



SCHOOL PSYCHOLOGY

POLICIES AND PROCEDURES HANDBOOK

Masters and Education Specialist Degree Programs
in School Psychology
Department of Psychology
University of Wisconsin – Whitewater



TABLE OF CONTENTS

PAGE

1.....	Program Description and Training Model
2.....	Program Philosophy and Knowledge Base
3.....	Program Objectives
4.....	Application and Admission Procedures
6.....	Course of Study
8.....	Residency Requirement
10.....	Evaluation and Retention Policies and Procedures
11.....	Academic/Professional Standards
14.....	Advancement to Candidacy for M.S.E.
14.....	Comprehensive Portfolio Evaluation and Thesis
17.....	Advancement to Candidacy for Ed.S.
19.....	Domains of Training Competency
29.....	Field Experiences
31.....	Appendices

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SCHOOL PSYCHOLOGY POLICIES AND PROCEDURES HANDBOOK

Masters and Education Specialist Degree Program in School Psychology University of Wisconsin - Whitewater

General Program Description

The graduate program in School Psychology at UW-Whitewater is a three-year, full time course of classroom study and field practica and internship leading to certification by the Wisconsin Department of Public Instruction as a School Psychologist. Students first complete 32 graduate credits in psychology and education, then either pass a comprehensive portfolio evaluation or defend a thesis to complete the requirements for the Masters Degree (M.S.E. - School Psychology). Upon attainment of the Masters degree, qualified students enter into the Education Specialist degree (Ed.S.) sequence, consisting of additional credits of advanced course work, a 600-hour field practicum, and a 1200-hour internship. Students may apply for Department of Public Instruction certification as an Initial Educator – School Psychologist prior to internship. Successful completion of the internship and the ETS Praxis II examination in School Psychology allow the student to apply for the Nationally Certified School Psychologist (NCSP) credential. This certificate is achieving growing recognition among state school psychology licensing boards and allows for reciprocal certification in selected states outside of Wisconsin.

The Program has Full approval by the National Association of School Psychologists (NASP), has additional accreditation by the Wisconsin Department of Public Instruction (DPI), and is located in a National Council for Accreditation of Teacher Education (NCATE) accredited unit.

Consistent with policies of the University of Wisconsin System, the UW-Whitewater School Psychology Program is committed to equal educational opportunity in its training program and encourages application from all persons regardless of race, color, creed, religion, age, ancestry, national origin, disability, sexual orientation, political affiliation, marital status, Vietnam-era veteran status, parental status, and pregnancy.

Training Model

The School Psychology Program at the University of Wisconsin-Whitewater has a distinguished history and current dedication to the professional preparation of school psychologists. The program conforms to the professional scientist-practitioner training model, with a strong emphasis placed on the maintenance of scientific rigor in the applied setting. Students are trained to see themselves as applying both the principles of empirical science and the skills of clinical sensitivity and insight to the problem-solving process in the school setting. While the training essentially represents a "delivery of service" model, students are provided with the curricular background to produce as well as effectively consume research in the field.

The School Psychology Program at the University of Wisconsin-Whitewater subscribes to the concept of competency-based learning. Students must do more than show academic accomplishment: They must demonstrate competency in the training areas defined by the Program, the Wisconsin Department of Public Instruction, and the National Association of School Psychologists. This competency is assessed through faculty observation and feedback, a yearly portfolio review procedure, and through more traditional assessment procedures, including a

Specialist Research Project, classroom-level examinations, embedded assessments, and the ETS Praxis-II examination in school psychology.

Program Philosophy/Mission

The philosophical foundation of the Program is grounded solidly in the viewpoint that school psychologists are highly educated mental health professionals able to bring critical reflection, data-based decision-making, and applied skills to address complex problems which confront them as school practitioners. The Program stresses the need for school psychologists to understand the psychological, socio-cultural, environmental, political, and economic influences that shape the behavior and potentials of children, families, and school personnel. With this understanding, school psychologists can apply their training as a data-based problem-solver within the school setting, taking a proactive stance in the best interests of children, families, and the individuals who serve them. The future school psychologist also needs to understand the vital influence that the teacher, the classroom milieu, the community, and the educational philosophy of the school have on the child. Foundational courses in psychology and education, and their associated field practica and internship combine to provide the student with the opportunity to examine and understand this ecological perspective on human development and functioning.

Knowledge Base

Consistent with this orientation, the knowledge base reflects both foundational and applied course work and experiences in psychology and education. Students are provided with both theoretical and practical training in a broad range of professional competencies. Core course work in the legal, ethical, and professional foundations of school psychology, human learning, child and adolescent psychopathology, and measurement theory provide the student with the foundation necessary to advance to the more applied assessment and intervention curricula and field work. The Program places high emphasis upon training school psychologists to be active participants in the resolution of problems. Consequently, the knowledge base contains both direct and indirect intervention, including individual and group therapy, behavioral consultation, and primary prevention procedures. In addition, Program students are provided with core professional education requirements in the areas of cultural diversity, pupil exceptionalities, curriculum methods, and reading instruction methods.

