

**UW -Whitewater Audit and Review**  
**M.S.E. and Ed.S. Program in School Psychology**  
**Department of Psychology**

**Review Date: 2002-2003**

I. Academic Assessment

A. Highlights/initiative

Overview

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 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 proceed into the Education Specialist Degree (Ed.S.) sequence, consisting of 37 additional credits of advanced course work, a 600- hour field practicum, and a 1200-hour internship. Practica are completed in anyone of a wide variety of urban, suburban, and rural districts having training agreements with the program, are heavily supervised, and are supported by a weekly seminar. Internships are fully paid, first year experiences, and are supported by a monthly seminar.

Currently, all pre-internship students are granted Wisconsin Department of Public Instruction license Level 61 -*Provisional School Psychologist*. Successful completion of both the internship and the NTS Praxis II examination in School Psychology allows the student to apply for certification at *Level 62 - School Psychologist*. Starting in August of 2003, pre-internship students will be licensed as *Initial Educator*. Following the internship and the completion of a Professional Development Plan, students may apply for certification as a *Professional Educator*. Students may also choose 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), and 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.

**Academic Assessment Initiatives**

- The Program will continue efforts to redefine graduate training competencies to bring them into closer alignment with NASP and DPI standards. This redefinition will have major consequences for classroom level assessment.
- The Program will be revising the format and outcome expectancies of the M.S.E. Comprehensive Examination to bring it into closer articulation with the revised training competencies.
- The Program will initiate a post-internship portfolio review that will link sequentially to training competencies and to the DPI Professional Development Plan
- The Program will complete an alumni survey in the 2003-2004 academic year.

**B. Educational Objectives and Assessment Techniques .**

**Subject Matter. Cognitive Development. and Skill 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 provide them with the intellectual curiosity and professional enthusiasm to meet the demands of the future. Within the challenges of this declaration and consistent with NASP Accreditation and DPI licensing standards, the Program has identified 11 Domains of Training Competency. This is the Subject Matter of the School Psychology Program:

**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 following are the training competencies aligned to the above Domains. Cognitive Development (CD) and Skill Objectives (SO) are noted following each identified competency:

**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.**

- A. Shows evidence of an ability to understand essential foundations of measurement, including scales of measurement, norms and reference groups, units of measurement, test reliability, measurement error, and test validity; (CD)
- B. Shows evidence of knowledge of the distinction between norm-referenced assessment, behavioral assessment, projective assessment, and curriculum-based assessment; (CD)
- C. Shows evidence of knowledge of major theories of intelligence; (CD)
- D. Shows evidence of an understanding of the legal rights of children and families and the ethical obligations of school psychologists regarding school psychological assessment; (CD)
- E. Demonstrates skill in the administration, scoring, and written interpretation of a variety of individual intelligence tests under practice conditions; (SO)
- F. Demonstrates skill in the administration, scoring, and written interpretation of a variety of individual intelligence tests with a full range of age groups, cultural groups, and presenting referral concerns in a supervised, school-based setting; (SO)
- G. Demonstrates skill in the administration, scoring, and written interpretation of a variety of socio-emotional and behavioral assessment procedures under practice conditions, including the gathering of school and home environmental data, interviewing, and behavioral observation; (SO)

H. Demonstrates skill in the administration, scoring, and written interpretation of variety of socio-emotional and behavioral assessment procedures, including the gathering of school and home environmental data, interviewing, and behavioral observation with a full range of age groups, cultural groups, and presenting referral concerns in a supervised, school-based setting; (SO)

I. Demonstrates skill in the administration, scoring, and written interpretation of a variety of individual achievement tests and curriculum-based procedures under practice conditions; (SO)

J. Demonstrates skill in the administration, scoring, and written interpretation of a variety of individual achievement tests and curriculum-based procedures with a full range of age groups, cultural groups, and presenting referral concerns in a supervised, school-based setting; (SO)

K. Can articulate the principles and procedures of functional behavior assessment and has competently completed such in a supervised, school-based setting; (SO)

L. In internship practice, shows evidence of a solidly emergent ability to design and carry-out complete psychoeducational assessments of the full range of students referred for school psychological services, communicate the data in useful psychological reports, and participate directly or indirectly in recommended interventions with a minimum of supervision; (SO)

M. In internship practice, shows evidence of the use of a variety of data-based models and methods to effectively understand presenting problems, demonstrating a clear linkage between assessment and intervention; (SO)

N. In internship practice, shows evidence of the use of a variety of data-based models and methods to effectively evaluate the outcomes of direct and indirect interventions; (SO)

O. In internship practice, shows evidence of having assisted in the data-based accountability evaluation of at least one school-based program designed to meet the academic or socio-emotional needs of students: (SO)

## **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.**

A. In the academic setting, shows evidence interpersonal skills with peers through successful collaborative projects and presentations; (SO)

B. In the academic setting has remained free from any violations of university or program policies related to interpersonal behavior; (SO)

C. In the practicum setting, shows evidence through written feedback of the positive interpersonal skills such as patience, flexibility, adaptability, and empathy necessary to facilitate communication and collaboration among students, families, and school personnel; (SO)

D. In the practicum setting, shows evidence of the ability to effectively participate in a variety of collaborative decision-making processes, such as an IEP or building consultation teams; (SO)

E. Shows evidence of an understanding of the major extant models of consultation, their underlying theories, and principal proponents; (CD)

F. Shows evidence of high-level familiarity with a particular school-based model of consultation; (CD)

G. Shows evidence of successful applied experience in the data-based assessment, design, and implementation of a behavioral consultation in the school setting under supervised conditions; (SO)

H. In internship practice, shows evidence of the use of consultation skills to function as a change agent at the levels of the student, classroom, and/or building; (SO)

### **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.**

A. Shows evidence of an understanding of major theories of learning germane to the needs of school-age children and youth: (CD)

B. Shows evidence of an understanding of empirically demonstrated components of effective instruction and alternative instructional methodologies: (CD)

C. Shows evidence of an ability to apply learning theory to the development of effective instructional strategies through a project or presentation in the university setting: (SO)

D. Shows evidence of an ability to apply learning theory and cognitive strategies to the development of effective instructional strategies in the practicum setting: (SO)

E. In internship practice, shows evidence having effectively participated in the establishment of individual student learning goals, designing a learning process to achieve those goals, and assessing the outcomes of the process: (SO)

F. In internship practice, shows evidence of regular participation in the development and assessment of effective learning instruction and strategies for a variety of student needs under minimal supervision: (SO)

### **IV. Socialization and Development of Life Competencies**

**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.**

A. Has maintained a weekly mentoring relationship with an elementary or middle school pupil in the school setting for a minimum of one academic year: (SO)

B. Shows evidence of an understanding of the current literature in social bases of behavior; (CD)

C. Shows evidence of an ability to explore the current literature in a specifically defined area related to social bases of behavior in children or adolescents: (SO)

- D. Shows evidence of an ability to integrate knowledge in social bases of behavior to applied school psychological practice; (SO)
- E. Shows evidence of an understanding of the essential principles and procedures of behavior therapy and the application of those principles to individual, classroom, and building management and discipline; (CD)
- F. Shows evidence of an understanding of the essential principles and procedures of cognitive-behavior therapy; (CD)
- G. Shows evidence of successful applied experience in the assessment, design, and implementation of a direct cognitive-behavioral intervention with an individual student in the school setting under supervised conditions; (SO)
- H. Shows evidence of successful applied experience in the assessment, design, and implementation of a direct cognitive-behavioral intervention with a student group in the school setting under supervised conditions; (SO)
- I. In internship practice, demonstrates an ability to develop and implement behavior change programs (individual, group, classroom) that demonstrate the use of ecological and behavioral approaches to classroom management and discipline; (SO)
- J. In internship practice, demonstrates an ability to provide consultation to school professionals to facilitate improved conflict resolution, school safety, or social problem-solving/decision-making and to effectively evaluate the outcomes of those efforts; (SO)

