



MINNESOTA STATE
UNIVERSITY
M A N K A T O

Minnesota State University, Mankato
School Psychology Doctoral Program
2023-2024

Program Handbook

School Psychology Doctoral Program Core Faculty

Kevin Filter, Ph.D.

Professor and Fieldwork Coordinator
Armstrong Hall 121C
(507) 389-5828
kevin.filter@mnsu.edu

Carlos J. Panahon, Ph.D.

Professor and Interim Associate Dean
Armstrong Hall 226
(507) 389-2815
carlos.panahon@mnsu.edu

Shawna Petersen-Brown, Ph.D.

Associate Professor and Program Director
Armstrong Hall 103G
(507) 389-1353
shawna.petersen-brown@mnsu.edu

Allison Lundahl, Ph.D.

Fixed-Term Assistant Professor
Armstrong Hall 103M
(507) 389-5755
allison.lundahl@mnsu.edu

Faculty and Staff Affiliated with the School Psychology Doctoral Program

Jeff Buchanan, Ph.D.

Professor

Armstrong Hall 121E

(507) 389-5824

jeffrey.buchanan@mnsu.edu

Kristie Campana, Ph.D.

Associate Professor

332 Wiecking Center

(507) 389-5851

kristie.campana@mnsu.edu

Dan Houlihan, Ph.D.

Professor

Armstrong Hall 103E

(507) 389-6308

daniel.houlihan@mnsu.edu

Daniel Sachau, Ph.D.

Professor

332 Wiecking Center

(507) 389-5829

daniel.sachau@mnsu.edu

Cretia Welborn

Psychology Department Administrative Assistant

Armstrong Hall 103

(507) 389-2724

cretia.welborn@mnsu.edu

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School Psychology Doctoral Program Handbook

Welcome to the Minnesota State University, Mankato School Psychology Doctoral Program! This handbook is designed to be a general guide to the policies and procedures of the School Psychology Doctoral Program. This handbook is considered a working document since policies and procedures will be reviewed and revised each summer if necessary.

For more information about the University's policies that apply to all graduate programs, please refer to the Graduate Program Bulletin which can be found by visiting the Student Resources page of the College of Graduate Studies or the following link: <https://grad.mnsu.edu/graduate-college-policy/>. For policies (i.e., Advanced Standing, Qualifying Examination, Continuous Registration) that pertain to all doctoral programs, please visit the following link: <https://grad.mnsu.edu/graduate-college-policy/doctoral-program-policy/>.

Program Overview

Mission

The School Psychology Doctoral Program at Minnesota State University, Mankato is designed to meet the changing roles and demands of the school psychologist so that graduates can function as leaders in the field. This program trains school psychologists to function in the roles of consultant and interventionist working across all levels of prevention and in all major domains relevant to child development in schools as well as in the traditional role of diagnostic decision-maker. These roles align with the most recent training standards of the National Association of School Psychologists (NASP), and the program's training will also respond to changes in the discipline and changes in school psychologists as they emerge and are supported by empirical findings.

Program Learning Outcomes

The School Psychology Doctoral Program at Minnesota State University, Mankato focuses on learning outcomes that are based on the 10 Domains of Practice established by the National Association of School Psychologists (NASP). The 10 Domains are categorized into 3 areas regarding the services delivered by school psychologists: 1) foundations of school psychological service delivery; 2) practices that permeate all aspects of service delivery; and 3) direct and indirect services to children, families, and schools. Please refer to the table below to see how the Program Learning Outcomes align with the NASP Standards and Domains of Practice.

		NASP 2020 Model Domains	Minnesota State Mankato Program Learning Outcomes	
PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY		Data-Based Decision Making	1	1
		Consultation and Collaboration	2	2
DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS	Student- Level Services	Academic Interventions and Instructional Supports	3	3
		Mental and Behavioral Health Services and Interventions	4	4
	Systems-Level Services	School-Wide Services to Promote Learning	5	5
		Services to Promote Safe and Supportive Schools	6	6
		Family, School, and Community Collaboration	7	7
FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY		Equitable Practices for Diverse Student Populations	8	8
		Research and Evidence-Based Practice	9	9
		Legal, Ethical, and Professional Practice	10	10

More specifically, the program learning outcomes are as follows:

Domain 1: Data-Based Decision Making

Graduates will have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

Graduates will have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 3: Academic Interventions and Instructional Supports

Graduates will have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Mental and Behavioral Health Services and Interventions

Graduates will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on

learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Domain 5: School-Wide Practices to Promote Learning

Graduates will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Services to Promote Safe and Supportive Schools

Graduates will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family, School, and Community Collaboration

Graduates will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Domain 8: Equitable Practices for Diverse Student Populations

Graduates will have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Evidence-Based Practice

Graduates will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: Legal, Ethical, and Professional Practice

Graduates will have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

School Psychology Doctoral Committee

The School Psychology Doctoral Committee is made up of the core faculty members. Members of the committee will have specific assignments within the program: Program Director, Fieldwork Coordinator, and Internship Coordinator. These specific assignments will be made via committee vote. Should the holder of a specific assigned position wish to terminate that assignment during the term, a special program committee meeting will be called, and another member of the committee will be selected via vote to assume those responsibilities and serve out the term or period of absence (e.g., sabbatical).

The Program Director is the central figure who shares the responsibility for program guidance and coordinates communication between the doctoral program and other branches of the university. Per Standard 4.1 of the Standards for Graduate Preparation of School Psychologists, the Program Director is provided at least 25% reassigned time for the administrative duties. The Program Director works with members of the graduate faculty, the department chair, and representatives of the College of Graduate Studies and Research to develop and manage courses that will result in program success, assist in the recruitment and admission of high quality doctoral students, seek additional resources for the program, manage graduate assistantships, and provide advice and assistance to students in the doctoral program. At times they may need to assist in developing and managing aspects of the budget for the research and curricular components of the program. Additional responsibilities may include serving on interdepartmental or intradepartmental committees and helping facilitate and promote research and scholarship among faculty and students in the program. The Program Director coordinates these activities in collaboration with the department's chairperson.

In addition, the Program Director will be the contact person between the School Psychology Doctoral Program and the College of Graduate Studies and Research regarding recruitment of prospective students and the application process. The specific responsibilities will include establishing an application deadline that is comparable to other national school psychology programs, screening received applications to ensure they are complete, disseminating completed applications to the School Psychology Doctoral Committee, and collating ratings of applicant packets to determine who will be invited to the on-site interview day. The Program Director also handles inviting the selected applicants to the on-campus interview day. If applicants are unable to make the on-campus interview day, then an option to conduct a video interview will be presented to the applicant. Prior to the on-campus interview day, the Program Director will work with the School Psychology Doctoral Committee to schedule a campus tour, interviews with faculty members, and meetings with current doctoral students. In conjunction with the core faculty, the Program Director coordinates recruitment efforts. This includes maintaining the program website, working with the College of Graduate Studies and Research by following up with any potential applicant who contacts them to request more information about the School Psychology Doctoral Program. This task involves exploring new ways to promote the program at local, regional, national, and international levels.

The Fieldwork Coordinator will arrange sites for students to complete their practicum experiences, act as liaison between the University and various agency personnel, and handle all of the administrative duties associated with the position. Such responsibilities include establishing the application and assignment protocol for placements and development of agency agreement forms between the site and the university. Instructors of individual practicum courses are responsible for meetings with on-site supervisors, overseeing the completion of the evaluations, and handling difficulties during the placement period and ethical situations as they arise.

The Internship Coordinator will provide university-based supervision for students during their internship. Prior to students applying for internship, the Internship Coordinator will provide students guidance on requirements for site-based supervision,

the internship application process, required licensure, types of internship opportunities and core program requirements that need to be completed during internship. While the Internship Coordinator will regularly aid in identifying potential internship sites and provide students guidance in the application process, it is the student's responsibility to seek out, apply for, and obtain an appropriate internship to meet program requirements. Students should note that applying for internships is a competitive process similar to applying for other professional positions. It is highly recommended that applicants apply to multiple internship sites to ensure the best fit and opportunity. During internship, the Internship Coordinator will communicate with site-based supervisors to ensure students are meeting expectations and that the internship site is fulfilling obligations regarding internship requirements. Communication will occur at minimum during midterm and final evaluation. The Internship Coordinator will also develop a model for university-based supervision of internship activities and requirements. This model will be evident in the Internship Manual. The Internship Coordinator will keep records of the following to document internship requirements: student/site-based internship contract, midterm and final internship evaluations, student work-products, and evaluations demonstrating internship requirements.