Program Objectives

The School Psychology Program at the University of Wisconsin-Whitewater is designed for those persons who plan to devote their professional careers to one of the many aspects of school psychological services and desire to achieve a proficiency which will enable them to assume a role of leadership based on a considerable depth of understanding in their work. The Program recognizes that a contemporary training program must prepare its students for the complex challenges of today's schools and school children, as well as stimulate their intellectual curiosity and professional enthusiasm to meet the demands of the future. Consistent with the above philosophy, training model, and knowledge base, the School Psychology Program has the following training objectives:

1. To train individuals who intend to be practicing school psychologists and who will promote school psychology as a profession in the highest representative fashion;
2. To teach the basic skills and content areas of psychology and education in order to meet the requirements of School Psychology as defined by the National Association of School Psychology, the American Psychological Association, and the Wisconsin State Department of Public Instruction Certification for Provisional and (Full) School Psychologists;
3. To teach students to have respect for the scientific rigor and principles, which are the hallmark of the field of psychology at large and the integration of science and professional practice;
4. To train students skilled in non-biased, data driven assessment of school-aged children and youth and to see assessment as integrated with well-researched, measurable treatment procedures;
5. To train students to become competent in serving as consultants to teachers, parents and other personnel in their work setting and prepared to carry out programs of primary, secondary, and tertiary prevention;
6. To train students to become professionals who will act as child advocates and facilitate the optimal best interest of the child in the environments of school, home and community;
7. To train students to become professional school psychologists who are sensitive to and accepting of human diversity and who are academically prepared for the challenges presented in a pluralistic society;
8. To train students to become professionals who will not only be effective consumers of others' research, but as a function of their practice, be able to conduct applied research to benefit the children and families whom they serve;
9. To provide students with exposure to and understanding of the ethics and values of the school psychology profession;
10. To promote in students a need and respect for continuing professional development and to address those needs through advanced continuing professional development course work and workshops.

APPLICATION AND ADMISSION PROCEDURES

All prospective students desiring admission into the School Psychology Program must simultaneously apply for admission into the School of Graduate Studies. Specifics related to completion of the application process may be found on the program website at <http://www.uww.edu/gradstudies/schlpsych>.

Grade Point Average

An overall undergraduate grade point average of at least a 3.00 (on a 4.00 scale) is required. Applicants who do not meet this requirement may appeal for an exception on the basis of other factors (e.g., relevant work experience, outstanding job performance, recommendations, and evidence of appropriate personal qualifications.) Individuals who are accepted with a GPA of less than 3.00 will be on probationary status as described in the UW-Whitewater *Graduate Bulletin*.

Prerequisite Course Work

Students must demonstrate, at a minimum, 12 credits of undergraduate or graduate course work in psychology which include study in the three areas of (a) child/adolescent psychology or development, (b) abnormal psychology, and (c) statistics as prerequisite to all graduate course work. Additional preparation in the areas of neuroscience, behavior modification, personality theory, and general or special education are highly recommended.

Additional Application Requirements

In addition to completing the application form from the School of Graduate Studies, students must also submit directly to the Coordinator, School Psychology Program, the following:

1. A representative sample of the applicant's written expression skills in the form of a typed narrative letter, sent to the Program Coordinator, which includes a discussion of relevant personal background and describes in depth why the applicant has chosen to pursue study in the field of school psychology;
2. A completed program application;
3. Three letters of recommendation from appropriate persons (such as current/former professors or work supervisors) who are familiar with the applicant's academic and personal qualifications for graduate study in school psychology, sent to the Program Coordinator;
4. The results of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE), sent to the School of Graduate Studies.

Upon review, the Admission Committee may request a personal interview. Admissions may be granted with or without an interview at the Committee's discretion.

Non-Candidate for Degree

In accordance with Graduate School policy, students may take selected graduate courses as a Non-Candidate for Degree (NCFD) prior to admission. Up to 12 credits may be transferred into the student's School Psychology Program upon subsequent admission to the Program. All NCFD credits must receive prior approval from the Coordinator.

Applicants with Previously Earned Masters Degrees

The UW-Whitewater School Psychology Program accepts in transfer Masters degrees from NASP-accredited school psychology programs, or those school psychology programs whose requirements meet or exceed those put forward by NASP. Discipline-related Masters degrees -- e.g., in education, special education, social work, clinical psychology -- may be transferred following a review and decision by the School Psychology Committee. Substantial additional course work in addition to that included in the Education Specialist degree sequence may be required.

Advisement and Supervision in the School Psychology Program

Upon acceptance, all students in the School Psychology Program are assigned a faculty academic advisor. The responsibilities of the faculty advisor include:

- (a) Advising the student in course selection and registration procedures
- (b) Assisting the student in orientation to program policies and procedures
- (c) Facilitating the student's orientation to campus resources, such as the library and computer labs
- (d) Maintaining regular contact for progress monitoring on at least a semester basis
- (e) Maintaining availability in a problem-solving capacity such as may be needed by the student

Subsequently within the program, students will be assigned a Specialist Project faculty advisor. The Specialist Project advisor must hold Graduate Faculty status in the Department of Psychology.

Students enrolled in Psych 793 – Practicum in School Psychology and 795 – Internship in School Psychology are assigned a university supervisor for these experiences. The role of the supervisor is explained in the individual Handbooks that accompany these field experiences.

Course of Study in the School Psychology Program

Students should consult relevant sections of the *Graduate Bulletin* for a comprehensive description of degree requirements.

Graduate Course Sequence

Students in the School Psychology Program complete a total of 32 graduate credits in psychology and education for the M.S.E., plus additional credits, internship, and research requirements for the Ed.S. The following courses are listed in the typical sequence. The three required College of Education (see asterisk below) courses may be taken in any sequence at the convenience of the student.