#### **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.**

- A. Shows evidence through course work or other avenues of an understanding of human diversity and exceptionalities as they may be expressed in the school setting; (CD)
- B. Shows evidence through course work and experience of an understanding of current legislation related to the provision of special education services in the school setting; (CD)
- C. Shows evidence of an ability to participate effectively in the differential diagnosis and intervention planning for learners with special needs; (SO)
- D. Shows evidence of an ability to manage a special education referral from the initial referral through the IEP process under supervised conditions; (SO)
- E. Shows evidence of scholarly investigation through course work into issues germane to multicultural education; (CD)
- F. In internship setting, shows evidence of an ability to incorporate knowledge of the influence of children and families, culture, background, socio-economic status, and individual learning characteristics when designing and implementing interventions; (SO)
- G. Shows evidence of a minimum of 50 hours of applied experience in an educational or related setting with persons of diverse cultural and/or racial backgrounds and in doing so, meets UW-Whitewater Human Relations requirement; (SO)

## **VI. School and System Structure, Organization, 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.**

A. Shows evidence through course work of an understanding of the formal and informal organizational, decision-making, and administrative structures of school systems at the local and state levels; (CD)

C. Shows evidence through course work of an understanding of the principles of organizational development and systems theory as they are applied to issues in the educational setting; (CD)

D. In the practicum setting, shows evidence of observation and participation in building or district level change efforts to improve services and programs available to students and families; (SO)

D. In the internship setting, shows evidence of active participation as an agent for positive change in building or system level change plans in areas such as violence prevention or school improvement initiatives; (SO)

## **VII. Prevention, Crisis Intervention, and Mental Health Services**

**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.**

A. Shows evidence of an understanding of the current literature in normal child and adolescent development; (CD)

B. Shows evidence of an ability to explore the current literature in a specifically defined area of child or adolescent development; (SO)

C. Shows evidence of an understanding of the current issues in child and adolescent psychopathology; (CD)

D. Shows evidence of an ability to explore the current literature in a specifically defined area of child or adolescent psychopathology; (SO)

E. Shows evidence of an understanding of the current literature in biological bases of behavior; (CD)

F. Shows evidence of an ability to explore the current literature in a specifically defined area of brain-behavior relationships, psychopharmacology, or neuropsychological assessment; (SO)

G. In the practicum setting, shows an emergent ability to integrate course work in development, human diversity, biological and other factors into an understanding and identification of behaviors that may be precursor or marker behaviors for later more serious difficulties; (SO)

H. Shows evidence of an understanding through course work and experience of a variety of health and mental health concerns that affect school-age children and youth, including stress management, eating disorders, teenage pregnancy, suicide, and sexually transmitted diseases; (CD)

I. In the practicum setting, shows evidence of active participation in the development and/or implementation of a program designed as a primary or secondary prevention for academic, behavioral,

health, or emotional concerns; (SO)

- J. Shows evidence of an understanding of the current literature in the prevention of school violence, including needs/risk assessment, prevention programming, crisis management, and post-crisis response; (CD)

### **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.**

- A. Shows evidence of an understanding through course work and experience of the current research regarding family influence on child characteristics that affect classroom performance; (CD)
- B. Shows evidence of an understanding through course work and experience of the current research regarding cultural influences that may impact home-school collaboration: (CD)
- C. In the practicum setting, shows evidence of observation and participation in efforts to facilitate effective home-school communication and collaboration: (SO)
- D. In the internship setting, shows evidence of regular and active involvement with parents in a variety of prevention and intervention efforts in the school; (SO)

### **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.**

- A. Shows evidence of a competent understanding of statistical procedures, including descriptive and inferential methods, and their use in applied school psychological practice; (CD)
- B. Shows evidence of an ability to understand and explain the role of research in school psychology and its implications for direct practice in the school setting; (CD)
- C. Given a hypothetical applied problem related to school psychological service delivery on a comprehensive examination for the master's degree, shows an ability to construct the appropriate research design and describe the methodological and statistical procedures with accuracy, (SO)

OR;

- D. Completes a master's thesis involving the systematic construction of a research hypothesis, successful proposal, data gathering and analysis, and successful defense; (SO)
- E. Completes a Specialist Project consistent with the guidelines contained in the Student Handbook. (SO)
- F. In the internship setting, shows evidence of the completion of an applied research study, single-subject, group, or program evaluation, with minimal supervision; (SO)

### **X. School Psychology Practice and Professional 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.**

- A. Shows evidence of a competent understanding of the legal and ethical issues related to the practice of school psychology; (CD)
- B. Shows an understanding of major service delivery models and can explain essential roles and functions of school psychologists; (CD)
- C. Shows evidence of knowledge of the history of school psychology, major figures and movements, its place within systems of psychology, and current professional structures and organizations; (CD)
- D. Shows evidence of having observed at least one non-supervisory school psychologist engage in professional practice over a period of not less than three working days; (CD)
- E. Shows evidence of a substantive contribution to the profession, for instance, through presentation at a student, local, state, national, or international professional meeting, as a contributing or single author in a submission to a refereed journal or recognized professional publication (including letters to the editor), as an interviewee on a television or radio program, or as an author or co-author of a published or locally distributed practice manual; (SO)
- F. Demonstrates skilled application of competencies in an approved practicum setting lasting no fewer than 600 hours; shows ability to learn from supervision and effectively address weaknesses and demonstrates that substantive professional growth has occurred; shows evidence that case conceptualization skills are at a pre-internship level through satisfactory presentation to supervisors; demonstrates improved ability to use assessment skills to help define and mediate intervention efforts; demonstrates report writing skills at a satisfactory level; demonstrates effective, professional interpersonal relationships with supervisors and professional staff at practicum site through field supervisor's evaluation; shows that professional and personal behavior is consistent with established code of professional ethics; (SO)
- G. Shows evidence of completed Internship in School Psychology consistent with UW-Whitewater School Psychology Program guidelines and practices.(SO)

## **XI. Technology Resources**

**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.**

- A. Has demonstrated through course work a functional understanding of computer-based technology such as word processing, spreadsheets, data-base (e.g., PsychLit) search, and responsible internet search skills; (CD)
- B. Has demonstrated effective use of computer-based scoring programs in assessment; (SO)
- C. Has competently utilized computer-based technologies in a practicum situation under supervision; (SO)
- D. Can articulate the school psychologist's ethical responsibilities regarding the use of computer technologies in applied practice; (CD)

E. In internship practice, competently utilizes computer-based and other technologies to assist in the delivery of service to students, parents, and other school personnel; (SO)

F. In internship practice, is aware of local resources for information and acquisition of assistive technologies for students with special needs; (SO)

### **Data Collection Techniques**

The techniques for assessing and determining competency attainment are accomplished in the following ways:

#### **Subject Matter:**

Faculty members remain highly active at the state and national levels in the field of school psychology. The profession is one of rapid change in professional foci (e.g., recent emphasis on the school psychologist's leadership in crisis management and school violence prevention). The faculty members stay current through dialogue, scholarly reading, publication, conference presentations, and ongoing professional development. Substantive effort is made to avoid the integration of short-lived trends into the subject matter and the retention of foundational, core competencies that transcend "bandwagons." The Program's carefully selected subject matter allows our students to position themselves both academically and from a skill-attainment standpoint for future training development as their professional evolution dictates. To that end, subject matter is guided by -but not dictated by -accreditation standards from the National Association of School Psychologists (NASP) and the Wisconsin Department of Public Instruction (DPI). The Program's accreditation recently underwent a successful Five-Year review by NASP, and our students continue to be fully licensable by DPI.