Program Planning

Admission to the Program

The School Psychology Doctoral Program is based on a cohort model wherein a new cohort of students will be admitted in the fall of each academic year and will take most courses together. Admission decisions are made by the School Psychology Doctoral Committee and will be based on a variety of factors. Admission is competitive, and factors that are considered include undergraduate GPA (overall, major, and last two years), graduate GPA when applicable, letters of recommendation, professional experience, optional Graduate Record Exam (GRE) scores, and fit with the program philosophy and goals. The program expects to admit an average of five doctoral students per academic year depending upon the quality of the applicant pool. Applicants are also required to apply to the College of Graduate Studies and Research when they apply to the doctoral program. Applicants must be admitted to the program and to the College of Graduate Studies and Research. Although admission decisions are made by the School Psychology Doctoral Committee based on many factors, it is a general expectation that entering students have a cumulative undergraduate (and graduate when applicable) GPA of 3.2 or above. All students entering the School Psychology Doctoral Program must have earned a bachelor's degree from an accredited institution. A major in psychology or education is preferred, but not required.

Advanced Standing

Students entering the program who have taken graduate courses or have advanced degrees prior to entering the program may have credits transferred as part of the Advanced Standing Process. The number of transfer credits counted towards the completion of the doctoral degree will be determined by the School Psychology Doctoral Committee based upon the recommendations from the student's advisor, the Program Director, and consultation with the instructors of those specific courses that might be waived. Final approval of advanced standing credits comes from the College of Graduate

Studies and Research following their review of recommendations. It is the policy of the School Psychology Doctoral Program to review credits taken within eight years prior to enrollment in the doctoral program. Also, the School Psychology Doctoral Program allows a maximum of 30 credits applied to advanced standing, with only rare exceptions. The School Psychology Doctoral Program may accept greater than 30 advanced standing credits toward the doctoral degree in cases when the applicant has attended a NASP-approved School Psychology program. If you anticipate requesting that previous credits be transferred to the doctoral program, bring copies of your transcript and course syllabi to the Doctoral Committee as early as possible. The first-year field experience *may* be waived based on prior special education experience. However, doctoral students will need to register for the credit and write a paper explaining how their prior experience met the goals of field experience.

Academic Advising

Once a student is admitted to the School Psychology Doctoral Program, they are assigned a core program faculty member as an advisor. All program faculty members are available as resources for students enrolled in the program. Advisors serve as professional mentors for their doctoral students. Advisors are primarily responsible for assisting advisees in planning course selections and ensuring a timely and meaningful completion of the doctoral program. In most cases, your program advisor will also chair your dissertation. Participation on multiple research teams is allowed.

- *Changing Advisors.* It is possible to change advisors if you wish to do so. However, it is suggested that the doctoral student first meet with the current advisor to explain why the change is needed. Then, it is suggested that the doctoral student meet with the prospective advisor to request advising and explain the reasons for the requested change. The advisor is expected to be a core faculty member, although there may be exceptions to this. Exceptions may be approved if:
 - the newly requested advisor is a member of the Psychology Department
 - the newly requested advisor is considered an appropriate choice by the core faculty based on expertise and background
 - the newly requested advisor has Graduate Research Faculty status
 - the newly requested advisor agrees to the arrangement and proper paperwork is filled out and routed through the department to the graduate college

10-Year Completion Rule

Students have 10 years from the first semester in which they enroll as a student in the doctoral program to complete the degree. After 10 years from the first semester of enrollment in the doctoral program, the student will be dismissed from the program.

Students with Disabilities

After acceptance into the School Psychology Doctoral Program, students with disabilities should make their needs known by contacting Accessibility Resources if they would like to receive accommodations. Students are required to submit relevant

documentation that supports requests prior to receiving any accommodations. It is the student's responsibility to provide documentation of their disability.

It is the mission of Accessibility Resources to assist in creating an accessible university community where students with disabilities have equal opportunity to fully participate in all aspects of the educational environment. All students with documented disabilities who need accommodations in their academic program or to access university programs, facilities and/or activities, are encouraged to make an appointment with the Director of Accessibility Resources to discuss their needs.

Accessibility Resources is located in room 132 on the lower level of the Memorial Library. The office can also be contacted by phone at (507) 389-2825. Additional information about Accessibility Resources can be found on their website, <http://www.mnsu.edu/access>.

Coursework

Curriculum

The curriculum is designed to meet the accreditation standards of the National Association of School Psychologists (NASP). The curriculum is divided into six major areas: (a) professional experiences, (b) diversity and disability, (c) psychological and educational foundations, (d) assessment, (e) intervention/prevention, and (f) research. The courses will be offered primarily from the psychology department, but courses from the special education department and the K-12 and secondary programs department may also be included in the curriculum. The program consists of 106 semester credits, and coursework is designed to be completed in five years of full-time enrollment for students with a bachelor's degree.

Professional Experiences

19 credit minimum for category, 8 credit minimum for Internship.

PSYC 702	Field Experience I	1
PSYC 760	Advanced Doctoral Practicum: Academic Case Study	2
PSYC 795	Internship	8
PSYC 750	School Psychology Practicum I	3
PSYC 751	School Psychology Practicum II	3
Choose 2 credit(s):		
PSYC 761	Advanced Doctoral Practicum II	2
PSYC 762	Advanced Doctoral Practicum II (Intl)	2

Diversity and Disability
7 credits minimum

SPED 605	Intro to the Psychology and Education of Exceptional Children and Youth	3
PSYC 737	Supporting Diverse Students and Families	4

Psych/Ed Foundations
20 credits minimum

PSYC 689	Standards and Ethics	3
PSYC 701	Problem Solving, Prevention, and Systems in School Psychology	4
PSYC 776	Pediatric Neuropsychology	4
PSYC 682	Child Psychopathology	3
SPED 661	Special Education Law	3

Choose 3-4 credit(s):

KSP 605	Introduction to the Learner and Learning	3
PSYC 533	Child Psychology	4
PSYC 536	Adolescent Psychology	4

Assessment
16 credits minimum

PSYC 676 or 683	Advanced Applied Behavior Analysis or Behavioral Assessment	4
PSYC 710	Cognitive Assessment	4
PSYC 770	Child Mental Health: Assessment to Intervention	4
PSYC 705	Foundations of Academic Assessment	4

Intervention/Prevention
16 credits minimum

PSYC 720	Academic Problem Solving	4
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PSYC 725	Consultation and Prevention	4
PSYC 740	Systems-Level Support and Evaluation	4
PSYC 775	Behavioral Interventions	4

Research

24 credits minimum, PSYC 780 must be taken twice for 4 credits total, 8 credits minimum of PSYC 799 Dissertation

PSYC 610	Research Design & Statistics	4
PSYC 613	Behavioral Research Methodology	4
PSYC 618	Multivariate Analysis	4
PSYC 780	Research in School Psychology	4
PSYC 799	Dissertation	8

Electives

Choose 4 credits:

Advisor approval required before electives count toward degree, PSYC 516 or 514 are strongly recommended for those who would like to pursue Board of Psychology licensure

Any Discipline 500-799 • Electives must be 500, 600, or 700 Level courses

Course Sequencing

In alignment with NASP Training Standards, the School Psychology Doctoral Program courses offer a foundation of basic knowledge, skills, and dispositions in psychology and education. The course sequence is designed to promote the development of a broad range of academic, research, and interpersonal aptitudes. The sample curriculum sequence below is a guideline only, and students may not follow this exact sequence. Course sequencing may change as a result of staffing needs and student issues such as advanced standing. Students should consult with their advisor to ensure that sequencing is appropriate (i.e., that prerequisites are taken in the correct order) and all program requirements are met.

