the student circulates with the thesis to his/her three readers (ordinarily his/her advisor, an external member, and one other member from the major field). This committee must be unanimous in certifying that the dissertation is ready for

oral defense before the final oral can be held. When the form is returned to the Graduate School, a request for scheduling the final oral is made and instructions for submitting the thesis are issued. Committee members should have at least two weeks to read the dissertation.

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

### **Binding the 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 unbound copy on regular copy paper is to be delivered to the Graduate School. Also, one bound copy should be given to your thesis advisor and one bound copy should be given to the School Psychology Program Assistant for placement in the Educational Psychology Resource Library.

### **Internship**

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

1. Register the 10 internship credits according the student's Graduate Degree Plan; however, the students will not receive their grade until the internship is actually completed
2. When the student is ready for his/her final defense, have his/her advisor send a written statement to the Graduate School stating that the student will be completing his/her internship within the next 18 months. (All other courses on the Graduate Degree Plan must be graded.)
3. Proceed with the defense
4. Complete the 1500 hours of internship and meet all internship requirements including a doctoral level primary supervisor and at least 600 hours of the internship is in a school setting where the intern have access to general education students
5. The internship grade will be submitted after all the internship requirements are met and the final written evaluation is received

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

### Typical Progress toward Degree Completion for Doctoral Students

Doctoral students usually finish their entire course of study within 5 years. In the first 2 years, students focus on completing coursework while participating in research. In the spring and summer of their second year, students complete and defend their Master's. Students then complete their coursework and practica in their 3<sup>rd</sup> year. In the 4<sup>th</sup> year, students participate in dissertation topic. In the 5<sup>th</sup> year, students complete their internship. Some students alternate dissertation and internship requirements. Students who elect to complete their internship prior to their dissertation study are eligible for applying for a dissertation fellowship, competitively offered by the Graduate School. This typical schedule is depicted graphically in appendix E.

### Checklist for Progress toward Degree Completion

	Meet with your advisor to decide on your 1 <sup>st</sup> year of coursework and on the Master's Plan <b>A/B</b> option. Register for the agreed upon coursework and appropriate amount of research credits for the Master's option chosen.		
	Obtain the <i>Graduate Program Plan</i> form from the Graduate School ( <a href="http://www.grad.umn.edu/current_students/forms/gs16.pdf">www.grad.umn.edu/current_students/forms/gs16.pdf</a> ) and complete the MA program		
	After first semester in the program, submit M.A. Degree Plan to your advisor for signature. Then send it to the Director of Graduate Studies (DGS). [Give it to the DGS Asst. in room 250 Education Sciences Building]. Note: You will need faculty to agree to be Master's committee members at this time; however, these initial agreements are not set in stone and changes in committee members can be made later. The form to propose examining committee members is submitted online at <a href="http://www.grad.umn.edu/students/forms/masters/index.html">http://www.grad.umn.edu/students/forms/masters/index.html</a> .		
	Continue coursework according to the plans developed [and redeveloped] with your advisor.		
	Select a Master's topic based on student interests and experiences and develop a research plan (detailed outline and timeline) with approval from your advisor.		
	Obtain human subjects approval with guidance from your advisor.		
	Implement research plan as agreed upon.		
	Request MA graduation packet		
	Prepare manuscript and submit for review and revision to your advisor until it is ready for defense.		
	Schedule a one-hour oral defense with all of your Master's committee members.		
	<b>Plan A</b>		<b>Plan B</b>
	Obtain a Graduation Packet from Graduate School		Obtain a Graduation Packet from Graduate School
	Distribute the thesis to committee members 2 weeks before the oral defense		Distribute the Plan B paper to committee members 2 weeks before the oral defense.
	After your committee members have read and approved your thesis and signed off on the <i>Thesis Reviewer's Report</i> form, return the form to the Graduate School and pick up the <i>Final Examination</i> form.		You will need your <i>Final Examination</i> form at your oral defense. That form will be in the graduation packet.
	Hold the final oral exam where committee members will sign off on the <i>final exam</i> form. Return the form to the Graduate School.		Hold the final oral exam where committee members will sign off on the <i>Final Exam</i> form. Return the form to the Graduate School.
	Submit pdf copy of your thesis without the signature page to the Graduate School. Submit hard copy of the signature and title pages to the Graduate School.		

	Submit the <i>Application for Degree</i> form to 333 STSS by the 1 <sup>st</sup> working day of the month in which you wish to graduate.
	Before the Fall of 3 <sup>rd</sup> year, submit doctoral Degree Plan to your advisor for signature. Then send it to the DGS. Note: You need faculty to agree to be doctoral committee members at this time; however, initial agreements are not set in stone and changes may be made. Submit proposed examining committee members online at <a href="http://www.grad.umn.edu/students/forms/doctoral/index.html">http://www.grad.umn.edu/students/forms/doctoral/index.html</a> .
	Complete required core coursework in Educational Psychology
	Complete and pass the School Psychology Praxis Examination
	Complete Special Field Preliminary requirements and submit special field preliminary requirements form and supporting materials to advisor.
	Take the Special Fields Preliminary Applied Statistics and Measurement Exam. Submit Checklist for Showing Completion of Written Prelim and Prelim Written Exam report to the DGS assistant.
	Research and write the Oral Preliminary Paper
	Schedule a three-hour Preliminary Oral Exam one week in advance with Graduate School
	Hold the Preliminary Oral Exam and return committee members signatures on the <i>Oral Exam</i> form to Grad School.
	Select a dissertation topic based on student interests and experiences and develop a research plan (detailed outline and timeline called a Prospectus) with your advisor.
	No later than 1 <sup>st</sup> semester after passing oral preliminary, meet with the Thesis Panel to gain approval for the topic and research plan.
	Submit Thesis planning panel form w/ statement of research design
	Obtain human subjects approval with guidance from your advisor.
	Implement research plan as agreed upon.
	Prepare manuscript and submit for review and revision to your advisor and/or committee members until it is ready for defense.
	Obtain Ph.D. Graduation Packet from Graduate School.
	Distribute copies of the dissertation to readers with Reviewers Report Form to certify that the dissertation is ready for defense.
	Return Reviewers Report Form to Graduate School, and schedule a 3-hour final oral at least one week in advance.
	Notify DGS assistant of time, date, and place of final. Register your final oral exam time online with the Graduate School.
	Hold the final oral exam and return committee members signatures on the <i>Oral Exam</i> form to Grad School.
	Submit the application for degree and pay any graduation fees by the first day of the month in which you plan to graduate.
	Submit pdf copy of your thesis without the signature page to the Graduate School. Submit hard copy of the signature and title pages to the Graduate School.
	If you plan to attend commencement, you must fill out and submit the commencement form to the graduate school. You will need the signature of your advisor and the DGS.