#### **Cognitive Development and Skills Objectives:**

##### **1. Comprehensive Examination and Portfolio Assessment:**

Until this current 2002-2003 academic year, students who chose not to write a thesis were required to complete a traditional written examination covering the six core courses in school psychology (Foundations of Professional School Psychology, Human Learning, Psychological Tests and Measurements, Psychopathology of Childhood and Adolescence, and Research Design). Additionally, all students participated in two portfolio reviews: one in January and one in May. In August 2002, the School Psychology Committee (the Program's governing body of faculty members from across the Psychology Department) mandated that the Program must re-align the comprehensive examination to the newer Domains of Training Competency (see above) and integrate the portfolio assessment so as to make a single, portfolio/comprehensive examination assessment procedure. This new procedure is in development at this time in preparation for Spring 2003. The following will be core characteristics of the new assessment:

- The assessment will examine the student's cognitive development in the 11 domains through a single written question that will provide an opportunity for knowledge expression, integration, and synthesis. This question will be completed at home and be available in the student's portfolio.
- The assessment will allow the student to orally explain his/her responses to the assembled faculty members
- The written and oral responses will be judged on a prepared rubric of competence by at least three faculty members
- The assessment will feature the student's presentation of his /her portfolio. Each of the Domains of Training Competence will be addressed and self-assessed by the student.
- The quality of portfolio and self-assessment will be judged on a prepared rubric by the attending faculty members .
- The portfolio will contain a two-year plan for continuing development

Students who successfully pass this assessment and have the requisite course work will be granted the M.S.E. -School Psychology degree.

Students will participate in two subsequent portfolio reviews that will be similar in content, with the exclusion of the written response. The first will occur in the spring following the practicum (2nd) year and the next in the spring following the internship (3rd) year, prior to granting of the Education Specialist Degree.

January portfolio reviews will continue for all students except for those enrolled in internship. The January review will be formative in nature with the principal goals being the provision of performance feedback and to assist the student in his/her readiness for the more formal spring review.

## 2. Thesis:

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 objectives include:

- a. Students will demonstrate the ability to formulate a research question in the area of school psychology of sufficient depth, scope, and cogency to merit significant investigation;
- b. Students will demonstrate the ability to orally defend this proposal to a committee of faculty members;
- c. Students will demonstrate the ability to conduct a thorough review of the pertinent literature in the area to be investigated;
- d. Students will demonstrate the ability to carry out a scholarly investigation in their subject area;
- e. Students will demonstrate the ability to articulate their findings in writing in the proper format;
- f. Students will demonstrate excellent understanding of their topic, investigation procedures, and results through an oral defense.

## 3. Field Supervisors Student Evaluations

All students are required to complete a 600-hour practicum field experience under the direct supervision of a certified school psychologist. In addition, students are also required to complete a subsequent 1200-hour internship. Supervisors in both of these field experiences complete comprehensive student evaluations at the: end of the fall and spring semesters.

## 4. Praxis II Examination in School Psychology (Educational Testing Service)

This national examination is completed by all students at the close of their 2nd year in the Program.

## 5. Alumni Surveys

## 6. Percentage of graduates who obtain employment as school psychologists

### **Linkage of Individual Courses to Domain Competencies (See Appendix B)**

#### **C. Assessment Data**

The School Psychology Graduate Program collected several forms of data over the review period that have proven useful toward our growth. These methods included: a) Nationally Certified School Psychologist examination outcomes; b) Rates of employment attainment; c) Supervisor evaluations at the practicum and internship levels; d) Exit questionnaire for first and second year students; and e) Alumni survey. The data are summarized here. [The surveys are included in the appendices.]

1. The Nationally Certified School Psychologist [NCSP] examination is a standardized measure administered through the Educational Testing Service. Examinees must pass a criterion score to be eligible for the NCSP certification. In the last year we have required students to pass the examination as part of the requirements for achieving the Education Specialist Degree (Ed.S.). Prior to this last year, students were required to take the examination as part of the internship requirement, but were not required to pass. Since the initiation of the new requirement, 100% of our students

- have passed this rigorous national certification examination.
2. Our students have enjoyed 100% employment in the field over the entire review period.
  3. Supervisor evaluations at the practicum and internship levels are consistently high. Moreover, our students have all continued employment after the internship requirement has been met. These data attest to the productive nature of training our students receive.
  4. The exit questionnaire data provided useful information about past training and show our progress toward addressing student concerns. Student ratings of courses, teaching, and program support were generally positive. The lowest ratings were for two courses: Human Learning, and Curriculum and Instruction. Additional comments regarding the program were positive overall. Suggestions for improvement include a network upgrade on computers, including more course work on program evaluation in schools, and strengthening the Human Learning course. An overall global rating of the quality of training received revealed positive student perceptions, with 50% of students responding they considered the training strong and were pleased with training, and 50% giving the program their highest possible rating.
  5. The alumni survey also provided useful information about past training and shows our progress toward enhancing professional outcomes for our students. These data were collected in 2001 and include 71 former students from 1991-2000. Of these, 24% held the NCSP credential and 23% were planning to apply. An overall global rating revealed that 11 % perceived their preparation at UWW to be adequate, 65% responded that training was very good, and 17% responded that training was outstanding [no respondents rated their overall training as poor]. Comments were numerous and the majority were positive. Suggestions for improvement for courses included more course work on individual therapy and counseling, more focus during internship meetings and contact with the internship supervisor, more early childhood assessment, better linkage to practice for research design and education courses, including a standard course on psychopharmacology, and more experience with English as a Second Language [ESL] students.

### **Program Improvement Resulting from Assessment Efforts**

Given that the alumni survey spanned a period prior to the previous review, several of the suggested changes have already been made. For example, Psychopharmacology is in the regular course rotation, the School Psychology Faculty have worked with instructors to alter the focus of our Human Learning and Research Design courses to provide more course work applicable to practice, and early childhood assessment is now a standard part of training.

In response to student concerns obtained during the portfolio evaluation process and through the alumni survey, PSYCH - 768 Behavior Therapy in the School was written and added to the curriculum to increase student skill in responding to pupil behavior problems and to increase their skills in individual and group counseling. Additionally, in response to student concerns obtained during the portfolio evaluation process and through the alumni survey, greater emphasis has been placed upon instructional/academic interventions in . PSYCH 769 - Consultation and Prevention, and our Internship in School Psychology course has become more organized and focused per student comments and feedback.

In response to recommendations in the most recent Audit and Review, the Program has eliminated the GRE and MAT as assessment measures. However, because of the linkage to NASP standards and the likelihood that it will be a prerequisite to state licensing, the Praxis n Examination in School Psychology will be retained as an assessment measure.

Given the results from our assessment data and the future needs in the field of school psychology, we have several goals for future program improvement:

1. Work toward increasing the linkage between required course work and practice outcomes. Specifically, we will be working with the Department of Public Instruction to investigate alterations and alternatives in the education courses our students are required to take. New DPI credentialing criteria mandate competencies [see competency section above] rather than discrete course work.
2. We are in the process of writing course revisions for our assessment courses to provide greater focus on academic assessment and intervention, with a concomitant focus on changes in learning disability

assessment per upcoming federal guidelines. On a related note, we will work to increase our students' skills in ESL assessment and intervention.