Masters Degree Typical Sequence

Summer I

Optional: No more than two (2) College of Education required courses*

<u>Fall</u>	<u>Graduate Credits</u>
PSYCH-620 Foundations of Professional School Psychology	3
PSYCH-715 Research Methods and Program Assessment	3
PSYCH-740 Assessment I – Achievement & Progress Monitoring	3
PSYCH-746 Psychopathology of Childhood and Adolescence	3
PSYCH-792 Field Placement in School Psychology	1
 <u>Spring</u>	
PSYCH-724 Learning in Educational Contexts	3
PSYCH-745 Assessment III – Intellectual Functioning	3
PSYCH-770 Assessment II - Personality and Behavior	3
PSYCH-785 Advanced Child Development OR	
PSYCH-787 Social Context and Diversity in the School Setting	3
PSYCH-792 Field Placement in School Psychology	1
 <u>Summer II</u>	
PSYCH- 680 School Violence and Crisis Management	3
PSYCH-768 Behavior Therapy in the School	3
PSYCH-762 Academic Interventions	3
College of Educ. Required Course*	3

Note: Master's degree awarded upon successful completion of a minimum of 32 credits and successful completion of a comprehensive portfolio Evaluation or thesis.

Education Specialist Degree Typical Sequence

<u>Summer</u>		<u>Graduate Credits</u>
College of Educ. Required Course*		3
 <u>Fall</u>		
PSYCH-793	Practicum in School Psychology including Seminar	6
PSYCH-769	Consultation and Prevention	3
PSYCH-797	Specialist Project Research	1
	College of Educ. Required Course*	3
 <u>Spring</u>		
PSYCH-793	Practicum in School Psychology including Seminar: Cultural diversity	6
PSYCH-766	Cognitive Behavioral Therapy	3
PSYCH-787	Social Context and Diversity in the School Setting	
	or	
PSYCH-785	Advanced Child Development	3
PSYCH-797	Specialist Project Research	1
 <u>Summer</u>		
	College of Educ. Required Course*	3
	College of Educ. Required Course*	3

*College of Education Required Courses

READING 764	Developmental Reading in the Elem. School	3
SPECED 700	Theoretical Foundations...in Special Ed.	3
EDFOUND 710	Education in a Pluralistic Society	3

Note: Upon successful completion of the 600 hour practicum, a completed Specialist Project, and with a minimum total of 60 approved graduate credits, students may apply to the Department of Public Instruction for the Initial Educator license prior to internship.

Internship

<u>Fall</u>	PSYCH-795 Internship in School Psychology	3
<u>Spring</u>	PSYCH-795 Internship in School Psychology	3

Note: Upon completion of all Program requirements, including Specialist Project, internship, portfolio review, and the successful completion of the ETS Praxis II in School Psychology, students receive the Education Specialist Degree.

Residency Requirement

The School Psychology Program is designed to be a three-year, full-time course of study. In support of and encouragement to returning or non-traditional students, modification of the full-time requirement may be made in the following manner:

- (a) Full-time enrollment shall mean at least 9 graduate credits;
- (b) Students must, at a minimum, be in enrolled full-time for two consecutive semesters in Year I (Masters study) or Year II (Education Specialist study);
- (c) The internship may be completed on a half-time basis over two years.

Course Work

All course work counted toward the completion of either degree must be taken at the graduate level. In consultation with the student's advisor, some undergraduate course work may be substituted for specific graduate courses, but in no circumstances may the total number of graduate credits be reduced or the required amount of graduate study in an area be reduced by previous undergraduate study. At least two-thirds of the student's program must be taken in course work numbered 700 and above.

All students must demonstrate competency through course work, practical experience, and other learning strategies in the following areas:

- I. Data-Based Decision-Making and Accountability**
- II. Consultation and Collaboration**
- III. Interventions and Instructional Support to Develop Academic Skills**
- IV. Interventions and Mental Health Services to Develop Social and Life Skills**
- V. School-Wide Practices to Promote Learning**
- VI. Preventive and Responsive Services**
- VII. Family-School Collaboration Services**
- VIII. Diversity in Development and Learning**
- IX. Research and Program Evaluation**
- X. Legal, Ethical, and Professional Practice**

Course Load

A full-time student in good standing may carry a maximum of 14 credits in a regular semester. Summer credits are controlled by extant university policy. Overloads may be granted in unusual circumstances with the consent of the Program Coordinator and the Dean of Graduate Studies.

Transfer of Credit

Graduate level work completed at other institutions may be transferred to the University of Wisconsin-Whitewater to apply to a graduate degree. No more than nine (9) credits completed at other institutions may be applied to the M.S.E. - School Psychology degree or the Ed.S. – School Psychology degree. Consult the most current *Graduate Bulletin* for a complete explanation of these policies. Students wishing to transfer credit must complete the form available at the School of Graduate Studies Office, at the time of admission to the program.

GRADUATE STUDENT EVALUATION AND RETENTION POLICIES AND PROCEDURES*

I. Purpose

This policy was developed to provide students and faculty with written guidance regarding the standards and procedures for continuation in the program and to delineate the procedures used by the program to (a) evaluate student performance, b) respond to problematic, inadequate, or impaired student performance, and c) ensure that due process is accorded all parties during the evaluation and review. The formal evaluation policies and procedures outlined in this document have been designed to provide:

1. students with information about their progress that will enable them to take advantage of strengths and/or to remediate weaknesses in academic, professional, and/or personal development.
2. faculty with information about the progress of students in order to facilitate decision making that is in the best interests of students and the profession they are preparing to enter.