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## Section XI: Preliminary Written Examinations

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### Background:

**For Specialist Certificate students:** The University of Minnesota School Psychology Program requires specialist students to take the Comprehensive Written Examination as a part of the Special Field Preliminary Examination requirements. For additional information about the Special Field Prelim, please refer to page 26.

**For Doctoral students:** The Department of Educational Psychology requires doctoral students to complete two phases of preliminary examinations: a written prelim phase and an oral prelim phase. Two written prelims (Applied Measurement & Statistics Examination and Comprehensive Written Examination) are required for the School Psychology students. The Comprehensive Written Examination is also a part of the Special Field Preliminary Examination requirements for the doctoral students. For additional information about the Special Field Prelim, please refer to page 42.

### Prerequisites:

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

### Timeline:

Students are asked to respond to a Fall Written Examination Memo, which is sent out by the program secretary. For those who are planning to take the exam for that academic year will declare their intent by completing the survey at the bottom of the memo and submit it to the School Psychology Program secretary by November 1<sup>st</sup>.

### Schedule & Logistics:

The three-hour doctoral and the two-hour specialist closed note exams are offered once in October (Tuesday after Columbus Day), in January (Tuesday after Dr. Martin Luther King Jr. Birthday) and again in May (Tuesday before Memorial Day) of each academic year. Written request for an off-cycle administration, which is rarely granted, must be submitted by the student to the faculty. Out-of-state interns are required to identify a proctor for the exam (e.g., their intern supervisor) who must be approved by the exam committee (see page 59).

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



The exam candidates must sign the Agreement of Exam Terms document (see page 58) and return it to the proctor before the exam begins. When students arrive, they should sign the Agreement of Exam Terms and verify their ID number on the sign-in sheet. They can then pick up their flash drive containing the exam questions, a hard copy of the questions, and instructions. Scratch paper & pencil will be provided if desired.

Students should select a computer station (spread out if in lab) and put their belongings on the floor or up front, whichever is better. Have the students write down the number of the computer station they are at on the top of the paper copy of their exam (which needs to be turned in with the flash drive at the end of the exam). The doctoral students have three hours and the specialist students have two hours to complete the exam. He/she can take bathroom breaks when necessary. At the end of the exam period,

This is a closed book, no notes, proctored test. Therefore, students are not allowed to use any printed or electronic resources including Internet or information saved on a flash drive, USB drive, mini-hard drive, floppy disks, etc. Moreover, students are not allowed to keep a copy of the exam questions; therefore, they cannot email themselves a copy of the exam response. Although the examination is proctored, students are expected to adhere to an honor system and to display exemplary ethical behavior.

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

### **Approach:**

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

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

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

### **Content:**

Given the task of mastering the discipline of school psychology, comprehensive examination questions will tap content that the faculty believe should be known by all doctoral school

psychology graduates. Any subject matter relevant to school psychology may be covered at the discretion of the school psychology faculty; however, the content is primarily derived from coursework and training.

**Format:**

Although the comprehensive examination may cover content from all courses required of school psychology students, it is not a 'super' final test. Rather, it assesses students' comprehensive knowledge of the discipline of school psychology, which was obtained in required coursework, independent readings, fieldwork, and research. Emphasis will be placed on questions that require analysis, synthesis, and evaluation rather than questions that rely on rote recall. Given this emphasis, only 10-20 questions will be administered. Examples of appropriate questions include:

- ❖ Explain the psychometric concept of reliability using the classical theory approach and describe how reliability is important, if it is, in school psychology research and practice.
- ❖ A variety of consultation models are popular with school psychologists. Compare and contrast two consultation models in terms of assumptions, operation, use with parents and teachers, ethical issues, empirical support, etc.
- ❖ Several systems are in common use for the diagnosis of child and adolescent psychopathology. Prominent among them are DSM, IDEA, and empirical systems. Compare and contrast these systems. What are their strengths and weaknesses, respectively? What evidence applies? What should be used in school psychology practice and why?

Students' knowledge of ethics, history and systems, and diversity will be assessed through these different content areas. That is, students will be expected to address these areas, if appropriate, in each response. Concision is valued, so the maximum response length, typically between ¼ to 1 page, will be indicated for each item.

**Scoring:**

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

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

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

consensus can be reached, the response will be scored by additional faculty until a consensus decision is reached.

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

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

- Pass. A result of pass or better on all items will result in a pass on the exam.
- Pass with Reservations. A result of pass with reservations will result when there is a pass or better on 75% or more of the items and no item with a score of 0.
  - In this case, the student will be required to write an open-book, comprehensive answer to each *Inadequate* response within two weeks. These Comprehensive Responses must be ten or fewer pages in length (including references) and follow APA format. Each member of the exam committee will grade Comprehensive Responses within two weeks of receiving them using the same criteria as for the original responses. The “preliminary pass” designation will be changed to “pass” when scores of 2 and 3 are obtained on all Comprehensive Responses and to “fail” for any score of 0 or 1 on a Comprehensive Response.
- Fail. A result of fail will result if the criterion are not met to either pass or pass with reservations.
  - In the case of a fail, the student will meet with the exam committee and with their advisor to devise a remediation plan for guided self-study and/or

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

Sample Agreement of Exam Terms:

**School Psychology Comprehensive Written Exam**  
**[Date]**

***Agreement of Exam Terms***

By signing my name below, I agree to take this exam under the following conditions:

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

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

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

Name: \_\_\_\_\_

Sample Proctor Agreement:

**School Psychology Comprehensive Written Exam**  
**[Date]**

***Proctor Agreement***

I \_\_\_\_\_ agree to volunteer and serve as an exam supervisor for  
\_\_\_\_\_ on behalf of the University of Minnesota School Psychology

Program. I will arrange a quiet room in which a functional computer is available for the exam. I understand this exam is to be taken under the following conditions:

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

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

Name: \_\_\_\_\_

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## Section XII: School Psychology Resources (SPR) Moodle Website

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The faculty of the School Psychology Program has created a School Psychology Resources (SPR) Moodle website for students and faculty to retrieve the most up-to-date information, program related documents and forms more easily. To access the SPR, students go to [www.moodle.umn.edu](http://www.moodle.umn.edu) and login using their UMN username and password. If SPR is not in the My Courses window, go to the Course Categories window and click on the Training and Collaboration link. If students are accessing SPR for the first time, they will need to contact the School Psychology program assistant for a one-time self-enrollment key to enroll themselves in the SPR site. Thereafter, the SPR site will be listed as one of the courses in the My Courses window and will also be listed in 'my Courses & Teaching' on the myU website. On the SPR website, students can download important program forms and documents such as the Student Handbook, APA Requirement Checklist, Special Field Requirement Form, practicum and internship information, etc.

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## Section XIII: Other Information

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

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

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

*Note:*

#### 1. Fingerprinting Requirements and Fee

Minnesota State Law requires that all candidates applying for initial licensure be fingerprinted for national and state criminal background checks. If you completed your internship in Minnesota with the Limited Intern License, you already had a background check. According to MDE, you do not need another fingerprinting. If you do need to submit a fingerprint card, please be sure to use the **MDE's fingerprint card** (available at 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. If you need to be background checked, your application fee is \$90.65 instead of \$62.70.

## **2. Ph.D. Students**

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

### **Applying for National Certification for School Psychologists**

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

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

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

### **Applying for Psychology Licensure**

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

### **Fellowships**

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

### **Funding for Internship**

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

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



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

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## Appendix A: Important Websites

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- Students take many Educational Psychology and Child Psychology courses as part of their graduate study. You can check One Stop for current classes offered in Educational Psychology and Child Psychology.  
[http://onestop2.umn.edu/courseinfo/classschedule\\_selectsubject.jsp?institution=UMNTC](http://onestop2.umn.edu/courseinfo/classschedule_selectsubject.jsp?institution=UMNTC)
- Information about getting licensure as a Licensed Psychologist is obtained from the Minnesota Board of Psychology website. [www.psychologyboard.state.mn.us](http://www.psychologyboard.state.mn.us)
- For students who apply for an internship in MN, an equivalent of one school year and reimbursable Limited Intern License is required. The application forms can be downloaded at Minnesota Department of Education website:  
<http://education.state.mn.us/MDE/EdExc/Licen/index.html>
- National Association of School Psychologists (NASP). You can get information about NASP at: [www.nasponline.org/index.html](http://www.nasponline.org/index.html)
- American Psychological Association (APA). You can get information about APA at: [www.apa.org](http://www.apa.org)

## Appendix B: SCHOOL PSYCHOLOGY CALENDAR

2013-2014

Date	Time	Event	Location
August 26, 2013	9am-2:00pm	Academic Year Appointments Begin Ed Psych Faculty Retreat	UROC
August 27, 2013	8am-11:30am	CEHD Assembly (Photos)	McNamara
<b>August 29, 2013</b>	<b>8am-3:30pm 3:30-5:30pm 4-6pm</b>	<b>New Student Orientation CEHD Kick-Off Block Party Welcome Back Happy Hour</b>	<b>10 ESB Burton Hall TBA</b>
September 2, 2013		Holiday - University Offices Closed	
September 3, 2013		First Day of Fall 2013 Classes	
September 9, 2013	12:15-2:15pm	School Psych Faculty Meeting	250J ESB
September 19, 2013	12:45-1:45pm	School Psych Roundtable	10 ESB
September 26, 2013	3:30-5:30pm	Distinguished Alumni Reception – Mark Shinn	325 ESB
October 8, 2013	8:30am-12:30pm	Fall Written Prelim Exam	325 Peik
October 14, 2013	12:15-2:15pm	School Psych Faculty Meeting	250J ESB
October 24, 2013	12:45-1:45pm	School Psych Roundtable	10 ESB
November 11, 2013	12:15-2:15pm	School Psych Faculty Meeting	250J ESB
November 12, 2013		Spring 2014 Registration Begins	
November 14, 2013	12:45-1:45pm	School Psych Roundtable	10 ESB
<b>November 15, 2013</b>		<b>PhD and Spec Cert Applications Due</b>	
November 28-29, 2013		Thanksgiving Holiday - U Closed	
<b>December 6, 2013</b>	<b>9am-12pm</b>	<b>Admissions Review Meeting</b>	<b>250J ESB</b>
December 11, 2013		Last Day of Classes for Fall Semester	
December 12, 2013	12:45-1:45pm	School Psych Roundtable	10 ESB
December 12-19, 2013		Fall Semester Finals	
December 16, 2013	12:15-2:15pm	School Psych Faculty Meeting	250J ESB
December 23-25, 2013		Winter Holiday Break - University Offices Closed	
January 1, 2014		Holiday – University Closed	
January 9, 2014	12:45-1:45pm	School Psych Roundtable	10 ESB
<b>January 13, 2014</b>		<b>Interview Day</b>	<b>325, 250J, 330, 10, 350E, 225E</b>
January 14, 2014	8:30am-12:30pm	Winter Written Prelim Exam	325 Peik
January 20, 2014		Martin Luther King Jr. Day - University Closed	
January 21, 2014		Spring 2014 Semester Begins	
February 6, 2014	12:45-1:45pm	School Psych Roundtable	10 ESB
Date	Time	Event	Location
February 17, 2014	12:15-2:15pm	School Psych Faculty Meeting	250J ESB
February 18-21, 2014		NASP CONVENTION	Washington, DC