3. Given that the Education Specialist Degree is now a program requirement, we will investigate the feasibility and cost effectiveness of eliminating the Master's degree from the program.
4. The future DPI certification process will consist of a portfolio format, therefore we are making changes to our portfolio process to articulate with DPI requirements and to better prepare our students for certification.

## **E. Information Shared with Constituencies**

Assessment information has been shared with faculty members during regularly scheduled department meetings, meetings of the School Psychology Committee, and meetings of the practicum field supervisors. Information is shared with students during advising times and during portfolio evaluations.

Each year, the incoming group of graduate students is seen for a full day Orientation Meeting. At that time, policies and procedures relevant to their education and training are shared by program faculty. In addition, a second all-student meeting is held at the onset of the Spring semester to update students on changes and receive feed-in from them. Additionally, all students in the School Psychology Program are on a School Psychology listserv. Information is regularly disseminated through that vehicle.

## **II. Strategic Purpose and Performance**

### **A. Centrality**

The Select Mission of the University includes a charge to "offer graduate education built clearly upon its undergraduate emphases and strengths, with particular emphasis in the fields of business and education." The University's Strategic Plan includes "graduate degree programs derived from strong undergraduate majors within the institution" as a defining characteristic of one of its top priorities. The School Psychology Program is a well-defined continuation and advancement of the University's strong undergraduate majors in both psychology and education. Undergraduate degree holders from UW-Whitewater represent the largest single group of School Psychology Program graduates since the inception of the program.

The School Psychology Program encourages UW-Whitewater undergraduates through an aggressive campaign of personal letters, classroom talks, and visual displays in the classroom areas. The Program's enviable record of 100% placement of graduates helps make the psychology major and the school psychology graduate program consistent with the Strategic Plan priority of a "high quality, career oriented program."

### **B. Goals and Objectives**

The following are the General Training Objectives for the School Psychology Program:

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;
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 that assessment as integrated with well-researched, measurable treatment procedures.
5. To train students to become competent consultants to teachers, parents and other personnel in their work setting and who are 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.

#### Program Philosophy

The philosophical foundation of the Program is grounded solidly in the viewpoint that the school psychologist is an educated mental health professional able to bring critical reflection, grounded decision-making, and applied skills to address complex problems that 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 an activist problem-solver within the school setting, taking a proactive stance in the best interests of children. The future school psychologist also needs to understand the vital influence that the teacher, the classroom milieu, 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.

#### Contributions to Specific State and Local Needs

The School Psychology Program is a major provider of highly trained school psychologists both for the region and statewide. School Psychology in Wisconsin is a full-employment occupation with the number of available graduates matching the available openings. In addition, Program faculty members are active as consultants and staff developers for school districts across the state. School psychologists are essential

members of the public school educational community. Every school district in the state of Wisconsin employs at least one --and most two or more --school psychologists to address the mental health needs of the district. School psychologists are critical members of special education multidisciplinary teams and school-wide problem consultation teams. Legislation at the federal (e.g., Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act of 1973) and state (e.g., Chapter 115 and its rules, P.I. 11) levels have requirements calling for the skills in assessment, intervention, and programming taught in the School Psychology Program at UWW. The fundamental requirements of this training are defined in Department of Public Instruction PI 3.52.

### **C. Trend Data -See Appendix D**

### **D. Demand for Graduates**

The School Psychology Program has placed 100% of its graduates into positions as licensed school psychologists, overwhelmingly in Wisconsin, but also in selected states across the country. There is every expectation that this trend will continue. Employment predictions by the Wisconsin Educator Supply and Demand Project indicate that the outlook for school psychologists remains strong; there is currently a balance between need and available applicants. This is a continuation of a long-standing trend.

### **F. Accreditation**

Since 1996, the School Psychology Program has had Full Accreditation from the National Association of School Psychologists. (See Appendix E.)

### **G. Location Advantage**

The location of UW -Whitewater is to the distinct advantage of the School Psychology Program. Midway between Milwaukee and Madison provides the Program with a large potential applicant base of individuals who desire to remain in the area for their graduate work. Additionally, the location allows the Program to develop and maintain a wide variety of practicum and other field experiences that incorporate school settings from very rural to heavily urban. In addition, our students have convenient access to the library and DPI resources in Madison, and the wide clinical resources such as the Waismann Center in both the greater Madison and Milwaukee areas.

### **H. Comparative Advantage**

The UW -W School Psychology Program offers its students the following comparative advantages:

- A curriculum that is heavily oriented toward the future roles of school psychologists as consultants and prevention specialists rather than the traditional psychometric roles still alive in other programs
- The opportunity for students to engage in a mentorship program with high risk children in the local school district, allowing them school-based learning and skill-development from their first semester
- Widely published faculty teacher-scholars with nationally-recognized expertise in school psychology. Two distinctive areas of faculty expertise are school violence prevention and program evaluation. These faculty members have strong research and publication credentials in these areas and are recognized nationally for their contributions.
- Location in the Department of Psychology, allowing students to benefit from adjunct faculty trained as psychologists
- The above mentioned benefits of geographical location

### **I. Community Impact**

The School Psychology Program has a strong impact on the community and region. Drs. Larson and Busse perform professional community service, including inservices and training at local and regional schools and at professional conferences. Drs. Larson and Busse also co-teach a continuing education course

for practicing school psychologists and perform consultation for local and regional families and school districts. Dr. Mullis is developing relationships with the Department of Corrections that will allow her to become a scholarly contributor to their mission. Students function as volunteers with high risk children at Washington Elementary School in Whitewater. The practicum and internship programs also have far-reaching impact throughout the community and surrounding areas through services provided to children, families, and schools

## **J. Strategic Planning**

The Program is currently involved in aligning the curriculum even more closely with the Domains of Training Competency and the associated domain-centered assessment vehicles, noted in I. B., above. The following curricular changes are in motion:

- Substantial revision of PSYCH 740 Assessment I: Early Childhood to a new emphasis on assessment of achievement and learning problems
- Substantial revision of PSYCH 745 Assessment III: Intelligence and Achievement to strictly intelligence and adaptive behavior, with an emphasis on cognitive disabilities
- Substantial revision of PSYCH 768 Behavior Therapy in the School to a heavier emphasis on consultation foundations, thus freeing up time in PSYCH 769 Consultation and Prevention for increased emphasis on instructional/academic interventions
- Each syllabus will contain a list of the Domains that will be stressed in the particular course
- Longer range plans include the development of an emphasis in school violence prevention. Initial grant requests are in circulation at this time. See Appendix G.

## **III. Resource Availability and Development**

### **A. Faculty and Staff Characteristics**

The teaching staff of the School Psychology Program consists of Dr. Jim Larson (full-time), Dr. Randy Busse (3/4 time), Dr. Cynthia Mullis (1/4 time), Dr. Barbara Beaver (1/4 time), Dr. Meg Waraczynski (1/4 time), and Dr. Joan Cook (1/4 time). Faculty who are assigned on a variable rotation to teach a course in the program include Dr. Greg Cook and Dr. Carolyn Morgan.