II. Rationale

Continuance in the School Psychology Program is contingent upon the ability of the student to pursue graduate study. Successful completion of a program in school psychology is based on students demonstrating academic, professional, and personal effectiveness related to professional objectives. The faculty of the School Psychology Program has a professional responsibility to evaluate the academic, professional, and personal development of students in its training programs. There needs to be a mechanism to address concerns about the suitability of students entering the profession. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback in a timely fashion.

III. Due Process

Due process ensures that decisions made about graduate students by the School Psychology Program are not arbitrarily or personally biased. General due process guidelines include:

1. presenting students, in writing, with the program's expectations related to academic and ethical functioning;
2. stipulating the procedures for evaluations, including when and how evaluations will be conducted;
3. articulating the procedures and actions involved in making decisions regarding impairment;
4. instituting a remediation plan for identified inadequacies, including time frame for remediation and consequences of not rectifying the inadequacies;
5. providing a written procedure to the graduate student which describes how the student may appeal the program's action;
6. ensuring that graduate students have sufficient time to respond to any action taken by the program;

7. using input from multiple professional sources when making decisions or recommendations regarding the graduate student's performance, and;
8. documenting, in writing, the action taken by the program and its rationale.

IV. Review

All students are evaluated at least once a year through a formal review meeting of the program faculty. However, evaluation is an ongoing procedure and questions about a student can be initiated by any faculty member, practicum supervisor, or fellow student and addressed at any time during the year as well. When a concern is noted, the student will be notified in writing using the Academic/Professional Behavior Notification of Concern form (See Appendix A). Following notification, the student has five business days to respond by developing an action plan and a timeline for completion (See Appendix A).

A. Continuous Review

Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled School Psychology Committee meetings. Discussions concerning student performance and progress will be held in "closed session." At that time, any questions about students may be raised for the School Psychology Committee to consider.

B. Yearly Review

Once per academic year, the School Psychology Committee meets formally to review all students enrolled in the school psychology programs. At this meeting, the progress of all students is to be assessed. Students will prepare a portfolio to assist the committee in making their decisions. Guidelines for preparation of the portfolio are found in the document entitled "*Performance-Based Assessment in the UW-Whitewater School Psychology Program.*" A tentative date for the portfolio presentations will be announced at the beginning of the first semester. The portfolio must be submitted by the date specified by the School Psychology Committee (usually at least 10 working days before the scheduled review).

All students will be provided with written individual evaluations stating strengths and weaknesses as discussed by the committee. Students who have not demonstrated satisfactory progress will be notified individually by the Program Coordinator and instructed to make an appointment with him/her in order to receive feedback and to identify appropriate remediation procedures.

V. Academic Standards

- A. An average of 3.00 overall grade point is required to maintain good standing as a student in the School Psychology Program.
- B. No more than one course with a grade of "C+" is allowed toward the completion of the entire Program through the completion of the Ed.S. degree. No grade below a C+ may be applied toward the completion of any degree in the Program. No grades of NC (No Credit) in the Internship are allowed.
- C. It is the policy of the School Psychology Program that no required Psychology course (PSYCH) may be repeated without a written appeal to the School Psychology Committee. This appeal must address the reasons for the initial poor performance and provide a detailed plan for overcoming those difficulties.

VI. Professional Standards

Students are expected to maintain the highest possible academic, moral, and behavioral standards consistent with individuals training to become mental health professionals. The faculty members are committed to modeling that behavior and assisting students who may struggle in some areas.

- A. The professional conduct of students in any applied setting, including school buildings, clinics, child care centers, or other educational or mental health facility is guided by the *Principles of Professional Ethics of the National Association of School Psychologists*. Ignorance of any part of these Principles is not considered an acceptable excuse for violation.
- B. As a professional in training, all students have an obligation to carry professional liability insurance. Proof of coverage must be provided each year.
- C. Behavior in the academic setting is guided in part by applicable *University of Wisconsin System Chapter 14* rules. The following behaviors are considered a violation of the policies of the School Psychology Program:
 1. being under the influence of illegal substances or alcohol while engaging in any university or field activities related to training as a school psychologist;
 2. acquiring any new conviction for a felony or misdemeanor or failing to report any previous conviction at the time of admission. *All students within the school psychology program will undergo a criminal background check each year in the program (See Criminal Background Check Procedure in Appendix B). In addition, all applicants for Wisconsin school psychology positions and those of other states will undergo a criminal background check as part of the licensure process. Students who have a criminal record or who acquire a criminal record while in training should report this information to the Coordinator at the soonest possible date. This does not apply to non-criminal traffic violations, underage drinking ordinance violations, or previous violations of the state juvenile code. If in doubt, students should consult the Coordinator, the Department Chair, or their own attorney.*
 3. physically or verbally assaulting or threatening any faculty member, other university employee, field supervisor, practicum site employee or pupil, or fellow student;
 4. engaging in sexual behavior with children.
 5. engaging in inappropriate sexual or sexist or racist behaviors that create a hostile learning environment for fellow students or faculty;
 6. falsifying any information on the program application;
 7. falsifying any information on a practice or authentic situation test protocol, report of field experience, or academic assignment, or in any way knowingly tolerating that behavior in another;
 8. public declaration of held beliefs which indicate a clear and unambiguous intent to discriminate as a school psychologist or trainee against persons because of race, religion, ethnic origin, sexual orientation, gender, disability, marital status, or socioeconomic status, or any behavior in this regard;
 9. other applicable infractions as noted by UW-Whitewater or UW System rules.