<b>February 28, 2014 or March 7, 2014</b>		<b>Grad Research Day</b>	Coffman
March 10, 2014	12:15-2:15pm	<i>School Psych Faculty Meeting</i>	250J ESB
March 13, 2014	12:45-1:45pm	<i>School Psych Roundtable</i>	10 ESB
March 17-21, 2014		Spring Break	
April 8, 2014		May/Summer 2014 Registration Begins	
April 10, 2014		Fall 2014 Registration Begins	
April 14, 2014	12:15-2:15pm	<i>School Psych Faculty Meeting</i>	250J ESB
April 17, 2014	12:45-1:45pm	<i>School Psych Roundtable</i>	10 ESB
May 9, 2014		Last Day of Spring Classes	
<b>May 13, 2014</b>	<b>8am-12:30pm</b>	<b>Annual Review of Students</b>	<b>250J ESB</b>
May 13, 2014	8:30am-12:30pm	<i>Spring Written Prelim Exam</i>	325 Peik
May 15, 2014	12:45-1:45pm	<i>School Psych Roundtable</i>	10 ESB
May 16-17, 2014		Spring Semester Finals	
TBA		<b>Ed Psych Commencement Reception CEHD Undergraduate Commencement CEHD Graduate Commencement</b>	<b>TBA</b>
<b>May 19, 2014</b>	<b>12:15-2:15pm</b>	May Session begins <b><i>School Psych Faculty Retreat</i></b>	<b>250J ESB</b>
May 26, 2014		Holiday - University Offices Closed	
June 13, 2014		May Session ends	
June 16, 2014		Summer Session 2014 begins	

## Appendix C: School Psychology Assessment Portfolio Scoring Rubric

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

Domain	Descriptors	Competency Unmet (0 to 7 points)	Competency Partially Met (8 or 9 points)	Competency Fully Met (10 points)	Student Score and Comments
<b><u>Data Analysis and Decision-Making</u></b>	Evidence of using varied models and methods of assessment that yield information useful in (a) identifying a student's strengths and needs, (b) in understanding problems, and (c) in measuring progress and accomplishments.	Demonstrates knowledge of the three points in the descriptor, but does not provide examples of actually using them. OR Does not demonstrate knowledge of all three points.	Provides an example of using data to address 1 or 2 points in the description and knowledge of one other.	Provides an example of using assessment data to address all three points listed in the description.	
<b><u>Consultation, Collaboration, &amp; Supervision</u></b>	Evidence of effective collaboration with others in planning and decision-making processes at the individual, group, and systems levels.	Demonstrates knowledge of collaborating in planning and decision making, but does not provide examples of successful collaboration OR Provides examples for collaborating in planning and decision making for individual, OR group, OR systems level.	Provides examples of collaborating in planning and decision making for 2 of the following, individual, group, and systems level.	Provides examples of collaborating in planning and decision making for individual, group, and systems levels.	

Domain	Descriptors	Competency Unmet (0 to 7 points)	Competency Partially Met (8 or 9 points)	Competency Fully Met (10 points)	Student Score and Comments
<u>Effective Interventions to Develop Cognitive / Academic Skills</u>	<p>Knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.</p> <p><b>Evidence of ability to:</b></p> <ul style="list-style-type: none"> <li>A. Develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.</li> <li>B. Implement interventions (e.g. instructional interventions and consultation) to achieve those goals.</li> <li>C. Evaluate the effectiveness of interventions.</li> </ul>	<p>Demonstrates knowledge of the domain but provides evidence for only one or few of A, B, and C in the descriptor.</p>	<p>Provides evidence for two of the three points (A, B, and C) in the descriptor.</p>	<p>Provides evidence for all three points (A, B, and C) in the descriptor.</p>	

Domain	Descriptors	Competency Unmet (0 to 7 points)	Competency Partially Met (8 or 9 points)	Competency Fully Met (10 points)	Student Score and Comments
<u>Effective Interventions to Promote Mental Health and Life Competencies</u>	<p>Knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.</p> <p><b>Evidence of ability to:</b></p> <p>A. Develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs.</p> <p>B. Implement interventions (e.g. consultation, behavioral assessment/intervention, and counseling) to achieve those goals</p> <p>C. Evaluate the effectiveness of interventions.</p>	<p>Demonstrates knowledge of the domain but provides evidence for only one or few of A, B, and C in the descriptor.</p>	<p>Provides evidence for two of the three points (A, B, and C) in the descriptor.</p>	<p>Provides evidence for all three points (A, B, and C) in the descriptor.</p>	

Domain	Descriptors	Competency Unmet (0 to 7 points)	Competency Partially Met (8 or 9 points)	Competency Fully Met (10 points)	Student Score and Comments
<b><u>Diversity and Individual Differences</u></b>	<p>Knowledge of individual differences, abilities, and disabilities and knowledge of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.</p> <p><b>Evidence of:</b></p> <ul style="list-style-type: none"> <li>A. Sensitivity and skills needed to work with individuals of diverse characteristics.</li> <li>B. Ability to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</li> </ul>	Demonstrates knowledge of the domain but does not provide evidence for points A or B in the descriptor.	Provides evidence for one of the two points (A and B) in the descriptor.	Provides evidence for both points (A and B) in the descriptor.	