Drs. Busse, Larson and Mullis are certified school psychologists, and Larson is also a Nationally Certified School Psychologist and a Licensed Psychologist. Each is a member of the National Association of School Psychologists and the Wisconsin School Psychologists Association. Dr. Busse was hired in 1996 after receiving his Ph.D. from UW-Madison, widely regarded as the top doctoral school psychology program in the country. He brings a wealth of scholarship and expertise in many areas germane to the program, including in particular the area of behavioral consultation. This is a critical area in the field, and one which new federal legislation will make even more important at the preservice training level. Dr. Larson came to the program in 1990 following a 14 year career as a school psychologist with the Milwaukee Public Schools. His knowledge of institutional and personnel resources in the area coupled with his wide practical experiential base has contributed significantly to the growth of the program. Dr. Mullis was hired in 2001 from the University of Georgia and brings school-based experience and a strong assessment foundation to the program.

Dr. Beaver received her degree in Clinical Psychology from Northern Illinois University and brings to the program scholarship and expertise in the psychopathology of children and adolescents. Dr. J. Cook received her degree from Vanderbilt University and brings expertise in human learning. Dr. Waraczynski received her degree from Harvard University and brings expertise in research design and program evaluation.

The additional faculty who are called upon to teach in the program do so in their areas of scholarship and expertise. On a rotating schedule, Dr. G. Cook teaches an advanced child development class and Dr. Morgan teaches a social bases of behavior class. .

This group of teacher-scholars is coordinated in their efforts by the School Psychology Committee. This committee is selected annually (Larson, Busse, and Mullis are permanent members), reports to the Department of Psychology faculty, and is charged with over-seeing the entire graduate program in consultation with the Coordinator. This mechanism allows for collaborative decision-making and a sense of collegial, full-Departmental "ownership" of the School Psychology Program. This cohesive, affirmative atmosphere is reflected in such features as the regularity of non-graduate school faculty in guest lecture or other supportive activities, participating in fund-raising for the scholarship fund, and the yearly 100% willingness of all Department faculty to serve on thesis or Specialist Project committees.

### **Courses and Faculty Responsibility**

<u>Course</u>	<u>Instructor</u>
Psych. 420/620 Foundations of Professional School Psych	Larson
Psych. 424/624 Human Learning	J. Cook
Psych 480/680 School Violence and Crisis Management	Larson
Psych. 715 Research Design and Prg. Assesmnt.	Waraczynski
Psych. 740 Assessment I	Busse
Psych. 745 Assessment III	Busse
Psych. 746 Psychopathology of Childhood and Adolescence	Beaver
Psych 766 Cog/Behavioral Therapy	Larson
Psych 769 Consultation and Prevention	Busse
Psych. 770 Assessment II	Larson
Psych 785 Adv. Child Development	G. Cook
Psych 790 Current Topics in School Psychology	Busse/Larson
Psych 792 Field Experience in School Psychology	Larson
Psych.793 Practicum in School Psychology	Mullis/Larson
Psych 795 Internship in School Psychology	Busse
Psych 796 Special Studies	Busse/Morgan
Psych 797 Specialist Project Research	Variable
Psych. 799 Thesis Research(No load credit)	Variable

### **Anticipated Staffing Changes**

There are no anticipated staffing changes.

### **B. Teaching and Learning Enhancement**

Drs. Larson, Mullis, and Busse - the primary school psychology faculty - engage in continuous activities to enhance teaching and learning. Examples are: attendance LEARN Center functions, attendance at local and national conferences on psychology and school psychology, including attendance at school psychology trainer sessions; maintaining access to internet training sites; and subscribing to professional journals to remain abreast of current topics and trends. Academic advising is a strong component of the program-each graduate student meets with the faculty for formative advising and feedback during the semester, with a summative session at portfolio review. Further, the school psychology faculty meet weekly to discuss student concerns and progress. As stated previously, evaluations are based on authentic learner outcomes, culminating in the portfolio review. Finally, as noted above, the program offers new and revised courses based on training needs.

New courses which have been developed or undergone a substantive revision since the last review include:

- Psych 480/680 School Violence and Crisis Management (New)
- Psych. 715 Research Design and Program Assessment in School Psychology (New)
- Psych. 740 Assessment I: Early Childhood (New)

Psych 768 Behavior Therapy in Schools (New)  
Psych 770 Assessment II: Behavior and Personality (SR)  
Psych. 745 Assessment III: Intelligence and Achievement (SR)  
Psych 785 Advanced Child Development (New)

### **C. Research and Other Scholarly/Creative Activities**

Two of the the primary faculty in the School Psychology Program (Busse and Larson) have compiled an impressive record of publications and presentations since the last Audit and Review. Both have published in peer reviewed journals, authored book chapters, and presented regularly at both state and national professional meetings. Larson has co-authored a book. These accomplishments are delineated in Appendix F. Dr. Mullis is new to the university and is actively engaged in developing her research program.

### **K. External Funding**

#### **Grants Written and Approved:**

1999 - Wisconsin Department of Public Instruction grant to develop a training model in Comprehensive School Health Programs for school psychologists -\$7, 500

1998 -"Straight Talk: Whitewater Middle School High Risk Student Mentor Program." Grant to provide mentors from the School Psychology Program to students at the local middle school. Learn & Serve America Service Learning Grant - \$500

1998 -Wisconsin Department of Public Instruction Grant to support a conference of trainers in school psychology to discuss curricular issues related to comprehensive school health. \$1500

Grants Written (Awaiting Response)

2002 -Alliant Energy Foundation: The Standards for School Violence Prevention and Crisis Response: \$38, 900  
Schneider National Foundation: The Standards for School Violence Prevention and Crisis Response: \$38,900

### **L. Professional and Public Service**

Faculty member have contributed the following uncompensated services during the review period:

- Chairmanship and participation in the Wisconsin School Psychology Trainers Association
- Participation on the Executive Board of the Wisconsin School Psychologists Association.
- Consultation and intervention with families who have children with selective mutism
- Higher Education representative at School Psychology Content Standards Development Team
- Wrote and presented full day training workshop for all UW-System school psychology students on Comprehensive School Health Programs. This involved money from two funded grants (see section III. C.) and facilitation of two workshops for other university faculty members.
- Keynote address at Whitewater Unified School District (WUSD)
- Bullying Prevention workshop at WUSD
- Workshop with high school Peer Leaders on recognizing and understanding depression (WUSD)
- Development and training of Teacher Assurances Prevention Program at WUSD
- Co-author of WUSD Safe and Healthy Schools Grant, U.S. Dept. of Education
- Participation on the High School Leadership Team and Strategic Planning Team in WUSD
- Director, Straight Talk Mentor Program, WUSD
- Radio interview on WF A W regarding school violence
- Membership on the Milwaukee Public Schools Problem-Solving Initiative Advisory Board
- Service on Crisis Response Team at Whitewater High School following death of two students
- Member, Scientific Board, The Melissa Institute for Violence Prevention and Treatment
- Co-Chair, Whitewater Community Coalition for Safe Schools

See Appendix F. for additional service information

### **M. Resources for Students in the Program**

The current faculty: student ratio is adequate to meet our training needs. The addition of the third school psychologist on the faculty in 2001 was sorely needed and brought the Program into compliance with NASP requirements. Capital supplies are adequate for Program needs.