Course Sequencing Sample

Fall Year 1 (12 credits)

PSYC 701 Problem Solving, Prevention, and Systems in School Psych.	4
PSYC 705 Foundations of Academic Assessment	4
PSYC 725 Consultation and Prevention	4
<u>Spring Year 1 (13 credits)</u>	
PSYC 676 Advanced Applied Behavior Analysis	4
PSYC 613 Behavioral Research Methods	4
PSYC 710 Cognitive Assessment	4
PSYC 702 Field Experience I	1
<u>Summer Year 1 (6 credits)</u>	
SPED 605 Introduction to the Psychology and Education of Exceptional Children and Youth	3
SPED 661 Special Education Law	3
<u>Fall Year 2 (9 credits)</u>	
PSYC 750 School Psychology Practicum I	3
PSYC 610 Research Design and Statistics	4
PSYC 780 Research in School Psychology	2
<u>Spring Year 2 (9 credits)</u>	
PSYC 751 School Psychology Practicum II	3
PSYC 694 Alternate Plan Paper	1
PSYC 682 Child Psychopathology	3
PSYC 780 Research in School Psychology	2
<u>Summer Year 2 (4 credits)</u>	
PSYC 533 Child Psychology/PSYC 536 Adolescent Psychology	4
<u>Fall Year 3 (11 Credits)</u>	
PSYC 776 Pediatric Neuropsychology*	4
PSYC 689 Standards and Ethics	3
PSYC 618 Multivariate Analysis	4
<u>Spring Year 3 (8 Credits)</u>	

PSYC 740 Systems Level Support and Intervention*	4
PSYC 770 Child Mental Health: Assessment to Intervention*	4
<u>Summer Year 3 (4 Credits)</u>	
PSYC 514 Learning (<i>for Board Licensure</i>) or	
PSYC 516 Cognitive Psychology (<i>for Board Licensure</i>)	4
<u>Fall Year 4 (8 Credits)</u>	
PSYC 775 Behavioral Interventions in Schools*	4
PSYC 760 Advanced Doctoral Practicum: Academic Case Study	2
PSYC 799 Dissertation	2
<u>Spring Year 4 (12 Credits)</u>	
PSYC 720 Academic Problem Solving*	4
PSYC 737 Supporting Diverse Students and Families*	4
PSYC 761 Advanced Doctoral Practicum II	2
PSYC 799 Dissertation	2
<u>Summer Year 4 (4 credits)</u>	
PSYC 514 Learning (<i>for Board Licensure</i>) or	
PSYC 516 Cognitive Psychology (<i>for Board Licensure</i>)	4
<u>Fall Year 5 (6 Credits)</u>	
PSYC 799 Dissertation	2
PSYC 795 School Psychology Internship	4
<u>Spring Year 5 (6 Credits)</u>	
PSYC 799 Dissertation	2
PSYC 795 School Psychology Internship	4

* These courses are offered every other year. Students should discuss scheduling of these courses with their advisor.

Grades

Grades are used to designate a doctoral student's understanding and mastery of course content. The focus of the doctoral students should be on learning and integrating knowledge across classes and field experiences. A level of learning is implied in the grades assigned and they are as follows;

“A” = Ideal Competence

“B” = Adequate Competence

“C” = Minimal Competence

Instructors may also decide to “shade” grades (i.e., + or -). Grades below a “C-” are considered unacceptable and may result in reconsideration of a student's suitability for participation in the program. It is expected that a doctoral student maintain a 3.2 GPA while in the program. When a student's GPA dips below that level, the School Psychology Doctoral Committee will place the student on Academic Probation within the program and may also consider removal of a Graduate Assistantship (GA) assignment if it is felt by the committee that this is taking up too much of the student's study and research time. Any appeals of grades should proceed according to university protocol as outlined by the Office of the Vice President for Academic and Student Affairs and documented in the policy at <http://admin.mnsu.edu/academic-affairs/student-resources/academic-appeals>

Masters in School Psychology

Embedded within the School Psychology Doctoral Program is a Master's program in School Psychology. Only students admitted into the doctoral program are eligible to earn this degree. The curriculum consists of courses in Psychology and Special Education; all are part of the doctoral program. The master's program consists of 34 credits. More specifically, Psychology courses provide 28 credits, with courses from Special Education constituting the remaining 6 credits of the program. A ‘capstone’ alternate plan paper is required for the degree to be awarded. The committee assembled to review the alternate plan paper should be made up of three faculty members. The committee should be comprised of your advisor (chair) and two other faculty members from the Department of Psychology or a closely related field. Doctoral students entering the program with a bachelor's degree are required to complete the master's degree so they will be eligible to apply for a Tier 2 license through the Minnesota Professional Educator Licensing and Standards Board during internship. Students entering the doctoral program with a master's degree in a related field may choose not to complete this option.

PSYC 610 Research Design and Statistics	4
PSYC 613 Behavioral Research Methods	4
PSYC 682 Child Psychopathology and Therapy	3
PSYC 694 Alternate Plan Paper	1
PSYC 701 Problem Solving, Prevention, and Systems in School Psych	4
PSYC 705 Foundations of Academic Assessment	4
PSYC 725 Consultation and Prevention	4

PSYC 710 Cognitive Assessment	4
SPED 605 Introduction to the Psychology and Education of Exceptional Children and Youth	3
SPED 661 Special Education Law	3

Field Experience, Practicum, and Internship

Professional experiences in the field are a critical component of the School Psychology Doctoral Program. This area is the first of six domains of training around which the curriculum was designed. Students will document all of their field-based experiences in a professional log. Field experiences will begin in the first year of the program. During Problem Solving, Prevention, and Systems in School Psychology and Field Experience I, students will be introduced to a range of issues relevant to school psychology and spend 45 hours each semester in the public school setting (primarily in special education settings) where they will become familiar with common education organization and practices. Students will have the opportunity to practice a few basic skills learned in courses to prepare them for the next year when they will need to actively use their skills. During this experience, students will be supervised by a university faculty member and a site supervisor. The site supervisor will be a special education teacher.

The program also has two types of practicum experiences, School Psychology Practicum I and II (3 credits each) and Advanced Doctoral Practicums (Academic Case Study and II; 2 credits each). Students enroll in School Psychology Practicum I and II during the second year of the program and spend approximately 10 hours per week working under a practicing school psychologist in the public schools. University supervision for these experiences will be coordinated by the Fieldwork Coordinator. Students will also meet weekly to discuss cases and professional development topics. Practicums are 150 hours each and advanced practicums are 80 hours each.

Students will typically enroll in the advanced doctoral practicums during the third or fourth year of the program. Advanced practicums are 80 hours each (i.e., approximately five hours per week). Advanced Doctoral Practicum: Academic Case Study is based on the completion of an academic problem solving case and Advanced Practicum II is based on the professional goals of the student. Students will work with the course instructor and Fieldwork Coordinator to secure placements. Examples of placements include mental health clinics, K-12 schools, and state agencies.

Finally, students will complete a full-time 1500-hour internship during the fifth year of the program. Students also have the option of a 2000-hour internship, if they desire. APA recommends 2000 hours for length of internship, but this is not a requirement of the School Psychology Doctoral Program as we are not APA-accredited. Students will have a number of options for completing their internship including appropriately supervised employment by a school district and official APA-approved internships at the national level. NASP requirements for doctoral level internships will be applied. These requirements include, but are not limited to, the following: (a) at least 600 hours of the internship must be completed in a school setting, (b) the internship must be supervised by a licensed and/or certified school psychologist, and (c) at least two hours of direct on-site supervision per week. Students will work with the Internship Coordinator to identify and secure appropriate placements. Students should be prepared for the

competitive process of securing internships. Details on internship can be found in the program's Internship Manual. Due to the multitude of requirements to successfully complete your internship, seeking additional employment while on internship is discouraged and should be discussed with your advisor.

All field-based placements will be managed by the Fieldwork and Internship Coordinators. Many placements are coordinated in conjunction with the College of Education which manages background checks and formal agreements. Initial placements in field experiences will require a clear background check and background checks will need to be updated every two years. Students will work with the Fieldwork Coordinator to complete the background checks in coordination with the College of Education. Adequate progress in coursework and prior field experiences will be required before further placements can be made (e.g., students must pass Field Experience I; Problem Solving, Prevention, and Systems in School Psychology; and Cognitive Assessment before taking School Psychology Practicum I and II). Further, a history of appropriate professional and ethical behavior will be considered when making placement decisions. Students are reminded that the work they complete in the schools and community reflects on them as professionals and on the program. Therefore, the Fieldwork and Internship Coordinators will be necessarily conservative in managing placements. If there are any reservations about placing a student in the field, a meeting will be arranged between the student, Fieldwork or Internship Coordinator, and the Program Director to determine the appropriate course of action. Since this is an applied doctoral program, we expect that this comprehensive sequencing and management of field experiences will result in highly qualified school psychology practitioners.

As previously noted, Field Experience *can* be waived based on prior special education experience. However, students will need to register for the credit and write a paper explaining how their prior experience met the goals of field experience. School Psychology Practicum I and II cannot begin until a student's second year of the program, regardless of whether the requirements for field experience are waived. School Psychology Practicum I and II can only be waived for students who have passed 300 hours of supervised and documented practicum experiences in a NASP-approved or APA-accredited school psychology program. Internships cannot be waived regardless of any internships completed in another program (e.g., specialist's program in school psychology) as per NASP policy.

Advanced Doctoral Practicum: Academic Case Study and Advanced Doctoral Practicum II cannot be completed before the second-year practicum has been passed. Internship cannot be planned before all grades are posted for School Psychology Practicum I and II. Students can begin looking for internships before both Advanced Practicums are completed but cannot begin internship until passing grades have been posted for all practicums and field experiences.