VII. Program Response

Students who receive a notification of dismissal for academic or behavioral reasons have appeal rights as described in the *Graduate Bulletin*. The student's advisor will assist the student in the appeal as requested or needed. If a violation is identified, the following procedures will be implemented:

- A. The student will be notified of the specific problem areas noted by the faculty on the Academic/Professional Behavior Notification of Concern (Appendix A);
- B. Unless the problems are severe enough to warrant an immediate dismissal, a plan to address the problem will be developed by the School Psychology Committee in consultation with the student. This plan will, as much as possible, behaviorally define the student's problems, identify the expected behavior patterns or goals, and designate a date for goal attainment or reevaluation. This plan and timeline must be submitted to the committee for approval within five business days. If the student chooses not to accept the remedial plan, he/she will be automatically dismissed from the program;
- C. At the time of reevaluation, four options exist for the School Psychology Committee:
 1. a decision that the specified concerns no longer present a significant impairment and the student is allowed to continue in the program;
 2. continued remediation, an updated remedial/behavioral plan, and a date set for another reevaluation;
 3. voluntary withdrawal from the program;
 4. formal dismissal from the program.

Students who receive a notification of dismissal following re-evaluation have appeal rights as described in the *Graduate Bulletin*. The student's advisor will assist the student in the appeal as requested or needed.

VIII. Evaluation Timelines

In addition to grades and in-course evaluations that students receive as a part of all course work:

1. All graduate students in the School Psychology Program will receive a mid-year review and end-of-year portfolio evaluation of their progress in the program;
2. During the student's initial year in the Education Specialist sequence, he/she is enrolled in a full-year practicum. Formal evaluations from field supervisors occur at intervals during this practicum, and students receive university feedback on submitted psychological reports and following university supervisor site visitations;
3. During the student's final year in the program, he/she is enrolled in a full-year internship. Formal evaluations from field supervisors occur at two intervals during this internship. In addition, interns participate in a portfolio review at the end of the year and participate in a series of internship seminars where feedback continues.

ADVANCEMENT TO CANDIDACY FOR THE M.S.E.

When a student has completed 12 credits in the School Psychology Program and is in good standing, advancement to candidacy is established in the following manner:

I. Graduation Application

An application for this purpose may be accessed and submitted online to the School of Graduate Studies early in the semester or summer session in which the student plans to graduate. Students planning to graduate following the summer session may submit their application during the Spring semester. Summer graduates may march in Spring graduation exercises after notifying the School of Graduate Studies of their intent to do so.

II. Departmental Approval

At the review evaluation occurring mid-year in the student's first year, each student will be discussed and counseled by the staff in regard to the appropriateness of his/her continuation in the program. The Department of Psychology, through the Program Coordinator, must approve the student's request for graduation. Students who are in good academic standing with no outstanding Incomplete grades or unresolved misconduct complaints will be approved for graduation;

III. Time Limitations

All time limitations on all graduate degrees are governed through the School of Graduate Studies. Please consult the most recent *Graduate Bulletin*.

IV. Comprehensive Portfolio Evaluation and Thesis

Students in the M.S.E. - School Psychology degree program may choose to complete a Comprehensive Portfolio Evaluation. The Comprehensive Portfolio Evaluation is designed to assess a broad proficiency in the area of School Psychology

A. Comprehensive Portfolio Evaluation

The Comprehensive Portfolio Evaluation is composed of three components. The first component is the Entrance Portfolio; the second component is the Written Response to the Comprehensive Question; and, the third component is the Oral Response to Questions.

The Comprehensive Portfolio Evaluation shall be construed to be a global assessment by the faculty of the Department of Psychology of the student candidate's readiness to be awarded the Masters degree. The Evaluation shall cover course work and experience in the following areas:

Data-Based Decision Making and Accountability
Consultation and Collaboration
Interventions and Instructional Support to Develop Academic Skills
Interventions and Mental Health Services to Develop Social and Life Skills
School-Wide Practices to Promote Learning
Preventive and Responsive Services
Family-School Collaboration Services
Diversity in Development and Learning
Research and Program Evaluation
Legal, Ethical, and Professional Practice

The Evaluation will evaluate the student's competency to apply acquired course work skills and theory to problems directly related to the psychological specialty of school psychology.

Guidelines and Scoring Rubrics for the Comprehensive Portfolio Evaluation are found in the document, *Performance-Based Assessment in the UW-W School Psychology Program*.

B. Masters Thesis

Students must receive the approval of the Program Coordinator to write a thesis. This decision will be based upon the following:

1. Recommendation of the instructor for Research Methods and Program Assessment;
2. Availability of Department of Psychology faculty to chair the thesis committee. It is the policy of the Department that directors be tenured or tenure track faculty in the Department of Psychology and that no faculty member direct more than three (3) thesis committees in a year. At least two committee members must be Department of Psychology faculty or academic staff.

Students must obtain the "Thesis Writer's Guidelines" from the Coordinator and all relevant forms from the Graduate School. Upon approval, registration in PSYCH -799 Thesis Research should be completed. Thesis completion is subsumed under the seven-year program time limit.

Students who choose and are selected to write the thesis provide the faculty with the opportunity to assess their understanding in a broad array of scholarly objectives. Those broad objectives include:

1. Students will demonstrate the ability to formulate a research question in the area of school psychology of sufficient depth, scope, and relevancy to merit significant investigation;
2. Students will demonstrate the ability to orally defend this proposal to a committee of faculty members;
3. Students will demonstrate the ability to conduct a thorough review of the pertinent literature in the area to be investigated;

4. Students will demonstrate the ability to address a research question in a manner consistent with an understanding of the scientific method as applied to psychological research;
5. Students will demonstrate an ability to effectively communicate their research in writing and to defend that research in a public meeting of their professors and peers.