The current amount budgeted to student help is grossly inadequate. Our Graduate Assistant budget was nearly eliminated in 2001, leaving us with only one .5 FTE, funded this year only through the understanding and generosity of the Dean of the Graduate Studies Program. This very serious and sudden turn of events has the following consequences:

- The Program has no allocation of administrative assistance service, so leans heavily on the ability of paid and knowledgeable graduate assistants. These duties include processing new applications, assisting in the assessment courses, reviewing videotape test administrations, screening student test protocols prior to the instructor's review, representing the university at graduate school fairs when instructors are unavailable, and myriad other essential duties.
- The Program's historic ability to attract the best and the brightest new students has been dealt a severe blow. Applicants are always interested in financial support, and when they hear that we cannot offer any (as they did last year), it is understandable that they turn elsewhere, even if they would rather not. A recent survey of other state school psychology programs found no similar reduction in graduate assistantships.
- Part of the learning experience at the graduate level includes active participation with professors in research. Graduate Assistants in the School Psychology Program were paired with Program and Department faculty members for this rich, important, and mutually-beneficial experience. Now that they are forced to find work in the community, this opportunity has all but vanished. In addition, along with the loss to students and current faculty went a strong new faculty recruiting perquisite.

It is the Program faculty members' belief that graduate student support is absolutely essential for the maintenance of a high quality learning experience. That it was summarily removed without consultation is a serious concern, the reality of the university budget problems notwithstanding. *If there is a centerpiece of Program need in this review, it is this issue of student support.*

### **N. Facilities, Equipment, and Library Holdings**

Library holdings, equipment, and training facilities are adequate to meet current Program needs.



Education Specialist Degree Sequence

<u>Course</u>		<u>Principal Domain(s)</u>
PSYC-.793	Practicum in School Psychology including Seminar	1 -11(Applied skill development)
PSYCH-769	Consultation and Prevention	1, 2, 3, 5, 7
PSYCH-766	Cognitive Behavioral Therapy/ Children and Adol.'s	1, 4, 5
PSYCH-797	Specialist Project Research	1, 9
CIGENRL 725	Curriculum Development and Integration	3, 6
CIGENRL 764	Developmental Reading in the Elem. School	3
SPECED 700	Theoretical Foundations.. .in Special Ed.	5, 6
EDFOUND 710	Education in a Pluralistic Society	3, 5, 6
PSYCH-795	Internship in School Psychology including Seminar	1 -11 (Applied skill development)

**Appendix C:  
AUDIT AND REVIEW EVALUATION FORM -1997**

**Program: School Psychology**

Major   X    
Minor       

**Program Strengths:**

1. The program has professional accreditation through the National Association of School Psychologists and the National Council for the Accreditation of Teacher Education. The program also has approval from the Wisconsin Department of Public Instruction.
2. The program has developed a very comprehensive list of competencies relevant to school psychology.
3. The program's educational objectives are exemplary. There are global objectives and more finite objectives that clearly classify learning outcomes for individuals within the program.
4. The program's assessment plan uses considerable feedback from students.
5. There is strong evidence that the program is responsive to the assessment information that has been gathered, both to improve the curriculum and to improve the assessment process.
6. It is clear that this program fully understands and makes use of the assessment process to monitor and improve its program.
7. Course work from other disciplines is integrated into the program.
8. The placement rate for students in the program is high.
9. The program faculty are active scholars.
10. The program appears to have a strong network of alumni.
11. The self-study report is clear and complete.

**Program Weaknesses:**

1. The program violates the ratio of field placement students to faculty supervisors recommended by the National Association of School Psychologists.

**Specific Actions Required:**

1. Efforts need to be increased to seek more extramural funding, particularly curriculum related grants. Report on progress by March 1, 1999.
2. The program should examine ways to creatively maintain field placement student/faculty supervisor ratio and report on progress by March 1, 1999.
3. The program should continue to interact with the Special Education program to suggest how to meet needs of all students.
4. The program should attempt to track the number of students who apply for and receive the Nationally Certified School Psychologist credential. A plan for this tracking should be developed by March 1, 1999.
5. Change the assessment plan to eliminate the MAT, GRE and ETS examinations as assessment measures.
6. Pursue authorization to offer a specialist degree in school psychology, seeking collaboration where possible and feasible.

### Trend Data: School Psychology

1.

- a. Over the past five years, an average of sixteen students are admitted to the School Psychology Program each year. The number of students enrolled in the masters-level program during each of the past five years is as follows:

Year	New Students/Total Enrollment
1996-97	17/28
1997-98	19/29
1998-99	17/31
1999-0	14/32
2000-0	13/30

Note: these data do not count those students who were in their internship year, a 3-credit per semester course

- b. Over the past five years the Program has granted sixty-nine graduate degrees (M. S. E.), an average of nearly fourteen per year. The number of graduate degrees awarded each year is as follows:

Year	Degrees Awarded
1996-98	12
1997-99	11
1998-99	16
1999-0	12
2000-01	18

- c. The School Psychology Program is a graduate program that requires the completion of 67 credits of academic coursework, a 600-hour field practicum, and a 1200-hour internship.
- d. The teaching staff of the school psychology department is currently at 2.75 FTE. The teaching load is currently distributed among six full-time faculty members. Two additional faculty members teach a seminar course on a rotating schedule.
- e. At this time, 100% of the students completing the program gained employment as school psychologists in public school settings.

Program Approval Board  
210 Tillman Hall  
Winthrop University  
Rock Hill, SC 29733  
(803) 323-2341  
December 15, 1999

James Larson, Ph.D.  
School Psychology Program  
Department of Psychology  
University of Wisconsin- Whitewater  
Whitewater, WI 53190

Dear Dr. ~~Woody~~Larson

Thank you for submitting the interim report for the specialist-level program at the University of Wisconsin-Whitewater. The purpose of this letter and the enclosed "Professional Association Response Form" are to provide you with feedback regarding the review. If you are in a unit accredited by NCATE, official notification and feedback will be forthcoming through the appropriate mechanisms.

On behalf of the Program Approval Board, I am pleased to inform you that the **Full Approval** of your program has been extended to December 31, 2004. Prior to September 15th of that year it will be necessary for you to submit a full program folio that addresses all NASP training standards with supportive documentation in order to extend approval.

The review of the program's five year interim report yielded the following observations and/or suggestions:

The program, department, and institution are highly commended for substantial program development efforts such as the addition of a school psychology faculty position and the granting of a specialist degree effective in 2000.

Program curriculum appears to have been strengthened by the addition of new courses in Social Bases of Behavior and Behavior Therapy in the Schools. The program is encouraged to pursue the possibility of establishing child development as a stand-alone course taken prior to professional skills and practica courses.

Program efforts and statewide leadership related to a more "comprehensive school health" orientation are commendable.

Program attention to the performance-based assessment, including the national examination requirement, "continuum of competencies" and associated competency based-based field evaluation, and portfolio assessment process, is commendable and should position the program well to address NASP's emerging performance-based standard

You should note that revised NASP *Standards for Training and Field Placement Programs* will serve as the basis for your program's next review. The present standards, approved in 1994, include a number of revisions relevant to program structure, content, and field experience as well as new standards on program values and program accountability. The program accountability standards require a systematic process to ensure that all students, prior to the conclusion of internship, are able to integrate professional knowledge and skills in delivering a comprehensive range of services that result in measurable positive changes regarding the educational and mental health needs of children and youth. It is also important that the program systematically collect and utilize performance evaluation data for program improvement.

Additional revisions in the standards are presently in the initial stages of consideration. Any revisions approved by NASP and NCATE at least eighteen months prior to the time of your program's next full review will serve as a basis for that review. Proposed revisions will be widely disseminated for comment and approved standards will be disseminated to every school psychology training program of which we have knowledge. It is important for the program director and faculty to remain abreast of such developments.