Research

Doctoral students are expected to engage in research throughout their enrollment in the program. Research teams are the supportive structure in which research projects are advised by faculty through the stages of development, data collection, analysis, and dissemination. Students are required to regularly participate on their advisor's research

team, but students also have the option of working on other faculty members' research teams as long as it does not interfere with their work on their primary research team. Each faculty member's research team meets weekly, and students are expected to complete research activities between team meetings. Teams are organized in "vertical research team" structures wherein advanced graduate students manage projects and newer graduates develop projects while helping with the research of advanced students and the advisor.

All students are required to complete a data-based dissertation in order to graduate. It is expected, however, that students also participate significantly in other research projects prior to managing their own dissertation. Students are strongly encouraged to submit at least one research project for publication during their enrollment in the program.

Dissertation

Doctoral dissertations are completed after students advance to doctoral candidacy by passing comprehensive exams. Dissertation progress through the following steps:

Proposal. After advancing to candidacy, doctoral candidates develop their dissertation proposals in collaboration with their faculty advisor. A candidate's dissertation should generally emerge from pilot work and involvement in other research projects prior to candidacy. The dissertation proposal is a formal process in which students orally present their dissertation idea to a committee that includes (a) their faculty advisor, (b) another school psychology faculty member, (c) another psychology department faculty member, and (d) a faculty member from outside of the department. During the proposal meeting, students present (a) a literature review for their topic, (b) research questions, and (c) proposed methods for the study. A written manuscript, approved by the faculty advisor, which addresses all three of these components (generally about 25-40 pages) must be shared with the committee members prior to the proposal presentation. The committee will generally make recommended revisions and then approve or not approve the project for data collection. The committee then signs approval for the project to begin using forms that can be found on the College of Graduate Studies and Research webpage (<http://grad.mnsu.edu/>). Each doctoral candidate must propose their dissertation prior to logging hours towards internship.

Data Collection. After a dissertation project has been approved by the committee, the project must be approved by the Institutional Review Board (IRB) for compliance with regulations for ethical treatment of human subject prior to data collection if it is determined to be human subjects research (see <http://grad.mnsu.edu/irb/> for more info). Doctoral candidates are expected to manage the data collection for their dissertation. This may, however, involve delegating on-site data collection responsibilities to others but the doctoral candidate is always responsible for overseeing all data collection, including training data collectors, entering data, and analyzing data.

Manuscript. The dissertation manuscript must adhere to the College of Graduate Studies and Research guidelines, which can be found at <http://grad.mnsu.edu/>, as well as APA formatting guidelines as described in the most recent edition of the APA Style Manual. The revision process on dissertation manuscripts is generally iterative and

involves multiple revisions before a faculty advisor approves the full draft of the manuscript for pre-defense dissemination to the dissertation committee. Students are strongly encouraged to discuss the revision and draft approval process with their faculty advisor prior to writing the first drafts. As a general rule of thumb, the literature review from the proposal manuscript will remain largely unchanged in the full draft and the methods from the proposal manuscript will be updated with past-tense wording and details regarding actual participants. The results and discussion sections will be newly developed after data collection.

Oral Defense. After the faculty advisor approves the dissertation draft, the doctoral candidate schedules an oral defense. The oral defense is an open meeting, so the time and location of the meeting will be publicized to staff and students in the Psychology Department, administrators, and others as deemed appropriate. The dissertation committee should be given at least two weeks to review the draft of the dissertation manuscript prior to the oral defense. The oral defense with the committee will include all sections from the manuscript with primary emphasis on results and discussion and will allow time for questions from the committee. Upon completion of the oral defense, the committee will meet in private until a decision is made to approve the dissertation, approve the dissertation after minor revisions, or reject the dissertation. The committee will then share its decision with the doctoral candidate.

Final Submission. Accepted dissertations need to be submitted to the College of Graduate Studies prior to the deadline for the semester in which the student intends to graduate. Deadlines for dissertation submissions are generally several weeks before the end of the semester and can be found on the College of Graduate Studies and Research website (<http://grad.mnsu.edu/>).

Library and Writing Styles

APA Style

It is expected that students will be proficient users of the *Publication Manual of the American Psychological Association, Seventh Edition*. Unless instructed otherwise, all papers submitted in any course are expected to conform to APA Style. It is strongly recommended that students acquire a personal copy of the *Manual* for academic and research work. It is also an expectation of the School Psychology Doctoral Program that each student will submit a minimum of one paper for possible publication during their time at Minnesota State University, Mankato.

Memorial Library Resources

The Memorial Library at Minnesota State University, Mankato has a collection of more than 1.2 million volumes, including 3,200 current print periodical subscriptions. Through WorldCat, students will be able to access libraries worldwide. In addition, students will also have access to 35,000 full-text electronic periodicals and over 250 electronic databases. The Memorial Library also offers ample computing power, study space, group study space and service. The reference librarians offer assistance in person, as well as by phone, email, and chat.

Technology Resources

Minnesota State University, Mankato has over 1,000 personal computers available for student use located in over 40 separate labs across campus. The computers in these labs are connected to the MNSU network for access to all campus computing resources. Equipment in these labs are comprised mostly of Dell PC compatibles running the latest Microsoft operating systems, and Apple Macintosh systems. Printers are available in a majority of computer labs and can also be found in other locations across campus.

The Information and Technology Services (ITS) answers computer-related questions and can be reached by phone at (507) 389-6654, by email at helpdesk@mnsu.edu, or you can go in person to the Help Desk located on the third floor of the Memorial Library. ITS also offers a Self-Service Help Desk System which can be found online at <https://mankato.mnsu.edu/it-solutions/help-support/>.

Ethical and Professional Expectations

Ethical Considerations

It is the expectation of the program that doctoral students will conduct themselves ethically according to the ethical standards of the field of School Psychology as established by NASP and APA. Students are advised to become familiar with these codes of ethics, consult them whenever questions arise about their conduct, and seek faculty consultation or clarification when needed. Minnesota State University, Mankato students are required to follow the accepted standards of academic honesty, professionalism and integrity. It is expected that all students will become familiar with Minnesota State University, Mankato's *Statement of Student Responsibilities & Academic Honesty Policy*, understanding its implications and consequences. These statements can be found in the university's Student Handbook at <https://www.mnsu.edu/students/basicstuff/> and are associated with the policies set forth by the Vice President for Academic Affairs.

Professional Climate

The School Psychology Doctoral Program promotes a welcoming and accepting climate. The Program expects faculty and students to embody the NASP and Program standards for professional behavior. Faculty and students support the development of a positive program climate by participating in program events, program committees, and student organizations. For example, the School Psychology Society is a recognized student organization led by students and advised by faculty. The Program also promotes social justice. For example, the Antiracism Committee (ARC) is led by faculty and involves students and faculty alike to plan, coordinate, and implement action to advance research, practice, policy, and education that will reduce racism. The ARC focuses on collaborating, teaching, and participating in service and scholarship that will engage in social justice and anti-racist action. The ARC is committed to actively dismantling systems of oppression and supporting students and faculty from diverse backgrounds. The ARC strives to reduce racial injustices within not only our program, but also the university and broader community.

Confidentiality, Social Media, and Information Access Agreement

The School Psychology Doctoral Program requires that all students sign this agreement when they begin the program. This signed contract will then be placed in your file. As members of a profession, it is important for us to always consider how our actions are perceived by others. The Confidentiality, Social Media, and Information Access Agreement can be found on **page 36** of this handbook. Feel free to discuss this issue in more detail with your advisor prior to your signing of this contract.

Student Review and Retention

The School Psychology Doctoral Committee meets at the end of each semester (fall and spring) to review all students in the doctoral program. Students' progress in the program is assessed consistent with the program's goals and in accordance with NASP expectations. The doctoral committee discusses student performance in required courses and research endeavors as well as information from practicum supervisors, assistantship supervisors, and/or departmental faculty concerning performance and professional work characteristics in contexts related to completed coursework, practicum, and assistantships. In addition, faculty will discuss and evaluate student progress in meeting program milestones (e.g., timelines for completing the Plan of Study, the comprehensive exams, and the doctoral dissertation). The Committee shares this feedback with each student.

Leave of Absence

A doctoral student is eligible to apply for a leave of absence prior to obtaining doctoral candidacy and/or registering for dissertation credits. Requests for a leave of absence must be approved by the department and by the Dean of the College of Graduate Studies and Research. Typically, a leave of absence will be approved for a period of up to one calendar year. The period of authorized leave of absence is not counted as part of the time limited for completing all doctoral degree requirements. Students granted a leave of absence are not expected to be progressing toward the completing of degree requirements and are not to engage in program related research or analysis, work with faculty, take examinations, or use University facilities available to registered students. To apply for a leave of absence, locate the form on the Graduate Studies website: <http://grad.mnsu.edu/forms/>.