Domain	Descriptors	Competency Unmet (0 to 7 points)	Competency Partially Met (8 or 9 points)	Competency Fully Met (10 points)	Student Score and Comments
<b><u>Systems Organization,</u></b>	<p>Demonstrates knowledge of general education, special education, and other educational and related services.</p> <p>Demonstrates knowledge of schools and other settings as systems.</p> <p>Evidence of ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p>	Demonstrates knowledge of educational and other settings but does not demonstrate evidence of ability to work with individuals and groups to facilitate the policies and practices listed in the descriptor.	Provides evidence of ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others, BUT only in one setting.	Provides evidence of ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others in an educational and one other setting.	
<b><u>Prevention, Crisis Intervention, and Psychopathology</u></b>	<p>Demonstrates knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.</p> <p>Demonstrates ability to provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.</p>	Demonstrates knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior, BUT does not provide evidence of ability to develop and/or implement effective prevention programs.	Provides evidence of ability to provide or contribute to intervention programs that promote the mental health and physical well-being of students, BUT does not provide evidence for effective prevention programs.	Provides evidence of ability to provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	

<b>Domain</b>	<b>Descriptors</b>	<b>Competency Unmet (0 to 7 points)</b>	<b>Competency Partially Met (8 or 9 points)</b>	<b>Competency Fully Met (10 points)</b>	<b>Student Score and Comments</b>
<b><u>Collaboration for Comprehensive Mental Health Services</u></b>	<p>Knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.</p> <p>Demonstrates applied ability to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	Demonstrates knowledge of family systems, and of methods to involve families in education and service delivery, BUT does not provide evidence of applied ability to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	Provides evidence of applied ability to work effectively with families to promote and provide comprehensive services to children and families, BUT does not provide similar evidence for educators and others in the community as part of a comprehensive home-school-community collaboration.	Provides evidence of applied ability to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	
<b><u>Research and Program Evaluation</u></b>	<p>Demonstrates knowledge of research, statistics and evaluation methods.</p> <p>Demonstrates applied ability to evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	Demonstrates knowledge of research, statistics and evaluation methods BUT does not provide evidence of applied ability listed in the descriptor.	Provides evidence of applied ability to evaluate research, BUT not to translate research into practice or to plan and conduct investigations and program evaluations for improvement of services.	Provides evidence of applied ability to evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	

<b>Domain</b>	<b>Descriptors</b>	<b>Competency Unmet (0 to 7 points)</b>	<b>Competency Partially Met (8 or 9 points)</b>	<b>Competency Fully Met (10 points)</b>	<b>Student Score and Comments</b>
<b><u>Ethical School Psychology Practice and Development</u></b>	Knowledge of (a) the history and foundations of their profession; (b) of various service models and methods; (c) of public policy development applicable to services to children and families; (d) of ethical, professional, and legal standards.	Provides evidence of knowledge of less than three of the points (A, B, C, D) in the descriptor.	Provides evidence of knowledge of ethical, professional, and legal standards and two other points (A, B, C, D) in the descriptor.	Provides evidence of knowledge of all four points (A, B, C, D) in the descriptor.	

## Appendix D: Typical Course Sequence for Spec. Cert. Students

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

	<b>First Year</b>	<b>Requirement Met</b>
<b>Fall</b>  Total credits = 14	EPSY 8821: Issues in School Psychology (3 credits) EPSY 8811: Assessment (3 credits) EPSY 8813: Assessment Practicum (2 credits) EPSY 5261/8251: Introductory Statistical Methods/Methods of Data Analysis for Educational Research I (3 credits) EPSY 5221: Principles in Educational and Psychological Measurement (3 credits)	School Psych School Psych School Psych Stats Measurement
<b>Spring</b>  Total credits = 14	EPSY 8812: Assessment II (3 credits) EPSY 8813: Assessment Practicum (2 credits) EPSY 5851: Engaging Diverse Students and Families (3 credits) EPSY 8800: Research in School Psychology (1 credit) EPSY 8994: Research Problems (2 credits-plan B paper) Additional 3-credit class (non-EPSY course recommended)	School Psych School Psych School Psych School Psych Thesis Elective
	<b>Second Year</b>	
<b>Fall</b>  Total credits = 13	EPSY 8816: Individual and Systems Academic Interventions (3 credits) EPSY 8818: Intervention Practicum (1 credit) EPSY 5216: Intro to Research Methods (3 credits) EPSY 8707: Principles of Behavior and Learning (3 credits) <b>OR</b> EPSY 8114: Advanced Cognitive Psychology (3 credits) Additional 3-credit class (non-EPSY course recommended)	School Psych School Psych Research Methods Learning/Cognition Elective
<b>Spring</b>  Total credits = 13	EPSY 8815: Individual and Systems Social-Emotional Interventions (3 credits) EPSY 8818: Intervention Practicum (1 credit) CPSY 8606: Advanced Developmental Psychopathology (3 credits) EPSY 8817: Consultation (3 credits) EPSY 8823: Ethics and Professional Standards (3 credits)	School Psych School Psych Social/Personality School Psych School Psych
	<b>Third Year</b>	
<b>Fall</b>	EPSY 8842: Internship (6 credits)	School Psych
<b>Spring</b>	GRAD 999: Graduate School Active Status	