Your program will continue to be included in the list of NASP Approved Programs published twice each year in the Communiqué and sent to individuals requesting information on school psychology training from NASP. If your program is in a unit accredited by NCATE, it will also be listed as a "nationally recognized program" in NCATE's annual guide. Program graduates will continue to be eligible for National Certification pending attainment of a passing score on the NTE examination in School Psychology and documentation of internship completion.

The Program Approval Board commends your continued commitment to providing sound graduate level preparation for school psychologists consistent with national standards. If I can assist you in any way, please let me know.

Once again, congratulations on the continued approval of your program by the National Association of School Psychologists.

Sincerely,

Joseph S. Prus, Ph.D. (signed)  
Chair, Program Approval Board

**NCATE**

The Standard of Excellence  
in Teacher Preparation  
March 14, 2000

Dr. Jeffrey Barnett  
Dean  
University of Wisconsin At Whitewater  
College of Education  
800 West Main Street  
Whitewater, WI 53190  
Dear Dr. Barnett:

We have received responses to the program reviews"(folios), rejoinders, or interim reports that you previously submitted to NCATE. Enclosed are the associations' responses for the following program(s):

<u>Program</u>	<u>Association</u>	<u>Decision</u>
School Psychology	NASP	Standards Met

The strengths and weaknesses cited in these reviews will appear on "Summary of National Program Reviews" that you will receive from our office before your on-site visit. The reviews also should be made available to the Board of Examiners team in the exhibit room during the visit. In future editions of NCATE' s biennial guide of accredited professional education units, NCATE will list programs that have met program standards as determined by professional associations and recorded on the enclosed documents.

If you wish to correct erroneous information, address weaknesses or augment materials for unmet standards, you should prepare a rejoinder for that purpose. This rejoinder must include a cover sheet (sample enclosed), copies of the most recent response form, and an explanation and documentation of how the standard or competency is met. Submit all rejoinders to NCATE no later than **May 1, 2000**.

Please do not rejoin reviews that indicate a program meets the standards. If a program was granted conditional compliance, a new program report must be submitted within one or two years (depending on the terms of the professional association) to remove the conditional status.

**Important Notes on Rejoinders:**

- Please use a separate rejoinder cover sheet for each rejoinder, and submit multiple copies of the rejoinder as indicated on the enclosed review forms. If no quantity is indicated, submit five copies for physical education, health, and educational computing and technology. Submit four copies for all other program areas.
- Rejoinders must arrive at NCATE on or before May 1, 2000. Please mail all rejoinders to:

Coordinator for Program Review  
NCATE  
2010 Massachusetts Avenue, NW, Suite 500  
Washington, D.C. 20036-1023

National Council for Accreditation of Teacher Education  
2010 Massachusetts Avenue, NW, Suite 500  
Washington, DC 20036-1023  
phone 202.466.7496 fax 202.296/6620 ww

## Appendix F: Table of Faculty and Staff

### James Larson - Program Coordinator

#### COURSES TAUGHT

Psych 444/644 -Principles of Behavior Modification  
Psych 620 - Foundations of Professional School Psychology  
Psych 770 - Assessment n: Behavior and Personality  
Psych 766 - Cognitive-Behavioral Therapy with Children and Adolescents  
Psych 769 - Consultation and Prevention  
Psych 480/680 - School Violence and Crisis Management  
Psych 768 - Behavior Therapy in the School Setting  
Psych 793 - Practicum in School Psychology  
Psych 790 - Workshop: Current Topics in School Psychology, n, ill, IV

#### PARTICIPATION IN ON-CAMPUS AND OFF-CAMPUS TEACHING ENHANCEMENT ACTIVITIES

Discussion Leader, LEARN Center Book Club  
Continuing Education in ethics and law - Wisconsin Psychological Association  
Advances in Neuropsychology - Door County Summer Institute  
Yearly state and national conference attendance

#### NEW COURSE DEVELOPMENT

Psych 480/680 School Violence and Crisis Management

#### RESEARCH AND OTHER SCHOLARLY /CREA TIVE ACTIVITIES

##### Articles in Refereed Journals:

- Peterson, R. L., Larson, J., & Skiba, R. (2001). School violence prevention: Current status and policy recommendations. Law & Policy, 23, 245-372.
- Larson, J. D. (1998). Managing aggressive students in high schools: Implications for practice. Psychology in the Schools, 35, 283-296.
- Larson, J. D., & Busse, R. T. (1998). Masters/specialist-level preparation in school violence prevention and gang intervention. Psychology in the Schools, 35, 373-379.
- Larson, J. D., Calamari, J. E., West, J. G., & Frevert, T. A. (1998). Aggression management with disruptive adolescents in the residential setting: Integration of a cognitive-behavioral component. Residential Treatment for Children and Youth, 15, 1-9.

##### Chapters in Scholarly Volumes:

- Larson, J. D. (In press). Group counseling with aggressive adolescents in the school setting: A cognitive-behavioral perspective. In C. Dollahide & K. Saginak (Eds.), Secondary school counseling. New York: Allyn & Bacon.
- Larson, J. D., Smith, D. C., & Furlong, M. J. (2002). Best practices in school violence prevention. In A Thomas & J. Grimes (Eds.) Best practices in school psychology IV. Silver Spring, MD: National Association of School Psychologists.
- Smith, D. C., Larson, J. D., DeBaryshe, B. D., & Salzman, M. (2000). Anger management for youth: What

works and for whom? In D. S. Sandhu (Ed.), Violence in American Schools: A Practical Guide for Counselors. Reston, VA: American Counseling Association

**Book:**

Larson, J., & Lochman, J. E. (2002). Helping schoolchildren cope with anger: A cognitive-behavioral intervention. New York: Guilford.

Scholarly Presentations (Refereed) -NATIONAL

Larson, J. D., & Busse, R. T. (2002). Treating Aggressive Children in the School Setting: A Multi-Site Examination of the Anger Coping Program. Poster Presentation at the Annual Convention of the National Association of School Psychologists, Chicago, IL

Larson, J. D. (2001). Interrupting the Trajectory to Prison: Childhood Risk Assessment and Anger Intervention. Skills workshop presented at the Annual Convention of the National Association of School Psychologists, Washington, DC.

Rupp, A. J., & Larson, J. D. (2001). Mentoring High Risk Students as a Training Component of Specialist-Level Preparation. Paper presented at the Annual Convention of the National Association of School Psychologists, Washington, DC.

DeBaryshe, B. D., Larson, J. D., Salzman, M., & Smith, D. C., (2001). A Meta-Analysis of Anger Management Programs for Children and Youth. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Larson, J. D. (2000). School Psychology Preservice Preparation in Violence Prevention: Toward a Model for the Next Century. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA

Nokes, C. T., Larson, J. D., & Busse, R. T. (2000). Sixth Grade Office Referrals as Marker Variables for Eighth Grade Problem Behavior. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA

Olsen, K., A., Larson, J. D., & Busse, R. T. (2000). A Survey of School Psychologists' Involvement in Drug and Alcohol and School Violence Prevention. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA

Larson, J. D., & Busse, R. T. (1998). Behavioral Consultation. Presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL

Berg, R., Berg, R., Sutkiewicz, F., Koras, P., Schmal, C., & Larson, J. (1998). Description of a procedural Model for conducting a school safety needs assessment: A leadership role for school psychologists. Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL

**Scholarly Presentations (Invited, Non-Refereed) -NATIONAL**

1999 - Invited Lecture "School Violence Prevention in the Urban Setting" Los Angeles County Association of School Psychologists, Los Angeles, CA

1999 - Invited Lecture "Small Group Interventions for Angry, Aggressive Students" Tennessee Association of School Psychologists, Chattanooga, TN

1999 - Invited Paper "School Programs for the Prevention of Violence." Institute for Children, Families, and the Law Study Group, University of South Carolina

- 1999 - Invited Lecture: "Increasing the Effectiveness in Anger Management Skills Training" Annual Conference of The Melissa Institute for Violence Prevention and Treatment, Miami, FL.
- 1998 - Invited Lecture "Angry, Aggressive Adolescents." University of California, Santa Barbara Graduate School of Education, Department of School, Clinical, and Counseling Psychology
- 1998 - Invited Workshop "Understanding the Development and Maintenance of Aggression in Children and Designing Intervention Models" Long Beach Unified School District, Long Beach, CA
- 1998 - Invited Lecture "Violence Prevention Programs in the Schools" (with Debra Pepler, Ph.D.). Annual Conference of The Melissa Institute for Violence Prevention and Treatment, Miami, FL.

