



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
9.....	Evaluation and Retention Policies and Procedures
10.....	Academic/Professional Standards
13.....	Advancement to Candidacy for M.S.E.
13.....	Comprehensive Portfolio Examination and Thesis
16.....	Advancement to Candidacy for Ed.S.
18.....	Domains of Training Competency
28.....	Field Experiences
30.....	Appendices

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Handbook

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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 30 graduate credits in psychology and education, then either pass a comprehensive portfolio examination 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 NTS 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 Accreditation 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 presentation procedure, and through more traditional assessment procedures, including a

Specialist Research Project, classroom-level examinations, and the NTS 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 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 that 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.

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 which includes 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 physiological psychology, 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. 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 graduate study in school psychology, sent to the Program Coordinator;
3. The results of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).

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 four 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-740	Assessment I – Achievement and Prog. Mon	3
PSYCH-724	Learning in Educational Contexts	3
PSYCH-620	Foundations of Professional School Psychology	3
PSYCH-746	Psychopathology of Childhood and Adolescence	3
PSYCH-792	Field Placement in School Psychology	1

Spring

PSYCH-715	Research Methods and Prgm. Assessment	3
PSYCH-745	Assessment III - Intelligence and Adapt. Beh.	3
PSYCH-770	Assessment II - Personality and Behavior	3
PSYCH-785	Advanced Child Development	3
	or	
PSYCH-787	Social Context and Diversity In The School Setting	3
PSYCH-792	Field Placement in School Psychology	1

***Alternative directed elective:

PSYCH-799	Thesis Research	1 - 6
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Summer II

PSYCH-768	Behavior Therapy in the School	3
PSYCH- 680	School Violence and Crisis Management	3

Note: Master's degree awarded upon successful completion of a minimum of 32 credits and a thesis defense

or successful completion of a comprehensive portfolio examination.

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: Case Studies	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 in Schools	6
PSYCH-766	Cognitive Behavioral Therapy/ Children and Adol.'s	3
PSYCH-787	Social Context and Diversity In The School Setting	3
	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

CIGENRL 725	Curriculum Development and Integration	3
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 NTS 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. Effective Instruction and Development of Cognitive/Academic Skills**
- IV. Socialization and Development of Life Skills**
- V. Student Diversity in Development and Learning**
- VI. School and Systems Organization, Policy Development, and Climate**
- VII. Prevention, Crisis Intervention, and Mental Health**
- VIII. Home/School/Community Collaboration**
- IX. Research and Program Evaluation**
- X. School-Based Practice and Development**
- XI. Information Technology**

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, Roseman Hall, 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 have 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.

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 is 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 meeting).

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 "BC" or "C" in any required Psychology course (PSYCH) in the Program, nor more than two courses with a grade of "BC" or "C" are allowed toward the completion of the entire Program through the completion of the Ed.S. degree. 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. Behavior in the academic setting is guided by applicable *University of Wisconsin System Chapter 14* rules, all of which apply for students in this program. The following specific 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 applicants for Wisconsin school psychology positions and those of most other states will undergo a criminal background check. 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 student clients or engaging in inappropriate sexual or sexist or racist behaviors that create a hostile learning environment for fellow students or faculty;
 5. falsifying any information on the program application;
 6. 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;
 7. 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.

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;
- 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. 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 Time lines

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, and students receive university feedback during scheduled site visitations and periodic phone conversations. In addition, interns receive mid-year and end of year portfolio reviews 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 obtained in the School of Graduate Studies and should be filed with that office early in the semester or summer session in which the student plans to graduate. Students planning to graduate following the summer session may file 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 Examination and Thesis

Students in the M.S.E. - School Psychology degree program may choose to complete a Comprehensive Portfolio Examination or write a master's thesis. The Comprehensive Portfolio Examination is designed to assess a broad proficiency in the area of School Psychology, whereas the thesis is designed to allow a more in depth examination of a particular area in the field. *Students choosing the thesis must also complete a modified portfolio review.*

Those students who choose to write a thesis should do so only after consultation with the Program Coordinator. Applications for the thesis, obtained from the School of Graduate Studies, must be completed.

A. Comprehensive Portfolio Examination

The Comprehensive Portfolio Examination is composed of two parts: the written examination and the student portfolio review. The Comprehensive Portfolio Examination may only be considered "passed" following success in both parts.