Students are responsible for consulting the most current School of Graduate Studies publications and the *Graduate Bulletin* for a complete explanation of thesis policies and strictly adhering to them. Both of these documents are available in the School of Graduate Studies main offices.

A copy of the final thesis, professionally bound, must be provided to the School Psychology Program and the UW-Whitewater School of Graduate Studies.

ADVANCEMENT TO CANDIDACY FOR THE Ed.S.

I. Application Requirements - Education Specialist Degree Sequence

- A. Continuing UW-Whitewater students who have completed a minimum of 12 credits toward the Masters degree and are in their final full-time semester of course work may make application for continuation in the education specialist degree sequence.
- B. All other applicants must possess a Masters degree in school psychology from a NASP-accredited institution or an institution that trains at an equivalent standard, or a Masters degree in a closely related field. The Coordinator, in consultation with the School Psychology Committee, will determine if this requirement has been met.
- C. All applicants must complete the Graduate Degree Program Application available online through the Office of Graduate Studies website.
- D. All applicants must submit three letters of recommendation from appropriate persons (such as former professors or work supervisors) who are familiar with the applicant's academic and personal qualifications for advanced graduate study in school psychology.

II. Degree Completion Requirements

- A. The Education Specialist Degree is composed of approved additional credits beyond the Masters degree, and consists of predominantly 700-level course work in school psychology and education, field experience, a pre-internship capstone examination, and a scholarly Specialist Project in school psychology.
- B. A grade point average of 3.00 must be maintained throughout the degree sequence. All students must be in full-time residence (at least nine credit hours) for the first year of the degree sequence.

III. Graduation Application

- A. An application for this purpose may be accessed via the School of Graduate Studies website and should be submitted to that office early in the semester or summer session in which the student plans to graduate.
- B. Students planning to graduate following the summer session may file during the Spring semester. Summer graduates may participate in Spring graduation exercises after notifying the School of Graduate Studies of their intent to do so.

IV. Departmental Approval

- A. At the review evaluation occurring mid-year in the student's first year, each student will be discussed and counseled by the staff in regard to the appropriateness of his/her continuation in the program.

- B. The Department of Psychology, through the Program Coordinator, must approve the student's request for graduation. Students who are in good academic standing with no outstanding Incomplete grades or unresolved misconduct complaints will be approved for graduation.

V. ETS Praxis II Subject Examination in School Psychology

- A. All students must attain a passing score of at least 165 on the ETS Praxis II Subject Examination in School Psychology prior to the awarding of the Education Specialist degree. Results should be sent to the School Psychology Program. *This examination is taken in the spring semester of the initial Ed.S. year prior to internship.*
- B. The exam may be repeated as necessary. Students can find information about testing dates and a sample study guide at the organization's website located at <http://www.ets.org/praxis>

VI. Portfolio Review

- A. Advancement to candidacy for the Education Specialist degree includes a formal portfolio review by program faculty (see document *Performance-Based Assessment in the UW-W School Psychology Program* and the *UW-W School Psychology Internship Handbook*). This normally occurs in the final month of internship. All students must present performance-based documentation of acquired competency consistent with their training status through the prepared portfolio.
- B. Students may be required to further address documentation of competency by the reviewing faculty.

VII. Specialist Project

- A. Students must complete a written Specialist Project that conforms to the UW-Whitewater "Criteria for Specialist Project in School Psychology" and present their project to the faculty advisor who will determine if it meets all of the Specialist Project "Standards for Competency." (see document *Specialist Project Guidelines*)
- B. Continuous enrollment in PSYCH-797 Specialist Project Research is required.

VIII. Time Limitations

All time limitations on graduate degrees are governed through the School of Graduate Studies. Please consult the most recent UW- Whitewater *Graduate Bulletin*

IX. Granting of the Education Specialist Degree

Upon successful completion of all course work and practica with an overall grade point average of at least 3.00, the successful completion of the Internship in School Psychology, successful completion of the Specialist Project, and a passing score of at least 165 from the ETS Praxis II Examination - School Psychology, the Education Specialist Degree will be granted.

Domains of Training Competency

National Association of School Psychologists. (2010). *Standards for Graduate Preparation of School Psychologists*. Retrieved from http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf

The student portfolio will serve as one avenue for students and faculty members to track the attainment of essential competencies. The following are the Domains of Training Competency that guide all of the training at UW-Whitewater:

I. Data-Based Decision-Making and Accountability:

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Professionals delivering school psychological services:

1. Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.
2. Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice.
3. Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics.
4. Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness.
5. Access information and technology resources to enhance data collection and decision making.
6. Measure and document effectiveness of their own services for children, families, and schools.

II. Consultation and Collaboration:

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Professionals delivering school psychological services:

1. Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery.

2. Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics.
3. Consult and collaborate at the individual, family, group, and systems levels.
4. Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others.
5. Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others.
6. Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services.

III. Interventions and Instructional Support to Develop Academic Skills:

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Professionals delivering school psychological services:

1. Use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.
2. Implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home–school collaboration, instructional consultation, and other evidence-based practices.
3. Use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children’s cognitive and academic skills.
4. Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services.