Remediation

In most cases, students will proceed through the program without need for remediation, but at times students may need additional supports to meet program requirements. The purpose of remediation is to develop a support plan and timeline to address student concerns that have been identified through review of student progress in the program. The intent of remediation is to develop a plan for the student that supports their professional learning needs so they can develop the skills to be successful and progress in the program. Examples of situations that may warrant remediation include: (a) a deficit in acquiring or integrating professional behaviors into one's work; (b) deficit in meeting program requirements; (c) personal stress/emotional reactions that interfere with professional functioning; and (d) behavior that is not modified after feedback.

Students in need of remediation are notified to meet with the Program Director and/or an identified program faculty member to develop a remediation plan. The remediation plan will include identified objectives, a clear timeline for completing the objectives, and behaviorally anchored assessments. The remediation plan also will include the consequences when the inadequacies identified by the program faculty are not rectified. The primary focus of remediation plans is to help identify the most appropriate methods to help the student complete program requirements, obtain competencies, and be successful in the program and profession. If the student disagrees with the remediation plan, the student can request in writing that the School Psychology Doctoral Committee as a whole review the plan and assist in the development of the remediation plan. If a student disagrees with the need for a remediation plan, they can appeal following the due process procedures of the university found in the Minnesota State University, Mankato Student Handbook regarding *Student Complaints and Grievances* at <https://www.mnsu.edu/students/basicstuff/>. A copy of the agreed-to remediation plan is placed in the student's file.

Termination Policy

Doctoral students must demonstrate the highest professional standards at all times while pursuing the doctoral degree. In addition, doctoral students must display a high level of professionalism during field experience, practicum, and internship. During these applied experiences, the doctoral student is expected to conform to established program, school, and/or clinic policies to ensure student/client safety and well-being and to exhibit professional behavior that is consistent with the professional standards outlined by the NASP and APA. When it appears that a doctoral student is significantly deficient in meeting these expectations, a request may be made by faculty, the school supervisor, clinic directors, or by the university supervisor to terminate the doctoral student and remove them from the program. Reasons for dismissal from the doctoral program may include, but are not limited to, the following:

- Lack of responsibility in fulfilling program requirements
- Behaviors indicating an attitude of indifference or hostility
- A persistent pattern of negative behaviors and negative interactions with others
- Poor written or oral language skills that interfere with provision of psychological services
- Limited clinical competency (i.e., chronically unprepared, poorly developed diagnostic skills, poorly developed interview skills, poor assessment skills)
- Poor interpersonal skills with peers, a school's students, clients, faculty, and/or staff
- Violation of program or school policies, procedures, rules, regulations, or code of ethics
- Lack of appropriate professional attitude or behavior in an educational or clinical setting
- Conviction of a felony (e.g., stealing, assault, child sexual abuse)
- Inability to officially document prior degrees (bachelor's degree, master's degree)
- Plagiarism

The procedures for termination are outlined in the termination agreement (page 34). All incoming students are required to review the termination policy and return a signed copy prior to the start of their doctoral training.

Professional Associations

It is expected that doctoral students in the School Psychology Doctoral Program will become members of relevant professional associations, including NASP and the Minnesota School Psychologists Association (MSPA). Student membership fees are modest and include publications that are essential for staying up-to-date on current best practices in the field.

It is highly recommended that students plan to attend at least one school psychology related professional conference/workshop each year. At times, funding is available through the College of Graduate Studies and Research for doctoral students who are presenting their research at professional conferences.

National Association of School Psychologists. The mission of the National Association of School Psychologists is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP is the premier source of knowledge, professional development, and resources for school psychologists and is the largest association for school psychologists in the world. Student membership is approximately \$80 per year and is available at <http://www.nasponline.org/membership/index.aspx>. Membership includes reduced registration rates at the annual conference and copies of the NASP newsletter, *Communiqué*, in addition to many other professional resources.

Minnesota School Psychologists Association. The mission of the Minnesota School Psychologists Association is to proactively support the needs and well-being of children, youth, families and communities through advocacy, education, and research; and to promote the delivery of comprehensive, effective and ethical psychological services. Student membership is approximately \$15.00 per year and is available at <http://www.mspsaonline.net/membership/membership.htm>. Membership includes reduced registration rates at the annual midwinter conference and 4 newsletters a year of the *School Psychology Minnesota*.

Student Assessments

The School Psychology Doctoral Program will emphasize a performance-based assessment and accountability model for evaluating the performance of students. The program will employ multiple informants and methods for appraising student progress, these will include: examinations, grades, annual reviews and performance appraisals, case studies, and portfolios.

Praxis II Exam

The Praxis National School Psychology Examination is a computer-administered multiple choice test that samples from all areas relevant to school psychology training. It is a required component for the Nationally Certified School Psychologist credential. Students are ***required*** to take the Praxis II prior to graduation from the program.

Grades

Please refer to page 15 for more specific information about the grading policy.

Comprehensive Examination

The Comprehensive Examination covers the core areas of school psychology that may include biological, cognitive, social, and individual bases of behavior, measurement, statistics, research methods and design, research and professional issues, scientific and professional issues, professional ethics and standards, diagnosis and assessment, evidence-based interventions, consultation/program evaluation, and multicultural issues in school psychology. There will be two opportunities to take the exam: one over Winter break (approximately December 10 to January 10), and the other at the end of Summer break (approximately July 15 to August 15).

A subcommittee of two of the School Psychology Doctoral Committee members will prepare a common set of examination questions that are administered to doctoral trainees at the time they are approved to take the exam. These questions address trainees' knowledge of the 10 Domains from the NASP 2020 Practice Model. Examination responses will be evaluated on a variety of factors including accuracy, direct (i.e., clear writing style) and complete responses, and documentation of responses with sufficient and appropriate reference to current research literature. Details on the process for evaluating student success on this exam are detailed below under "The Testing Process".

Passing the Comprehensive Examination requires a passing score on each question. Passing scores average an 8 (on a scale of 0 to 10) or above between subcommittee raters. Trainees must pass the comprehensive examination to receive final approval for their doctoral internship, to earn the status of doctoral candidate, and to propose their dissertation.

The Testing Process. The *Process Sheet for Satisfactory Completion of Comprehensive Exams for the Doctorate of Psychology (Psy.D.)* should be completed and submitted to the School Psychology Doctoral Committee for review prior to October 1st (or May 1st for Summer testing) of your third year in the program if you entered with a Bachelor's Degree, or your second year in the program if you entered with either a Master's Degree or Specialist Degree (or significant advanced standing due to prior coursework). The committee will meet by October 15 (or May 7 for Summer testing) to formally approve or reject requests to sit for the Comprehensive Exam. For the student to take the exam, a majority of the School Psychology Doctoral Committee must signal their approval on this form.

Questions will be submitted by the relevant members of the Doctoral Committee by December 1st (or July 1st for Summer testing) for possible inclusion in the exam. The exam will be distributed to those students formally approved to take the exam by the start of the exam window, which is determined each year based on the University calendar. The exam will be made up of 10 questions pertaining to specific competency domains outlined by NASP. Students will work independently over the course of the month and will use a variety of course and outside materials in formulating responses to questions.

Step 1 of the comprehensive exam process, the written exam, is to be submitted to the committee by the established deadline. The committee will provide feedback on the exam to students within two weeks of the submission date. Clarity of content and writing style will be amongst the factors considered in determining scores on the test. Each question will be worth a possible 10 points, with 8 points or above being required to ‘pass’ that competency domain associated with that question. Any question with an average score of less than 6 results in an automatic failed exam attempt for the student. Students who receive a score of at least 6 but below 8 on one or more written questions will move to *Step 2 of the comprehensive exam, oral defense*, wherein they will orally defend any domain for which they received a score of at least 6 but less than 8. The oral exam should be scheduled by the student no later than March 15th (or November 1st for Summer testing). The committee will work with the student to schedule times for the defense. Students for whom any domain is not passed during Step 2 oral examination will move to a final *Step 3 of the comprehensive exam, oral presentation*, wherein they will prepare a 15-minute presentation on a specific prompt written by the oral examination committee. The oral presentation should be scheduled by the student with the committee no later than April 15th (or December 1st for Summer testing). If there are any domains that a student has not passed after Step 3, then the overall attempt at the comprehensive examination is failed. Two failed attempts on the comprehensive exams will result in dismissal from the School Psychology Doctoral Program.