The Comprehensive Portfolio Examination 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 examination shall cover course work and experience in the following areas:

Data-Based Decision-Making and Accountability
Consultation and Collaboration
Effective Instruction and Development of Cognitive/Academic Skills
Socialization and Development of Life Skills
Student Diversity in Development and Learning
School and Systems Organization, Policy Development, and Climate
Prevention, Crisis Intervention, and Mental Health
Home/School/Community Collaboration
Research and Program Evaluation
School-Based Practice and Development
Information Technology

The examination 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 Examination 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 master's 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 at the Office of Graduate Studies.
- 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. In lieu of letters, the "Endorsement to Proceed to the Education Specialist Degree" (Appendix A) approved by the UW-Whitewater School Psychology Committee, must be submitted by all UW-Whitewater applicants.

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 blank for this purpose may be obtained in the School of Graduate Studies and should be filed with 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 660 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://ets1.ets.org/prxsets.html>

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 660 from the ETS Praxis II Examination - School Psychology, the Education Specialist Degree will be granted.

Domains of Training Competency

Adapted from NASP, 2002

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:

Professionals delivering school psychological services have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. They use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Professionals delivering school psychological services:

1. systematically collect information to identify and define strengths and needs of students and use the information to make decisions, plan services, evaluate the outcomes of services, and facilitate accountability for the decisions that have been made.
2. have knowledge of varied models and methods of assessment, or a process of testing, observing, and interviewing, to collect data for making decisions.
3. are able to use a variety of psychological and educational assessment methods validated for the problem area under consideration, including formal and informal test administration, behavioral assessment, curriculum-based measurement, interviews, and/or ecological or environmental assessment.
4. collect data about environments, including school and home, as well as cognitive, emotional, social, and behavioral factors that have a significant impact on children's school achievement and personal competence.
5. evaluate children's environments to identify aspects that facilitate or impede learning or behavioral changes and identify how environmental factors and children's characteristics interact to affect academic and social/behavioral outcomes. They define problems in ways that
 - identify desired goals (e.g., academic or behavioral)
 - are measurable
 - are agreed upon by those involved
 - are linked appropriately to assessment strategies
6. link assessment results with intervention and use data to design and implement effective direct and indirect intervention services that promote children's competence and prevent difficulties or disabilities.
7. evaluate the outcomes of interventions, by determining the relationship between the actual

outcome and the desired goals articulated in the decision-making process.

8. collect data on students, educational and health programs, classroom environments, and other aspects of schools and other agencies to analyze problems and needs, use those data to determine service delivery and measure the outcomes of a decision-making process.
9. use knowledge of assessment and data based decision making to assist school and other agency administrators in meeting program accountability responsibilities.
10. apply their knowledge of decision-making and problem-solving processes to broader research and systems-level problems to
 - (a) identify factors that influence learning and behavior;
 - (b) evaluate outcomes of classroom, building, and system initiatives; and
 - (c) implement problem solving practices designed to meet general public accountability responsibilities.

II. Consultation and Collaboration:

Professionals delivering school psychological services have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and their application to particular situations. They collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Professionals delivering school psychological services:

1. demonstrate positive interpersonal skills that are used effectively in a variety of professional relationships.
2. have knowledge of and employ effective behavioral, mental health, collaborative, and/or other consultation approaches.
3. use consultation and collaboration skills with individuals of diverse backgrounds and characteristics to address a range of problems and concerns.
4. have the knowledge and skills necessary to facilitate communication and collaboration with students, school personnel, families, community professionals, and others.
5. function as change agents by clearly considering, presenting, and demonstrating information to promote change at the levels of the individual student, classroom, building, district, and/or other agency.
6. participate in public policy discussions and understand the process by which public policy influences systems. By applying decision-making methods to public policy determination, these professionals facilitate organizational development and change.
7. facilitate the development of healthy learning environments and reduce divisiveness through the use of conflict resolution, negotiation skills, and consensus building.