IV. Interventions and Mental Health Services to Develop Social and Life Skills:

School psychologists 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. School psychologists in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

Professionals delivering school psychological services:

1. Use assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.
2. Implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home–school collaboration, and other evidence-based practices.
3. Integrate behavioral supports and mental health services with academic and learning goals for children.
4. Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children’s mental health, socialization, and learning.
5. Implement methods to promote intervention accept- ability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services.

V. School-Wide Practices to Promote Learning:

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Professionals delivering school psychological services:

1. Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.
2. Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities.
3. Create and maintain effective and supportive learning environments for children and others within a multi-tiered continuum of school-based services.
4. Develop school policies, regulations, services, and accountability systems to ensure effective services for all children.

VI. Preventive and Responsive Services:

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being

through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Professionals delivering school psychological services:

1. Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks.
2. Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.
3. Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families.
4. Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics.
5. Utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services.

VII. Family-School Collaboration Services:

School psychologists 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, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Professionals delivering school psychological services:

1. Design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health out- comes for all children.
2. Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family– school interactions and address these factors when developing and providing services for families.
3. Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–school–community effectiveness in addressing the needs of children.
4. Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns.

VIII. Diversity in Development and Learning:

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning to individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Professionals delivering school psychological services:

1. Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery.
2. In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts.
3. In schools and other agencies, advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed.
4. Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics.

IX. Research and Program Evaluation:

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and or systems levels.

Professionals delivering school psychological services:

1. Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.

2. Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels.
3. Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels.
4. In collaboration with others, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings.

X. Legal, Ethical, and Professional Practices:

School psychologists 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 psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Professionals delivering school psychological services:

1. Provide services consistent with ethical and professional standards in school psychology.
2. Provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work
3. Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals.
4. Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.
5. Utilize supervision and mentoring for effective school psychology practice.
6. Engage in effective, collaborative professional relationships and interdisciplinary partnerships.
7. In collaboration with other professionals (e.g., teachers, principals, library and media specialists), access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for children.
8. Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth.
9. Engage in career-long self-evaluation and continuing professional development.

Field Experiences in the School Psychology Program

In the School Psychology Program, graduate students are provided with practica experiences throughout the course of study. In the first semester, all students complete Foundations of Professional School Psychology (PSYCH-620) in which they are provided an opportunity to shadow a practicing school psychologist from the local area. All students also complete two semesters of Field Placement in School Psychology (PSYCH 792) through which students engage in the Straight Talk mentoring program with a high risk student in the local public school system, benchmark students' reading fluency at a local elementary school, and participate in the Practicing What We Teach Program at a local charter school. In addition, in the second semester, students select their practicum site and are placed in that district to shadow their future supervisor and become acquainted with the district and its policies.

Practicum

Upon admission into the Education Specialist sequence, students are assigned a practicum site. Arrangements are made with the supervising school psychologist and the Pupil Services Director for the student to make a pre-practicum site visitation. During this visitation, students are introduced to administrators and other appropriate personnel, provided with a tour of the facilities, and given an opportunity for informal conversation with the supervising school psychologist. Opportunities for observation and/or participation in end of the year activities are offered where possible or desirable. In addition, the new practicum assignee will spend a day or more "shadowing" the current practicum student.

The Practicum in School Psychology (PSYCH-793) is a local school district placement with an accompanying two and one-half hour seminar and on-campus supervision. This practicum occurs only following the attainment of the masters degree and the recommendation of the Coordinator, in consultation with the School Psychology Committee of the general psychology faculty. This experience is run in strict accordance with the standards outlined in the Standards for Training and Field Placement Programs in School Psychology (NASP, 2000) and those procedures identified in the UW-Whitewater Practicum Training Protocol. The Practicum (PSYCH-793) is a minimum 600-hour, two semester, supervised field experience in the public schools which has the following objectives:

- 1) Provide students with supervised training opportunities that reflect a logical extension of their university course work in the areas of assessment, direct intervention, consultation, prevention, and professional school psychology within the context of a close, mentor relationship with field and university supervisors;
- 2) Provide students with an immersion into the organization and structural components of public school functioning, including administrative and faculty organization, pupil service design, and associated legal and legislative issues;
- 3) Provide students with an understanding of and experience with the IEP assessment process associated with I.D.E.A. and Wis. PI-11, including prereferral consultation, case management assessment, team decision-making, parent and teacher feedback, and individualized program development;
- 4) Provide experience for students with a wide diversity of pupil needs and characteristics, including those children with low incidence handicapping conditions and those pupils and families of diverse cultural, ethnic, and socio-economic backgrounds.

The Practicum (PSYCH-793) is held for each student in any one of several local, cooperating school districts. Students complete the "Practicum Application Form" in the spring semester prior to their practicum year. Students are assigned to one school district only. This placement decision is arrived at in consideration of student preference, faculty assessment of student needs, and field supervisor availability. UW-Whitewater is

especially proud of the diversity of practicum placement opportunities available for students. Students may select from the urban experience of Milwaukee or Madison, the working class communities such as Janesville, West Allis, or Beloit, the suburban communities such as Verona, Oconomowoc and Kettle Moraine, to the very rural, farming communities such as Milton. This variety of training sites allows program faculty to match the practicum with the expressed needs and experiences of the practicum student.

Supervision is both field- and university-based. Students work particularly close with both supervisors during the Practicum. Field supervisors model procedures and monitor student training experiences. University faculty make visitations to school sites for observation and consultation. A "Practicum Planning Form" is completed jointly by the student and both field and university supervisors to insure a broadly-based experience. Students maintain Practicum Activity Logs which are monitored by university supervisors on a monthly basis. Structured evaluation using the "Practicum Evaluation Form" is conducted once during the Practicum I semester and at the conclusion of the Practicum II semester.