Following the formal passing of the Comprehensive Exam, the doctoral student becomes a ‘doctoral candidate.’ This distinction reflects paperwork filed with the College of Graduate Studies and Research verifying the passing of the Comprehensive Exam, the establishment of a title for a dissertation, and the formal naming of a dissertation committee. Shortly after the passing of the Comprehensive Exam, the candidate should organize a colloquial presentation and defense of the dissertation idea. This meeting should include the four (4) members of the candidates committee (2 from the School Psychology Doctoral Program, 1 from the Psychology Department at large, and 1 from another department or outside of the University). If the outside member is not a faculty member at Minnesota State Mankato, this person must be pre-approved by the committee chair and the College of Graduate Studies and Research. The doctoral candidate should assume responsibility for the expenses associated with that committee member’s participation.

Practicum Case Studies

Practicum case studies are opportunities for students to demonstrate that the services that they have learned to provide can have a positive impact on student outcomes. The case study will be conducted in a single-subject problem-solving format. Students will be expected to document each of the four steps of the problem-solving process: (a) identify the problem, (b) analyze the problem, (c) develop and implement interventions, and (d) determine whether the intervention is effective. Students will be expected to submit a detailed report of their case study and present it to the students and faculty. The case studies are completed during School Psychology Practicum II (behavioral case study) and Advanced Doctoral Practicum: Academic Case Study (academic case study).

Field Supervisor Evaluations

Field supervisors will be required to complete an evaluation form for their supervisees. A formal evaluation form includes both formal rating-scales and open-ended questions about the student's performance in the field. These evaluations are critical for passing field experience courses and are used to track progress over time. Evaluations will be completed during Field Experiences, Practica, and Internship.

Field Experience Portfolios

Students will be required to gather and organize documentation that addresses each of the training areas. Portfolios should include documentation from across the full term of the program and will be submitted for final approval and evaluation during internship.

Internship Projects and Case Studies

During internship students will be required to complete an academic problem solving case, a behavior problem solving case, a consultation and collaboration case, and a systems project. Please see internship manual for information.

Financial Aid

Federal Financial Aid Programs

Students in the school psychology program have a number of options for funding their education including graduate assistantships, work study, and federal student loans. Students should contact the Financial Aid Office by phone at (507) 389-1185, or in person at room 109 in the Wigley Administration Building.

Graduate Assistantships

The School Psychology Doctoral Program has access to a limited number of GAs that are awarded to students within the program each year. These assistantships will be either half-time or full-time positions. Assistantships may include a waiver of up to 18 credits per academic year and a monthly stipend. These assistantships are awarded on a competitive basis based on determination of the School Psychology Doctoral Committee or the hiring department. Factors that may play a role in the committee's decision might be GREs, classroom performance, special skills (i.e., statistics and computer), ability to teach certain classes needed by the department in a given semester, and others. Students should apply for other GAs outside the School Psychology Doctoral Program when they apply to the program. It is also advised that students apply for Federal Work-Study GAs (which also consider financial status). Information about applying for assistantships can be found at the College of Graduate Studies and Research website, <http://grad.mnsu.edu/assistantships/>.

It is expected that students receiving GAs maintain a GPA of 3.2 or above. The receipt of failing grades may result in the immediate termination of a graduate assistantship as advised by the School Psychology Doctoral Committee following a review of the student's records. It is also expected that the credit waivers be used to pay

for credits directly associated with the School Psychology Doctoral Program and required courses. In part, this requirement stems from the fact that some GAs or adjuncts are funded in part by tuition dollars generated within the program. Any deviation from this will require the advance permission of the student's advisor and the School Psychology Doctoral Committee. Failure to follow this procedure would result in the termination of a GA as advised by the School Psychology Doctoral Committee.

It is also requested that students keep their advisors informed of work for pay that they are doing outside of the doctoral program. The reason for this is to allow the advisor to better help the student with scheduling and time management decisions. Also, students receiving 20-hour GAs cannot take on additional responsibilities as adjuncts or assistants either at Minnesota State University, Mankato or the greater Minnesota State system. The Inter-Faculty Organization (IFO) contract has set limits on percentage of employment allowable for graduate students.

Equal Opportunity and Nondiscrimination in Employment and Education

The School Psychology Doctoral Program follows regulations set by Minnesota State regarding equal opportunity, nondiscrimination and harassment. It is expected that you become familiar with the policy as written in its entirety in the Minnesota State Mankato Student Handbook at <https://www.mnsu.edu/students/basicstuff/>.

NASP Suggestions on Developing Your Professional Portfolio

Work Samples and Resumes

During your graduate education you will complete numerous professional products as a result of coursework, practicums and fieldwork. Many of these products will be in the areas of assessment, consultation, counseling, behavioral interventions, program development, research, or other area of professional development. These products will prove to be useful resources to have easily accessible and organized when you go on interviews for internship and your first school psychology position. However, it is important to have these materials prepared in an easy-to-read and attractive format. Think about gathering these materials ahead of time so they are ready when it is time to begin applying for an internship.

Many school psychology graduate programs require ongoing portfolio assessments or the submission of a professional portfolio as a graduation requirement. Your graduate program is likely to have specific requirements for the content and organization of this portfolio (e.g., reports, practicum logs, comments or evaluations from field supervisors, personal statements, and research papers). However, these portfolios are likely more comprehensive than is needed for internship or professional interviews. If applicable, select a few exemplary pieces of work from this portfolio for your professional portfolio.

How should you organize your portfolio? Depending on your professional orientation or career goals, you might choose to organize your portfolio differently. Keep your audience in mind when completing your portfolio. What information would an internship coordinator or director of psychological services find useful? Some students

choose to organize by a specific conceptual framework, whereas others use specific school psychological services as an organizational guide. Regardless of the order or framework you choose for your portfolio, be sure that all materials are copy edited and free from spelling, grammar errors, and typos.

What should you include in your portfolio?

Curriculum Vitae (C.V.) or Resume

- Highlight information relevant to school psychology and your graduate education. Determine if it is useful to include all relevant professional information.
- Decide what order will best highlight your experiences: chronological or functional.
- Clearly list identifying information including: name, address, phone numbers, and email address.
- List your education, all the degrees that you have as well as the expected completion date for your current degree.
- Mention any foreign language competency or other special skills.
- List any certification, licensure, and accreditation you currently possess.
- Include any honors or awards that you have received, including fellowships. This information will serve to set you apart from other applicants who likely have similar educational and fieldwork background.
- Include information about the field placements you have had, including type of experience, client populations, and skills practiced.
- Professional work experience: What graduate or research assistantships have you held while in graduate school? What professional experiences did you have prior to the beginning of graduate school? Think about the skills that you want to highlight and the positions you have held to develop or showcase these skills.
- List the professional organizations to which you belong. If relevant, include professional development experiences you attended, including workshops attended at national, state, and local conventions.
- Include any publications or presentations, if any, as well as their full titles, dates, and names of co-writers/presenters.
- Include a list of the individuals you have contacted for references at the end of your vita.

Psychological Assessment Report(s): This should be a copy of an actual report that you submitted during a practicum assignment or field placement. Choose a report that reflects a wide range of assessment skills and shows a clear link between referral question, assessment theory, and conclusions/recommendations. This assessment report should abide by current NASP standards of practice and include sound data-based decision making. Remove all identifying information about the child and school.

Consultation/Intervention Report(s): These could include reports of consultation cases that you actually wrote for your school, if available, or written exclusively for your

portfolio. Remove all identifying information regarding the client, consultee, or school. If relevant, include handouts or materials you created related to this case.

Other items to include: Graduate transcripts, specialized training experiences, relevant foreign language immersions, grants awarded (e.g., NASP tiny grants), or other related activities. Be creative and highlight those activities and that work which represents you best. If you are currently at the beginning of your training, think about additional ways that you might become involved in the field of school psychology that might set you apart from other applicants. For more information on NASP funds and grants see http://www.nasponline.org/about_nasp/awards.aspx.

Functional Behavioral Assessment and Behavior Intervention/Support Plan(s): This could include a report that provides an operationally defined behavior, the antecedents to the behavior, baseline data gathered, consequences of the behavior, and conclusions and recommended interventions. If the student followed through to the intervention phase, then intervention data should be reported. Remove all identifying information about the child and school.

Program Development Materials: This could include a counseling program that was developed to serve a certain population (e.g., children of military parents who are on deployment, friendship group etc.). In addition, if a school-wide program or after-school program was developed (buddy program, working with parents, book club, etc.), then samples of developed materials could be included.

Peer-Reviewed Publications or Articles: If you were involved in a research project, chances are that you may have had the opportunity to submit an article for publication. Publications are particularly crucial for those interested in a career in academia. Other articles that may be of interest to employers could be local, state or national association newsletter publications (e.g., an article submitted to the *Communiqué*).