## Appendix E: Typical Course Sequence for Ph.D. Students

<b>First Year</b>		<b>Requirement Met</b>
<b>Fall</b>	EPsy 8821: Issues in School Psychology (3 credits) EPsy 8811: Assessment (3 credits) EPsy 8813: Assessment Practicum (2 credits) EPsy 8251: Methods of Data Analysis for Educational Research I (3 credits) EPsy 5221: Principles in Educational and Psychological Measurement (3 credits) OR EPsy 8114: Advanced Cognitive Psychology (3 credits)	School Psych School Psych School Psych Stats Measurement OR Learning/Cognition
<b>Spring</b>	EPsy 8812: Assessment II (3 credits) EPsy 8813: Assessment Practicum (2 credits) EPsy 5851: Engaging Diverse Students and Families (diversity – 3 credits) EPsy 8252: Methods of Data Analysis for Educational Research II (3 credits) EPsy 8800: Research in School Psychology (1 credit) EPsy 8894: Research Problems (2 credits – Plan B paper)	School Psych School Psych School Psych Stats Research Methods Thesis
<b>Summer</b>		
<b>Second Year</b>		<b>Requirement Met</b>
<b>Fall</b>	EPsy 8816: Individual and Systems Academic Interventions (3 credits) EPsy 8818: Intervention Practicum (1 credit) EPsy 8215: Advanced Research Methodologies in Education (3 credits) EPsy 8800: Research in School Psychology (1 credit) EPsy 5221: Principles in Educational and Psychological Measurement (3 credits) OR EPsy 8114: Advanced Cognitive Psychology (3 credits) Additional 3 credit class	School Psych School Psych Research Methods Research Methods Measurement OR Learning/Cognition Elective
<b>Spring</b>	EPsy 8815: Individual and Systems Social-Emotional Interventions (3 credits) EPsy 8818: Intervention Practicum (systems) (1 credit) CPsy 8606: Advanced Developmental Psychopathology (3 credits) EPsy 8817: Consultation (3 credits) EPsy 8823: Ethics and Professional Standards (3 credits)	School Psych School Psych Social/Personality School Psych School Psych
<b>Summer</b>		
<b>Third Year</b>		<b>Requirement Met</b>
<b>Fall</b>	EPsy 8831: School Based Practicum (3 credits) EPsy 8800: Research in School Psychology (1 credit) Additional 8000 level stat course Additional 3 credit class	School Psych Research Methods Stats Elective
<b>Spring</b>	EPsy 8290 – Key Issues in Social Psychology (3 credits) EPsy 8905 – Landmark Issues (3 credits) EPsy 8832 – Community/Clinical/Research Practicum (3 credits) PSY 5064 – Brain and Emotion (3 credits) Additional 3 credit class	APA - Social Bases History/Systems School Psych APA – Bio Bases Elective
<b>Fourth Year</b>		<b>Requirement Met</b>
<b>Fall</b>	EPsy 8850: Doctoral Seminar (3 credits) EPsy 8841: Instruction and Supervision (2 credits) Additional 3 credit class	School Psych School Psych (APA) Elective
<b>Spring</b>	EPsy 8841: Instruction and Supervision (2 credits) Additional 3 credit class	School Psych (APA) Elective

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## Appendix F: School Psychology Ph.D. Graduates, 2002 – Present

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<u>Name</u>	<u>Year</u>	<u>Initial Employment</u>	<u>Dissertation Title/ Advisor(s)</u>
Ruth Nelson	2002	Bethel College	<i>The Intended and Unintended Consequences of Minnesota's Basic Standards Tests for Students with Disabilities</i> - Jim Ysseldyke
Ellen Teelucksingh	2002	Intermediate District 287	<i>Effects of Consultation and Curriculum-Based Monitoring on Math Performance</i> - Jim Ysseldyke
Catherine Lawrence	2002		<i>The Impact of Foster Care on the Development of Behavior Problems</i>
Kristen Missall	2002	University of Minnesota	<i>Reconceptualizing School Adjustment: A Search for Intervening Variables</i> - Scott McConnell
Yvonne Godber	2002	Columbia University, NY	<i>School Climate: Understanding Parent Perspectives to Strengthen Family-School Relationships</i> - Sandy Christenson
Chris Boys	2003	University of Minnesota Medical School	<i>Mastery Orientation Through Task-Focused Goals: Effects on Achievement and Motivation.</i> - Jim Ysseldyke
Stacey Kosciolek	2003	Stillwater School District	<i>Instructional Factors Related To Mathematics Achievement.</i> - Jim Ysseldyke
Amy Donovan	2003	Minneapolis Public Schools	<i>Functional communication training in young deaf children: Effects of reinforcement magnitude on requesting on time-on task.</i> - Scott McConnell
Peggy Smith	2003	Carmen B. Pingree School for Children with Autism in Salt Lake City, Utah	<i>The association of family, parent and child characteristics with behavioral development in infancy.</i> -Scott McConnell
Ben Silbergliitt	2003	St. Croix Educational District	<i>Beyond Situational Specificity and other Hypothetical Constructs: A Practical Approach to General Outcome Measurement of Preschool Social Skill Development.</i> -Scott McConnell

<b>Amy Reschly Anderson</b>	2003	U of South Carolina	<i>Student Engagement and Dropout: An Investigation with Students Who Have Mild Disabilities.</i> -Sandra Christenson
<b>Lynne Havsy</b>	2004	Newark Public School, New Jersey	<i>Effects of School Climate, Student Belonging, Student Coping and Home Support for Learning on Student Attendance</i> - Sandra Christenson
<b>Sara Bolt</b>	2004	Michigan State University	<i>Examining Empirical Evident for Several Commonly-held Beliefs and Disputes about Testing Accommodations.</i> - Jim Ysseldyke
<b>Dawn Picklo</b>	2005	Central Michigan University	<i>Behaviorally At-Risk African American Students: The Importance of Student-Teacher Relationship for School Outcomes</i> - Sandra Christenson
<b>Holly Windram</b>	2005	St. Croix River Ed.Dist.	<i>An Exploratory Study of Spanish-Speaking Families' Perspectives on Welcoming School Environments.</i> - Sandra Christenson
<b>Joseph Betts</b>	2006	Renaissance Learning, WI	<i>The Effects of Different Methods of Handling Missing Values for the Computation of Internal Consistency Reliability.</i> - Jim Ysseldyke
<b>Kristen Bogner</b>	2006	Elkhart Community Sch., Indiana	<i>Social Contexts and Students' School-Related Cognitions and Achievement: The Role of Peers Within a Larger Systems Framework.</i> -Scott McConnell, Marika Ginsburg-Block
<b>Crystal Cullerton-Sen</b>	2006	Univ. of Eau Claire, WI	<i>Physical and Relational Victimization and School Adjustment: The Impact of Coping Strategies and Disconnection.</i> - Scott McConnell
<b>Hilda Ives Wiley</b>	2006	Boston District Schools	<i>Collaborative Problem-Solving Teams: The Relationship Between Team Effectiveness and Teacher Attitudes, Beliefs, and Concerns.</i> -Stan Deno, Matthew Lau
<b>Jean Klein</b>	2006	Casa Pacifica in Camarillo, CA	<i>Predictors of Recovery in Adolescents with Alcohol and Chemical Addictions Enrolled in a Recovery School System.</i> - Sandy Christenson