III. Effective Instruction and Development of Cognitive/Academic Skills

Professionals delivering school psychological services have knowledge of human learning

processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. In collaboration with others, they develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Professionals delivering school psychological services:

1. apply current empirically based theory and knowledge of learning theory and cognitive processes to the development of effective instructional strategies to promote student learning and social and emotional development.
2. have a current, professional knowledge base of empirically demonstrated components of effective instruction and alternative instructional methodologies for students with diverse strengths and needs.
3. use assessment information in the development of instructional strategies to meet the individual learning needs of students.
4. use appropriate and applicable assessment techniques to assess progress toward academic goals and assist in revising instructional methodology as necessary.
5. assist in implementing a variety of assessment techniques and research-based instructional methods (e.g., cooperative learning, class-wide peer tutoring, cognitive strategy training) to enhance learning of students at the individual, group, and systems level.
6. assist in the design and delivery of curriculum to help students develop behaviors to support effective learning such as study skills, self-regulation and self-monitoring, planning/organization, time management skills, and making choices that maintain physical and mental health.
7. promote the principles of student-centered learning to help students develop their individual ability to be self-regulated learners, including the ability to set individual learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
8. help schools and other agencies to develop appropriate cognitive and academic goals for all children, with variations in standards and expectations for individual student needs. This includes assisting schools to develop alternative ways to monitor and assess individual student performance when measuring systems level goals and standards.

IV. Socialization and Development of Life Skills:

Professionals delivering school psychological services have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. In collaboration with others, they develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral

assessment/intervention, and counseling.

Professionals delivering school psychological services:

1. have a current professional knowledge base about developmental processes in behavioral, social, affective, and adaptive domains.
2. are knowledgeable about sound principles of assessment and behavior change and apply these principles to the development of strategies to address individual behavioral, affective, adaptive, and social goals for children through the provision of effective consultation, behavioral assessment, intervention, mental health and counseling services.
3. have knowledge of the socialization and life skills of children with different abilities, disabilities, strengths, and needs as well as knowledge of direct and indirect intervention strategies for use with children with diverse backgrounds and experiences.
4. develop methodologies, such as conflict resolution and social problem-solving/decision-making approaches that will assist teachers and families in teaching pro-social behavior.
5. make decisions based on multiple research-based theoretical perspectives and translate current scientific information to develop effective behavioral, affective, or adaptive goals for all students, facilitate the implementation of programs/interventions to achieve these goals, and monitor progress towards these goals.
6. apply the principles of generalization and transfer of training to the development of interventions in such a way that, when appropriate, interventions can be implemented across settings (e.g., school, home, community).
7. provide leadership in creating environments for children that reduce alienation and foster the expression of appropriate behavior, as well as environments in which all members treat one another with respect and dignity.
8. assist teachers, families, and others with helping children become responsible for their own behavior.
9. assist parents and other adult caregivers with the development, implementation and evaluation of behavior change programs in the home in order to facilitate the learning and development of their children.
10. have knowledge of and facilitate the development and implementation of strategies that result in optimal learning environments, which foster learning and high rates of students' academic engaged time, and reduce the presence of factors that promote alienation and have a negative impact on children's learning and behavioral progress.
11. have a current, professional knowledge base of research on classroom climate, ecological and behavioral approaches to classroom management, and the ability to develop, implement, and evaluate behavior change programs (individual, group, classroom, etc.).
12. incorporate appropriate strategies when developing intervention programs to facilitate successful transitions of students from one environment to another environment. These intervention programs include program to program, early childhood to school, and school to

work transitions.

13. are knowledgeable about and assess treatment integrity (the extent to which treatment or programs are being implemented in the ways in which they were intended).

V. Student Diversity in Development and Learning:

Professionals delivering school psychological services have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. They demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Professionals delivering school psychological services:

1. recognize and articulate the subtle racial, class, gender, cultural, and other biases that they and others may bring to their work and strive to reduce and eliminate the way these biases influence decision-making, instruction, behavior, and long-term outcomes for students
2. have knowledge of the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in students' development and learning and incorporate this knowledge when designing and implementing interventions to achieve learning and social/behavioral outcomes.
3. have knowledge of individual differences, abilities, and disabilities and actively acknowledge, support, and integrate the activities and talents of all students into instructional programs and other settings.
4. develop academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' cultures, backgrounds, and individual learning characteristics.
5. develop interventions that are tailored to the individual needs and characteristics of the students for whom they are designed.
6. use their knowledge of experiential and linguistic differences in students to assist schools in identifying what is needed for students to succeed and what instructional or other modifications are required to address children's difficulties.
7. advocate for policies, practices, and environments that help children and families of all backgrounds feel welcome, appreciated and safe in the school and community.