Workshop or Presentation Materials: Sometime during your training you may have had the opportunity to develop a workshop or presentation. Presentations to school staff on salient topics (e.g., ADHD and medication, Student Success Team process etc.) and state or national conference presentations could be included in the form of Power Point or other developed handouts.

What are other issues you should think about in creating your portfolio?

Presentation: Be sure that your information is printed from a quality printer and is clearly legible. Many students choose to print their vita on high quality paper, whereas the remainder of items is printed on standard copy paper. Depending on the size of your portfolio, you may decide to bind it in a plastic cover with tabs separating particular sections or types of items. Be sure that it is organized in such a way that your interviewers can easily locate your work.

Consider creating electronic versions of your portfolio materials that will be easy to update, store, transport, and post for potential employers. The NASP Career Center currently allows NASP members to post their application materials online. For more information go to <http://jobs.naspcareercenter.org/search.cfm>

Get input from others: Contact students currently on internship or recent graduates of your program and ask to view their professional portfolio. This will give you an idea of what to include in or how to organize a successful professional portfolio. Have your portfolio reviewed by a faculty member familiar with your work and professional strengths to solicit their suggestions on improving your portfolio.

Choose your best work: While it may be a natural tendency to include samples of all the work you have done, this is not a realistic option. A potential employer is not likely to read through an overwhelming number of samples. Therefore, it is important for you to go through your past work and pick a few items that represent not only best practice but also your best work. Be sure that you review the specifics of the case(s) in case your interviewers ask for more information or explanations.

Process Sheet for Satisfactory Completion of Comprehensive Exams for the School Psychology Doctoral Program

Name: _____

Date: _____

Year enrolled into the School Psychology Doctoral Program: _____

This form should be completed and submitted to the School Psychology Doctoral Committee for review prior to October 1/May 1 of your third year in the program if you entered with a Bachelor's Degree, or your second year in the program if you entered with either a Master's Degree, a Specialist Degree, or significant numbers of advanced placement credits. The committee will meet by October 15/May 7 to formally approve or reject requests to sit for the Comprehensive Exam. For the student to take the exam, a majority of the School Psychology Doctoral Committee must signal their approval on this form.

Questions will be submitted by the relevant members of the Doctoral Committee by December 1/May 15 for possible inclusion in the exam. The exam will be distributed to those students formally approved to take the exam around December 15/July 15 (*dates vary based on the University calendar*). The exam will be made up of 10 questions that pertain to specific competency domains outlined by the National Association of School Psychologists (NASP) and will be a 'take-home' format exam. Students will be able to use a variety of course, as well as outside, materials in formulating responses to questions.

The exam is to be submitted to the committee by January 15/August 15 (*dates vary based on the University calendar*). Feedback on the exam is to be given to students from the committee within two weeks of that date. Clarity of content and writing style will be amongst the factors considered in determining scores on the test. Each question will be worth a possible 10 points, with 8 points or above being required to 'pass' that competency domain associated with that question (based on an average of reviewer's scoring). Failure to receive a passing score will result in the student needing to schedule an oral defense of failed questions by March 15/October 15. The committee will work with the student to schedule times for the defense.

Is this your first second time taking the comprehensive exam?

Did you have an advanced degree prior to your acceptance? [yes] [no]

If yes, what was that degree? [MS] [MA] [Ed.S.] [Psy.S.]

Please answer the following with a checkmark in either yes or no.

Have you completed a total of at least 50 credits towards your doctoral degree (including advanced standing)? [yes] [no]

Have you completed Field Experience I (702)? [yes] [no]

Have you completed at least one semester of Practicum (750)? [yes] [no]

Have you passed:

- PSYC 701: Problem Solving, Prevention, and Systems? [yes] [no]
PSYC 705: Foundations of Academic Assessment? [yes] [no]
PSYC 710: Cognitive Assessment? [yes] [no]
PSYC 725: Consultation and Prevention? [yes] [no]
PSYC 610: Research Design and Statistics? [yes] [no]
PSYC 613: Behavioral Research Methods? [yes] [no]

Application to take the Written Comprehensive Exam: Approved

_____ [yes] [no]

[Carlos J. Panahon, Ph.D.] [Date]

_____ [yes] [no]

[Kevin Filter, Ph.D.] [Date]

_____ [yes] [no]

[Shawna Petersen-Brown, Ph.D.] [Date]

_____ [yes] [no]

[Elyse Farnsworth, Ph.D.] [Date]

Formal Notification of PASS or FAILURE TO PASS:

Date [mo/day/yr]

Specific Comprehensive Domains

<u>Domain</u>	<u>Scoring</u>	
Data-Based Decision Making	<input type="checkbox"/> pass	<input type="checkbox"/> not passing
Consultation and Collaboration	<input type="checkbox"/> pass	<input type="checkbox"/> not passing
Academic Interventions and Instructional Support	<input type="checkbox"/> pass	<input type="checkbox"/> not passing
Mental and Behavioral Health Services and Interventions	<input type="checkbox"/> pass	<input type="checkbox"/> not passing
School-Wide Practices to Promote Learning	<input type="checkbox"/> pass	<input type="checkbox"/> not passing
Services to Promote Safe and Supportive Schools	<input type="checkbox"/> pass	<input type="checkbox"/> not passing
Family, School, and Community Collaboration	<input type="checkbox"/> pass	<input type="checkbox"/> not passing
Equitable Practices for Diverse Student Populations	<input type="checkbox"/> pass	<input type="checkbox"/> not passing
Research and Evidence-Based Practice	<input type="checkbox"/> pass	<input type="checkbox"/> not passing
Legal, Ethical, and Professional Practice	<input type="checkbox"/> pass	<input type="checkbox"/> not passing

Policy Related to Termination from the School Psychology Doctoral Program

Graduate students are expected to demonstrate the highest professional standards and behavior during their pursuit of the doctoral degree. High levels of professional behavior are particularly relevant and necessary during field experience, practicum, and internship. Throughout these applied experiences, the candidate is required to respect and conform to established program, school, and clinic (Assessment Clinic) policies to insure student/client safety and well-being, and exhibit professional behavior consistent with the professional standards outlined by the National Association of School Psychologists (NASP) the American Psychological Association (APA). Should it appear that a doctoral student is seriously deficient in meeting these expectations, a request can be made by either a faculty member, school supervisor, clinic director, or by the university supervisor to terminate the candidate and remove them from the program. Reasons for dismissal from the program may include, but are not limited to, the following:

- Chronic irresponsibility in fulfilling program requirements (e.g., missing classes, scheduled appointments with clients, or supervision meetings; numerous “Incompletes”; or difficulties completing practicum hours). When behaviors interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective, dismissal from the program will be considered.
- Behaviors indicative of an attitude of indifference or hostility (e.g., anger control issues or lack of follow through with clients, lack of respect for faculty, or lack of respect for supervisors). When these behaviors interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective, dismissal from the program will be considered.
- Poor written or oral language skills that interfere with provision of psychological services (e.g., persistent difficulties in administering assessments, difficulties in communicating verbal instructions to clients, numerous errors when writing psychological reports or other communications) and unrelated to issues resulting from being an English Language Learner. When these skills interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective, dismissal from the program will be considered.
- Inadequate clinical competency (i.e., poorly developed diagnostic skills, interview skills, or assessment skills, chronically unprepared for meetings/conferences, etc.). When there is a demonstrated lack of competency in this area that interferes with providing psychological services, places school children/clients at-risk or at harm, and/or makes it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective, dismissal from the program will be considered.
- Interpersonal skills that result in poor interactions with peers, a school's students, clients, faculty, and/or staff (e.g., difficulties developing rapport with clients or

- consulting with other professionals, social isolation, avoidance of social interactions). When interpersonal skills interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered.
- Violation of program or school policies, procedures, rules, regulations, or code of ethics (e.g., a blatant disregard for school policies or rules, violation of professional ethical codes, violation of social media policy). When these violations interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered.
 - Demonstration of inappropriate professional attitude or behavior in an educational or clinical setting (e.g., use of profanity in a professional setting, being disrespectful to parents, actively defying supervisor requests, sexual harassment, discrimination). When these behaviors interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered.
 - Mental health issues (e.g., evidence for or diagnosis of paranoid schizophrenia, bi-polar disorder, or personality disorder) that interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective dismissal from the program will be considered. NOTE: It is important that the program is informed as soon as possible regarding any disabilities (e.g., learning, physical, psychological) that may impact a candidate's performance within the program so appropriate accommodations can be developed and implemented. Candidates are required to provide appropriate documentation of a disability through the office of Disabled Student Development prior to receiving accommodations.
 - Conviction of a felony (e.g., stealing, assault, child sexual abuse) while in the program that is considered inconsistent with providing psychological services, that may place school children/clients at-risk or at harm, and/or makes it difficult for a candidate to complete program requirements (e.g., school will not allow candidate to complete practicum or internship), dismissal from the program will be considered.
 - Inability to officially document prior degrees (bachelor's degree, master's degree). Candidates are admitted into the doctoral program with the expectation that they have completed a master's degree and/or a bachelor's. Candidates must demonstrate that they have obtained the master's and/or bachelor's degree prior to starting their first semester in the program.
 - Plagiarism (University procedures will be followed if a candidate is suspected of plagiarism.)
 - Addiction (e.g., alcohol, marijuana, gambling) behaviors that interfere with providing psychological services, place school children/clients at-risk or at harm, and/or make it difficult for a candidate to complete program requirements, and because a remediation plan has not been effective dismissal from the program will

be considered.