The Practicum in School Psychology is supported by a regular two and one-half hour seminar for all practicum students which meets at the university (Milwaukee Public Schools students also participate in an additional seminar in Milwaukee). This seminar is designed to address specific needs of the students. In the first semester, essential foundational skills, such as report writing, special education procedures and program criteria, and school organization are discussed. The second semester is dedicated to a particular curricular specialty area, such as student diversity.

Internship

The internship experience occurs following the completion of all course work and practica requirements for certification as a Provisional school psychologist. Students enroll in Internship in School Psychology (PSYCH-795), a full-time, 6-credit, 1200-hour field experience. This experience is run in strict accordance with the standards outlined in the Standards for Training and Field Placement Programs in School Psychology (NASP, 2000).

Internship sites are obtained through an application process. Students may complete the internship in the state of Wisconsin or out of state. Students completing their internship out of state are required to research the requirements of that state to ensure that they meet respective state requirements prior to application. In addition, students are expected to represent their education and experiences in the School Psychology Program accurately within the licensure application process. Misrepresentation of credentials or practicing outside the boundaries of their competency without internship supervision may result in reporting to regulatory bodies. Each site must be approved by program faculty. The "Internship Planning Form" ensures a wide-ranging experience for each intern. Interns are required to maintain up to date logs of their activities and submit them to university supervisors on a monthly basis. A structured evaluation component is required. The interns themselves are supported on-campus by a monthly Internship Seminar in which case consultation occurs and current topics relative to the practice of school psychology are discussed. Further information may be found in the *Internship Handbook*.

Appendix A:

Academic/Professional Behavior Notification of Concern – Description of Concern
School Psychology Program – University of Wisconsin-Whitewater

Name:

Semester & Year:

Professor/Supervisor:

Please identify and describe the areas in which the student experiences difficulties that may interfere with his/her ability to perform successfully in subsequent classes and/or in the profession of school psychology.

- | | | |
|---|--|--|
| <input type="checkbox"/> Speaking Skills | <input type="checkbox"/> Initiative | <input type="checkbox"/> Content/knowledge |
| <input type="checkbox"/> Writing Skills | <input type="checkbox"/> Self-confidence/poise | <input type="checkbox"/> Professionalism/ethics |
| <input type="checkbox"/> Attendance/reliability | <input type="checkbox"/> Judgment/common sense | <input type="checkbox"/> Interpersonal skills |
| <input type="checkbox"/> Receptiveness/responsiveness to feedback | <input type="checkbox"/> Response to supervisors | <input type="checkbox"/> Rapport building skills |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Responsibility | <input type="checkbox"/> Teamwork Skills |
| <input type="checkbox"/> Attitude | <input type="checkbox"/> Other (please identify) | |

Describe specific examples of behavior(s) of concern:

Describe appropriate and expected behaviors:

Recommendations with regard to the School Psychology Program.

Professor/Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

School Psychology Program Coordinator Signature: _____ Date: _____

Signatures indicate that the student has been notified and concerns have been discussed. Student's signature does not necessarily indicate agreement.

Original: School Psychology Program Coordinator cc: Student
Professor/Supervisor (named above)

Academic/Professional Behavior Notification of Concern – Student Action Plan
School Psychology Program – University of Wisconsin-Whitewater

Student's description of Action Plan to address identified concern(s).

Timeline for completion of Action Plan:

Professor/Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

School Psychology Program Coordinator Signature: _____ Date: _____

Signatures indicate that Action Plan and Timeline have been discussed and agreed upon by student and Professor/Supervisor.

Original: School Psychology Program Coordinator cc: Student
Professor/Supervisor (named above)

Review Date: Review Team:

Outcome:

Appendix B: Criminal Background Check Procedure



UNIVERSITY OF WISCONSIN
WHITEWATER

COLLEGE of EDUCATION AND
 PROFESSIONAL STUDIES

The University of Wisconsin-Whitewater College of Education and Professional Studies requires a criminal background check conducted through www.certifiedbackground.com for all students working in the field. The comprehensive background check includes a residency check, nationwide criminal background check, and a national criminal database.

Prior to field based placements, students are required to conduct their own background check at an initial cost of \$43. Each consecutive background check will cost \$19. There is an installment option. The results will be available to the student, the university, and other agencies and institutions.

Instructions:

1. Visit www.certifiedbackground.com
2. In the PLACE ORDER box indicate UW-Whitewater package code:
 - a. Initial Check: UG82
 - b. Recheck: UG82re (*only to be used for follow up background checks*)
3. Review information and check agree to terms. Select CONTINUE ORDER.
4. Enter your personal information. Double check all information for accuracy.
5. Complete your payment, create a login, and finish your order.
6. An automatic email will be sent to the email address you provided indicating that your background check has been requested.
7. Within two weeks, you will receive an additional email indicating that your background check has been completed.
8. Log back in to view, save, and print your results.
9. The UW-Whitewater College of Education and Professional Studies will receive your results from Certified Background, Inc. and will distribute them to your field based site. If there is history present on your background check, you will be notified by the Office of Field Experiences via email with further information in regards to composing a letter to accompany your background check. If you are not contacted, no further action on your part is required.

If you have any questions or concerns about this process please contact the Office of Field Experiences @ (262) 472-1123 or roehlj@uww.edu