VI. School and Systems Organization, Policy Development, and Climate:

Professionals delivering school psychological services have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems and work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Professionals delivering school psychological services:

1. have a current professional knowledge base of school and systems structure and organization and of general education and special education.
2. use their knowledge of child and adolescent development, learning, family and school systems to assist schools and other agencies in designing, implementing, and evaluating policies and practices in areas such as discipline, problem-solving, instructional support, staff training, school and other agency improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.
3. have knowledge of and apply effective principles of organizational development and systems theory to assist in promoting learning, preventing problems, creating climates that result in mutual respect and caring for all individuals in the system, facilitating decision-making and collaboration, and fostering a commitment to quality, effective services for all children, youth, and families.
4. regularly contribute to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services, which benefit all children, youth, and families.
5. have the knowledge and skills to assume leadership roles in the development of systems change plans and/or public policies (e.g., state or local school improvement plans) that directly impact the programs and services available to children, youth, and their families in schools and communities and that directly impact the ways in which school psychological services are delivered.
6. assist in the development, implementation and evaluation of policies and procedures to ensure that schools and communities are safe and violence free.
7. are actively involved in public policy at the local, state, and federal levels as a means of creating systems of effective educational services.
8. have knowledge of funding mechanisms that are available to schools and communities that support health and mental health services, and participate in the development of funding strategies to assure that needed services are available to students and their families.

VII. Prevention, Crisis Intervention, and Mental Health:

Professionals delivering school psychological services have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. They provide or contribute to prevention and intervention programs that promote the mental health and physical well being of students.

Professionals delivering school psychological services :

1. have knowledge of current theory and research about child and adolescent development; psychopathology; human diversity; biological, cultural, and social influences on behavior; societal stressors; crisis prevention, intervention and post-vention in schools and communities.

2. apply their knowledge of these factors to the identification and recognition of behaviors that are precursors to academic, behavioral, and serious social/emotional difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.). They also apply their knowledge of these factors in the development of direct and indirect interventions.
3. use knowledge of the precursors that lead to children's severe learning and behavior problems to develop, implement, and evaluate effective prevention strategies
4. collaborate with other health care professionals to promote student behaviors that lead to good physical and emotional health.
5. facilitate environmental changes that support wellness and health of students.
6. promote and participate in wellness and mental health programs for students in schools, other agencies and the community
7. collaborate with other professionals to address diverse health issues such as diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management.
8. collaborate with school personnel, parents, and the community in promoting and implementing crisis intervention before, during and in the aftermath of crises (e.g., suicide, death, natural disasters, murder, bombs or bomb threats, violence, sexual harassment, etc.).
9. work to enhance school services by strategically accessing community resources to address a wide variety of behavioral, learning, mental health, and physical problems.

VIII. Home/School/Community Collaboration:

Professionals delivering school psychological services have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. They work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Professionals delivering school psychological services:

1. have a current professional knowledge base about -
 - a) family systems and their influences on students' cognitive, motivational, and social characteristics that affect their development and/or academic performance;
 - b) family involvement in education;
 - c) methods to promote collaboration and partnerships between parents and educators that improve outcomes for students;
 - d) cultural issues that impact home-school collaboration; and
 - e) other family, home, and community factors that work to support learning and achievement in school.
2. design, implement and evaluate programs to promote school-family partnerships for the purpose of enhancing academic and behavioral goals for students. These might include (but are not limited to) developing parent education programs, establishing drop-in centers for

parents, establishing homework hotlines, or providing other supports for parents to help them parent successfully and to help them enhance the academic and psychological development of their children.

3. provide support for parents to participate in school functions or activities and help them become active and effective participants. For example, provide support for parents when participating on special education and IEP teams, encourage parent involvement in school wide committees such as school improvement teams, and facilitate home-school communication and collaboration when problems arise.
4. educate the school and community regarding the influence of family involvement on children's development and achievement and advocate for parent involvement in school governance and policy development.
5. collaborate with other professionals to create linkages between schools, families, and community agencies and coordinate services when programming for children involves multiple agencies.
6. are knowledgeable about the local system of care and related community services available to support students and their families.
7. work with parent organizations to promote public policy that empowers parents to be competent consumers of the local system of services.