<b>Na'im Madyun</b>	2006	University of Minnesota	<i>The Utilization of Social Disorganization Theory to Explain the Variance in the School Performance of African American Students.</i> -Scott McConnell
<b>Jim Appleton</b>	2007	Gwinnett County Public Schools, Georgia	<i>Examination of the Student Engagement Instrument: Measurement of Student Cognitive and Psychological Engagement with School.</i> - Sandra Christenson
<b>Sarah Elkin</b>	2007		<i>Investigation of the Minnesota Self-Determination Index for use with Adults with Cognitive Disabilities: Support for the Tripartite Ecological Model of Self-Determination.</i> - Sandra Christenson, Brian Abery
<b>Heather Libbey</b>	2007		<i>School Connectedness: Influence Above and Beyond Family Connectedness.</i> -Sandy Christenson
<b>Amy Luckner</b>	2007	University of Virginia	<i>"Rough and Tumble" Social Interactions: An Exploration of a New Behavioral Construct.</i> -Sandra Christenson, Rich Weinberg
<b>Deanna Spanjers</b>	2007	Designs for Learning	<i>Cognitive Engagement as a Predictor of Achievement.</i> - Matt Burns, Sandy Christenson
<b>Nicole Bottsford-Miller</b>	2008	Humble ISD, TX	<i>A Cross-Sectional Study of Reported Inconsistency in Accommodation Use in the Classroom and Standardized Test Settings for Elementary and Middle School Students with Disabilities.</i> -Sandy Christenson
<b>Karen Cadigan</b>	2008	University of Minnesota,	<i>Specificity in Measuring Preschoolers' Phonological Skills.</i> -Scott McConnell
<b>Sara K. Hall</b>	2008		<i>Children's Emergent Literacy and Phonological Awareness: What is the Role of the Home Literacy Environment.</i> -Scott McConnell
<b>Annie Hansen</b>	2008	University of Minnesota	<i>LGBT Students and Allies Participating in a School-Based Program.</i> -Sandra Christenson, Marti Gonzales
<b>Laura Lofy</b>	2008	Olivia's Place Pediatric Therapy Centre (Shanghai)	<i>The Effects of a Video Self-Modeling Training Program on the Behavior Management Practices of Parents.</i> -Sandra Christenson



<b>Angela Wagner</b>	2008	Elk River Schools	<i>Child-Teacher Interactions and Early Literacy Development Among At-Risk Preschool Children.</i> -Scott McConnell
<b>Elizabeth M. Whitehouse</b>	2008	Collingswood Public Schools	<i>Family Involvement in School: Family and Teacher Perceptions and Effects on Student Performance.</i> -Sandra Christensen
<b>Cheryl Bemel</b>	2009	Allina Medical Clinic	<i>The Effect of Small Learning Communities on Indicators of Student Progress.</i> -Sandra Christenson, Ted Christ
<b>Nicholas Leonard</b>	2009		<i>Predictors of Mental Health Service Utilization among Minnesota High School Students.</i> -Sandra Christenson
<b>Nicole Skaar</b>	2009	Northern Iowa University	<i>Development of the Adolescent Exploratory and Risk Behavior Rating Scale.</i> -Sandra Christenson, Ted Christ
<b>Chee Soon Tan</b>	2009		<i>An exploratory study of the relationships between teachers' general attributions, specific attributions for reading difficulties and treatments.</i> -Jim Ysseldyke
<b>Patrick Varro</b>	2009		<i>Academic-Based After School Programming: A Matched Pairs Follow-up Study.</i> -Jim Ysseldyke, Kyla Wahlstrom
<b>Alisha Wackerle</b>	2009	University of Minnesota	<i>The Effects of Progress Monitoring and Consultation on Emergent Literacy Performance as Measured by the Individual Growth and Development Indicators.</i> -Scott McConnell
<b>Magdalena Brockel</b>	2010	Northland Special Education Cooperative	<i>Accountability, Adequate Yearly Progress, and Evidence-Based Interventions: Are the Needs of Students with Disabilities being addressed?</i> -Jim Ysseldyke
<b>Monica Bryson</b>	2010	Cherry Creek Schools, CO	<i>Parental Expectations and Aspirations for their Children's Educational Attainment: An Examination of the College-Going Mindset among Parents.</i> -Sandra Christenson

<b>Meghan Hickey</b>	2010	Osseo Area Schools	<i>Language Environments in Toddler Classrooms: The Contribution of Setting, Teacher, and Child Variables.</i> -Jim Ysseldyke
<b>Melissa Coolong~Chaffin</b>	2011	University of Minnesota, Mpls./St. Paul, MN	<i>Using BEA and Parent-Tutors to Boost Achievement for K-PALS Nonresponders.</i> -Matt Burns
<b>Brooke Rafdal</b>	2011	Eastern Carver County Schools	<i>Effects of Graphical Feedback and Coaching on the Quantity and Quality of Parent-Child Language Interaction.</i> -Scott McConnell
<b>Sarah Scullin Stokes</b>	2011	South Washington County Schools	<i>The Relationships between Out-of-School Suspension, Student Engagement, and Dropout.</i> -Sandra Christenson, Ted Christ
<b>Jennifer Hall Lande</b>	2011	Hopkins Public Schools	<i>Social Isolation as a Predictor of Future Risk: A Longitudinal Study.</i> -Sandy Christenson
<b>Marie S. Tolbize</b>	2011	Roman Catholic Education Authority- Bureau de L'Education Catholique- Mauritius	<i>Examining the Link Between Reported Practices Associated with a Comprehensive Model of Reading Service Delivery and Reported Outcomes of EL2 and EL1 Students.</i> -Jim Ysseldyke
<b>Angie J. Pohl</b>	2012	University of Minnesota	<i>The Personal Readiness Evaluation for Postsecondary (PREP): A Development and Validation Study.</i> -Sandy Christenson
<b>Damien C. Cormier</b>	2012	University of Alberta	<i>The Influences of Linguistic Demand and Cultural Loading on Cognitive Test Scores.</i> -Jim Ysseldyke
<b>Jennifer L. Davie</b>	2012	St. Croix River Education District	<i>Giftedness and Underachievement: 2005 A Comparison of Student Groups.</i> -Ted Christ
<b>Adam Lekwa</b>	2012	Hiawatha Valley Education District	<i>Technology-Enhanced Formative Assessment in Mathematics for English Language Learners.</i> -Jim Ysseldyke
<b>Jaclyn A. McMurray</b>	2012		<i>Relationship Between Family Literacy Practices and Children's Literacy Development: Exploring the Link Between Home and School.</i> -Scott McConnell
<b>David C. Parker</b>	2012	Minnesota Reading Corp	<i>Examining the Potential Use of Instructionally-Relevant Assessment Data in Early Writing.</i> -Matt Burns