Procedures for Termination

If the School Psychology Doctoral Committee determines that a doctoral student has a serious deficiency or problem that interferes with providing psychological services, places school children/clients at-risk or at harm, makes it difficult for a doctoral student to complete program requirements or perform in a professional capacity, or displays a persistent pattern of unprofessional behavior, the Program Director will notify the candidate and the department chair in writing that termination of their involvement in the School Psychology Doctoral Program has occurred.

Appeal

If the doctoral student believes their removal from the program, field experience, practicum, and/or internship site violated the procedures for termination set forth above, that the decision to terminate was arbitrary and capricious, or that the decision was the result of discrimination, the doctoral student may request in writing that the decision be reviewed and begin the appeal process as outlined in the MNSU policy handbook. The process outlines procedures for an appeal and specifies recourse available to graduate students who believe that decisions have adversely influenced their progress in graduate school.

I have read and fully understand the above termination policy. I also agree with this policy and agree to abide by it while enrolled in the School Psychology Doctoral Program.

Name (Printed)

Name (Signature)

Date

School Psychology Doctoral Program Confidentiality, Social Media and Information Access Agreement*

Minnesota State University, Mankato, the Department of Psychology, the School Psychology Doctoral Program, and School Psychology Doctoral Committee are dedicated to safeguarding and maintaining the confidentiality, integrity, and availability of our student clients (NOTE: Student clients are defined as anyone you see related to field experience, practicum, teaching, research, internship, the graduate assistantship, and course requirements.), school psychology students, faculty, staff, and organizational information. “Confidential Information” includes all information that is personally identifiable and not generally intended for public dissemination or consumption. Confidential Information may be paper-based, electronic, or stored or transmitted in some other form. It also may include information that is verbally shared between students, faculty and students, clients and students, clients and faculty, staff and students, and staff and faculty. Examples of Confidential Information include, but are not limited to, the following:

Academic information related to school-aged children, clients and/or research participants, such as grades, Individual Education Plans (IEPs), tutoring information, academic records, school placement, and school name, and other personal information accessed in the therapeutic relationship;

Psychological information related to school-aged children, clients and/or research participants, such as educational classifications, psychological diagnoses, psychological reports, and research data;

Family information of school-aged children (e.g., employment status, marital status, criminal history), clients, and/or research participants, such as income, marriage history, and family member’s information;

School psychology student, clients, and staff disciplinary or employment records or related information;

Client behavioral plans (e.g., BIPs), such as but not limited to targeted behaviors, progress of treatment, treatment outcomes, and treatment methods;

School-aged children, clients, and/or research medical records, such as but not limited to medical history, medication types or usage, and psychological records;
and

Social Security Numbers, phone numbers, passwords or identification codes or similar identification numbers (The later may be related to research.).

Access to information DOES NOT imply approval to otherwise disclose it. For example, client information (such as telephone numbers, street addresses, diagnosis, medication, psychological reports, etc.) may appear in the client’s file, might be discovered during the

course of a professional relationship, or might appear on the front page of a test protocol; however disclosure of the same information in another format (text message, verbally sharing, e-mails, phone messages, or other social media outlet) may be inappropriate in many situations and as a practical matter is prohibited.

Protection of Confidential Information requires the following minimum standards, to which I, as a doctoral student in the School Psychology Doctoral Program agree as a condition of my continued enrollment and/or continued employment as a graduate assistant:

Download or Transmission of Confidential Information: I will not download or extract Confidential Information to any removable storage such as compact discs or USB flash discs, external servers, or transport or transmit such information off-site or to any non-authorized computer system or entity without explicit approval to do so by your faculty advisor and/or program designee (i.e., Program Director).

Access to Confidential Information: I understand and agree that I must safeguard and maintain the confidentiality, integrity, and availability of all Confidential Information at all times. I will only access, use, and/or disclose the minimum Confidential Information necessary to perform my assigned duties as a school psychology student and/or graduate assistant. I will not disclose such information to any other individuals/organizations for any reason. If I am uncertain, I will discuss this situation with my faculty advisor and/or program designee (i.e., Program Director).

Desktop and Laptop Computer Security: If any computer under my control may be used to access, transmit, or store Confidential Information I will to the best of my ability maintain the security of this computer including the use of passwords, password protected “screen savers”, approved anti-virus and anti-spyware software, and other measures as may be required under Minnesota State University in School Psychology policies or procedures. I will refrain from using unapproved “adware”, “shareware”, “freeware”, or any other unauthorized software. I will also remove any software that is no longer needed and promptly install and update security patches and updates for all software installed on my desktop or laptop computer system.

When practical and possible, I agree to disguise or obscure the content of confidential information stored on my computer or encrypt this information if I have the means and access to encryption software.

Duty to Renounce Access: In the event my duties and responsibilities as a student in the program or graduate assistantship changes, or in the event my student status ceases for any reason, I affirm that I will maintain the confidentiality, integrity, and availability of all Confidential Information and will promptly notify the Director of Training in School Psychology, the Chair of the Department of Psychology, and my advisor so that my access to Confidential Information may be properly curtailed or removed.

I agree that I will not share any personal information (e.g., phone numbers, social security numbers, health information, psychological information, etc.) related to clients, other students in the School Psychology Doctoral Program, and School Psychology Doctoral Faculty with anyone outside of Minnesota State University, Mankato and the Department of Psychology.

I agree not to discuss any information related to clients, other students, faculty, or staff after I am no longer a student at Minnesota State University, Mankato.

I agree to not discuss or share in any form (written or verbal) my graduate assistantship activities with other students, faculty, or staff members unless I have permission from my faculty supervisor/advisor.

I agree to refrain from making statements that might be inaccurate, taken out-of-context, or potentially libelous or slanderous regarding student clients, teachers, school administrators, parents of children I am working with, fellow doctoral students, or faculty within the program.

I agree to make efforts to verify authenticity, accuracy, and falsifiability of any claims I might make regarding student clients, teachers, school administrators, parents of children I am working with, fellow doctoral students, or faculty within the program. In particular, in situations where I am not a primary observer of information or occurrences, or am relaying second-hand information, I will use caution and make an effort to be accurate. In situations where I feel I should make a statement out of concern I will consult with my faculty advisor and/or program designee (i.e., Program Director) as to how best to approach this situation.

I agree that I will not text, e-mail, or use any social media site (e.g., Facebook, Twitter, Instagram, LinkedIn, or Blogs) to exchange information or share information related to student clients, other students in the School Psychology Doctoral Program, faculty, and district and university staff.

Sanctions: I understand that violations of this Agreement may result in disciplinary action, which may include termination as a student within the School Psychology Doctoral Program, suspension and loss of privileges (e.g., graduate assistantships, practicum and internship opportunities), termination of authorization to work with Confidential Information, as well as legal sanctions.

I understand that my involvement in a professional training program and well as my pursuit of a professional degree includes with it the assumption and expectation that I will likewise conduct myself in a professional manner when interacting with student clients, peers, and colleagues within the profession and that I will be held to a higher standard than many within my community because of my affiliation with an identifiable profession.

I agree to make my best effort not to gossip or confabulate information related to student clients, other students within the student client's classroom, other students in the school psychology doctoral program, faculty, and district and university

staff while a student and after I am no longer a student at Minnesota State University, Mankato.

By signing this Agreement, I acknowledge that I have read and fully understand and agree to comply to the best of my ability with all of its terms and conditions.

Student's Signature

Date

Student's Printed Name

**Witness's Signature (advisor)

Date

Witness's Printed Name (advisor)

*This form must be signed upon entry into the doctoral program prior to starting courses, practicum, internship, research team, and a graduate assistantship.

**The witness should be your advisor. If your advisor is not available, then it could be any other school psychology faculty member.