IX. Research and Program Evaluation:

Professionals delivering school psychological services have knowledge of research, statistics, and evaluation methods. They evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Professionals delivering school psychological services:

1. have knowledge of basic principles of research design, and statistics, including single subject design, quantitative and qualitative research techniques, and apply these principles to evaluate published research and to plan and conduct their own investigations.
2. differentiate acceptable from inadequate research and evaluate research in terms of its internal and external validity.
3. have knowledge of evaluation techniques and methods and integrate their knowledge of research, statistics, and evaluation when collecting data about school and community programs and in other program accountability activities.
4. have knowledge of measurement principles and psychometric standards and apply the knowledge when selecting and using assessment techniques and published tests.
5. review and evaluate validity research and psychometric properties when selecting the best assessment methods to use in data-based decision-making.
6. maintain a current professional knowledge base of research findings, professional literature, and

other information relevant to their work and apply the knowledge base to all aspects of school psychological service delivery.

7. base their practice on sound research and translate new research findings into service delivery improvements.
8. have knowledge of and apply findings from intervention research when designing educational, mental health, or treatment programs for children.
9. provide leadership in schools and other agencies in understanding and using research and evaluation data.
10. apply their knowledge and skills in statistics and measurement to assist school or agency personnel with valid interpretation and use of school and/or district data.
11. provide information in a consumer-friendly manner about relevant research findings to school personnel, parents, and the public.

X. School-Based Practice and Development:

Professionals delivering school psychological services have knowledge of various school-based service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. They practice in ways that are consistent with applicable standards, are involved in professional activities , and have the knowledge and skills needed to acquire career-long professional development.

Professionals delivering school psychological services:

1. have knowledge of best practice standards in school psychology related to assessment, consultation, intervention and general professional practice and apply their knowledge to all aspects of their professional services.
2. have knowledge of the history and foundations of psychology, education, special education, health care, and related fields and use this understanding in work with children, adolescents, parents, and professionals in schools and other agencies.
3. have knowledge of all appropriate ethical, professional, and legal standards, and practice in schools and other settings in ways that meet standards, both to enhance the quality of services and to protect the rights of all parties.
4. promote due process guidelines in all decisions affecting students and fulfill all legal requirements in response to law and court decisions.
5. have knowledge of the processes and procedures for public policy development and use their knowledge of professional and legal standards to advocate for the rights and welfare of children and families and to promote new public policies and practices in schools and other settings.
6. maintain certification or licensure and attend continuing professional development activities
7. have knowledge of and apply methods to routinely evaluate their own knowledge,

professional competencies, and outcomes of their services and use their evaluation to determine specific individual needs for their continuing professional development.

8. recognize their own limitations and biases, and restrict their professional practice to those areas in which they have training and expertise.
9. understand that their learning and professional development is a continuous process. They plan and implement systematic and effective techniques to enhance their professional development throughout their careers, and they acquire training to meet current needs in schools and other settings.
10. work with other school or agency staff to advocate for continuing professional development opportunities for all personnel focusing on knowledge, skills, practice and maintenance of new learning.

XI. Information Technology:

Professionals delivering school psychological services have knowledge of information sources and technology relevant to their work. They access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Professionals delivering school psychological services:

1. recognize that advances in technology have many positive impacts on the dissemination of information, on their professional practice, and on services for children.
2. use the latest technological advances in their work, and use technology in ways that safeguard or enhance the quality of services and are consistent with professional and ethical standards related to confidentiality, distribution of records and information.
3. use information and technology resources to acquire knowledge of current research findings, and professional literature.
4. have current knowledge about technology resources for children (e.g., instructional software, adaptive technology for individuals with disabilities) and use the resources when designing, implementing, and evaluating instructional programs and interventions for children.

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 and engage in the Straight Talk mentoring program with a high risk student in the local public school system (PSYCH 792). In the second semester, students select their practicum site and are placed in that district for six half-days 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 master's 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 frequent 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 weekly basis. Structured evaluation using the "Practicum Evaluation Form" is conducted twice 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. 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:

Endorsement to Proceed to the Education Specialist Degree
School Psychology Program
University of Wisconsin - Whitewater

Name: _____ Date: _____

The student must obtain all signatures from current School Psychology faculty members and return the completed form to the Coordinator no later than the second week in May.

The above named student in the UW-Whitewater School Psychology Program has my endorsement to proceed to the Education Specialist portion of training.

Name (printed)	Signature	Date
Name (printed)	Signature	Date
Name (printed)	Signature	Date
Name (printed)	Signature	Date

The above named student has successfully passed the Comprehensive Portfolio Examination for the Masters degree or has successfully defended a Masters thesis

 Program Coordinator Date