<b>Lorien Parson</b>	2012	Minnesota Reading Corp	<i>Using Student Performance During a Reading Intervention to Predict Student Outcomes and Performance on Accountability Measures of Reading.</i> -Matt Burns
<b>Angie Pohl</b>	2012	University of Minnesota	<i>The Personal Readiness Evaluation for Postsecondary (PREP): A Development and Validation Study.</i> -Sandy Christenson
<b>Isadora Szadokierski</b>	2012	Minneapolis Public Schools	<i>Predicting Intervention Effectiveness from Oral Reading Accuracy and Rate Measures through the Learning Hierarchy/Instructional Hierarchy.</i> -Matt Burns, Jennifer McComas
<b>Maura D. Tanabe</b>	2012		<i>Examination of the Usefulness of the Picture Naming Individual Growth and Development Indicator for Preschoolers with Disabilities.</i> -Scott McConnell, Amanda Sullivan
<b>Allison Trentman</b>	2012	Reading Corps DC	<i>Identifying Profiles of Reading Strengths and Weaknesses at the Secondary Level.</i> -Ted Christ
<b>David A Klingbeil</b>	2013	University of Wisconsin-Milwaukee	<i>Examining the Evidence-base for the Interventions Used in a Large Urban District. —Jim Ysseldyke</i>
<b>Shawna Petersen-Brown</b>	2013	South Washington County Schools	<i>Enhancing Maintenance and Generalization of Incremental Rehearsal Through Theory-Based Modifications.</i> -Matt Burns
<b>Wendi Schirvar</b>	2013		<i>Investigating Social Competence in Students with High Intelligence.</i> -Scott McConnell
<b>Sarah Scholin</b>	2013		<i>Direct and Indirect Effects of Textbook Modality on Adolescents' Reading Engagement and Comprehension.</i> -Matt Burns

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## Appendix G: School Psychology S.C. Graduates, 2002 – Present

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<u>Name</u>	<u>Year Rec'd</u>	<u>Initial Employment</u>
Patty Marquez	2002	Long Beach School District
Darnell Logan	2002	Fulton County Schools, Atlanta, GA
James Scott	2002	Minneapolis Public Schools
Peggy Wiltse	2003	Minneapolis Public Schools
Jennifer Mackie	2003	Inver Grove Heights Schools
Rebecca Broback	2004	
Sarah Warner	2004	Robbinsdale Public Schools
Ann Dybvig	2004	Tumaini University - Iringa in Tanzania
Marianne Fillhouer	2004	Falcon Ridge Middle School
Corrina Utzinger	2004	Chicago Public Schools, IL
Nadia Phelps	2004	
Anna Cosio	2005	AppleValley, Eagan, Rosemount Schools
Betsy Heath	2005	North Thurston School District, Olympia, Washington
Heidi Triezenberg	2005	LaGrange Area Dept of Spec. Ed. , LaGrange, IL
Jessica Umhoefer	2005	Hawaii
Jean Gregory	2005	St. Anthony Public Schools, MN
Kristin Gustafson	2005	Intermediate District 287
Kimberly Lloyd	2005	Bloomington Public Schools
Sara Aldrich	2006	Pajaro Valley School Dist., CA
Amanda Morse	2006	
Brent Munce	2006	Coon Rapids, H.S., MN
Cortney Olson	2006	Osseo Public Schools
Anne Stodolka	2006	Prior Lake Schools, MN
Megan Treptow	2006	St. Croix River Ed. District
Joel Malin	2006	Lake Geneva Schools, WI
Gbemisola Oladapo	2007	Minneapolis Public Schools
Sarah Hendley	2007	Waseca School District
Kristin Hausmann	2007	South Bend Community School
Danielle Matchett	2007	Minneapolis Public Schools
Angela McIntyre	2007	South Washington County Schools
Kelsey Norton	2007	San Francisco Public School
Michelle Beck	2008	Monona Grove School District
Janice Duh	2008	San Diego Unified Schools
Katie Lail	2008	Osseo Area Schools
Rachel London	2008	Intermediate District 287

Wendy Lyman	2008	Intermediate District 287
Haley Scharf	2008	Minneapolis Public Schools
Sarah Yager-Lee	2008	North St. Paul-Maplewood-Oakdale School District
Lindsey Altman	2009	Minneapolis Public Schools
Heather Kwoka	2009	Buffalo High School
Sarah Johnson	2009	
Gretchen Meek	2009	
Leah Hjelseth	2010	Minneapolis Public Schools
Jennifer Derham	2010	Anoka Hennepin District
Kathryn Fremont	2010	Eden Prairie Public Schools
Meghan Rupiper	2010	Heartland Area Education Agency, IA
Melissa Crone	2010	Eastern Carver County Schools
Jennifer Nelson	2010	Pasco County Schools, FL
Skylar Werde	2010	Eastern Carver County Schools
Christina Stuetz	2011	Burnsville Public Schools
Kelly Harrington	2011	Coopersville Area Public Schools, MI
Megan DeGrande	2011	Mahtomedi Public Schools
Amber Hays	2011	Iroquois Special Education Association, IL
Kelly Meir	2011	ISD 916
Jenna Samson	2011	Eden Prairie Public Schools
Cara Bauer	2012	White Bear Lake Schools
Christine Church	2012	ISD 9136
Kelley Corroy	2012	Milwaukee Public Schools
Adam Manos	2012	Monona Grove Schools, WI
Ellina Xiong	2012	Minneapolis Public Schools
Thomas Johnson	2013	Minneapolis Public Schools
Joo Ree Richards	2013	Burnsville Public School District
Shannon Thornblad	2013	