**GRANTS WRITTEN AND APPROVED:**

- 1999 - Wisconsin Department of Public Instruction grant to develop a training model in Comprehensive School Health Programs for school psychologists -\$7, 500
- 1998 – Straight Talk: Whitewater Middle School High Risk Student Mentor Program." Grant to provide mentors from the School Psychology Program to students at the local middle school. Learn & Serve America Service Learning Grant -\$500
- 1998 - Wisconsin Department of Public Instruction Grant to support a conference of trainers in school psychology to discuss curricular issues related to comprehensive school health. \$1500
- Grants Written (Awaiting Response)
- 2002 -Alliant Energy Foundation: The Standards for School Violence Prevention and Crisis Response: \$38, 900
- Schneider National Foundation: The Standards for School Violence Prevention and Crisis Response: \$38, 900

**PROFESSIONAL AND PUBLIC SERVICE**

Chair, Wisconsin School Psychology Trainers Association  
 Executive Board, Wisconsin School Psychologists Association

**Editing or reviewing for professional publications within the discipline:**

Manuscript reviewer: School Psychology Review  
Group Dynamics: Theory, Research, and Practice

**Non-compensated consulting or intervention activities related to the discipline; and**

Consultant, Milwaukee Public Schools Problem-Solving Initiative  
 Consultant, Milwaukee Public Schools Violence Prevention Program  
 Consultant and Staff Developer, Whitewater Unified School District  
 Team Member, Wisconsin DPI School Psychology Content Standards Development Committee  
 Consultation Cadre, Mental Health in the Schools, UCLA  
 Scientific Board, The Melissa Institute for Violence Prevention and Treatment

**Roles and memberships in university, college and departmental committees.**

Committee on Exceptions to Graduate School Policies  
 College of Letters and Sciences Promotions Committee  
 College of Letters and Sciences Speakers Committee

College of Letters and Sciences Excellence in Research Award Committee  
Department Search Committee (School Psychologist)  
Department School Psychology Committee  
Department Merit Committee  
Department Long Range Planning Committee

## **Randy T. Busse**

### **COURSES TAUGHT**

Assessment I: Early Childhood  
Assessment III: Intelligence and Achievement Consultation and Prevention  
Practicum  
Internship  
Special Topics: Psychopharmacology

### **PARTICIPATION IN ON-CAMPUS AND OFF-CAMPUS TEACHING ENHANCEMENT ACTIVITIES;**

Attended 9 state conferences and trainers meetings  
Attended 3 national conferences  
Attended 2 on-campus workshops  
Continued journal reading in field

### **NEW COURSE DEVELOPMENT**

Developed special studies course on psychopharmacology  
Developed new course [Assessment I]  
Substantive revision [Behavior Therapy in Schools]

### **RESEARCH AND OTHER SCHOLARLY/CREATIVE ACTIVITIES**

3 refereed journal articles  
3 book chapters  
3 refereed poster sessions [2 with students]  
2 non-refereed articles [1 with student]  
15 presentations

#### **Refereed Articles**

Busse, R.T., Kratochwill, T.R., & Elliott, S.N. (1999). Influences of verbal interactions during behavioral consultations on treatment outcomes. Journal of School Psychology, 33, 269-285

Larson, J., & Busse, R.T. (1998). Specialist-level preparation in school violence and youth gang intervention. Psychology in the Schools, 35, 373-379.

Waraczynski, M., Urven, L., & Busse, R.T. (2000). Revising and validating the animal handler's certification exam. Lab Animal, 29, 55-58.

#### **Book Chapters**

Beaver, B.R., & Busse, R. T. (2000). Informant reports: Conceptual and research bases of interviews with parents and teachers. In E.S. Shapiro & T .R. Kratochwill (Eds.), Behavioral assessment in schools (2nd ed.) (pp. 257-287). New York: Guilford

Busse, R. T., & Beaver, B.R. (2000). Informant report: Parents and teacher interviews. In E.S. Shapiro & T .R. Kratochwill (Eds.), Conducting school-based assessments of child and adolescent behavior (pp. 235-273). New York: Guilford.

Elliott, S.N., Busse, R. T., & Shapiro, E.S. (1999). Intervention techniques for academic performance problems. In T .B. Gutkin & C.R. Reynolds (Eds.), The Handbook of School Psychology (3rd ed.)(Pp. 664-685). Wiley & Sons: New York.

#### **Poster Sessions**

Larson, J., Busse, R.T., & Schieffer, J. (2002). School-based evaluation of an anger coping program. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Nokes, C., Larson, J, & Busse, R.T. (2000). Predicting eighth grade referrals from sixth grade marker variables. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

Olsen, K., Larson, J., & Busse, R.T. (2000). School psychologists' use of violence prevention methods. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

### **Non-referred Articles**

Busse, R. T., & Larson, J. (1999). A matter of time: Thoughts on outcomes-focused practice. Changing Times. Changing Lives. Newsletter by the Wisconsin School Psychologists Association and the Wisconsin Department of Public Instruction, Madison, WI.

Schieffer, J., & Busse, R.T. (2001). Low SES minority fourth-graders' achievement from an urban public Waldorf and comparison school. Waldorf Education Research Institute Research Bulletin. 6, 18-24.

### **Presentations**

Busse, R.T. (1997). Social skills assessment and intervention. Workshop presented at the Milwaukee Public Schools, Milwaukee, WI.

Busse, R.T. (1998). Selective mutism: Assessment and intervention. Presented at the Milwaukee Public Schools, Milwaukee, WI.

Busse, R. T. (1999). Dynamic performance based assessment. Workshop presented at the Glendale School District, Glendale, WI.

Busse, R.T. (1999). Faith in absurdity Keynote address presented at the regional conference of the Wisconsin Chapter of the National Multiple Sclerosis Society, Madison, WI.

Busse, R. T. (1999). Problem-solving interviews: Tips on what to say and how to say it. Presented at the Milwaukee Public Schools, Milwaukee, WI.

Busse, R. T.,r (2000). Program evaluation. Distance learning workshop presented to the University of Wisconsin School Psychology Program Consortium.

Busse, R. T., & Beaver, B.R. (2000). Conjoint functional assessment interviewing with parents and teachers. Workshop presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

Busse, R. T., & Beaver, B.R. (2000). Putting your data where your mouth is: Outcome accountability measures. Workshop presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.

Busse, R.T. (2001). Applied psychopharmacology: What every school psychologist can do. Presented at the Fall Convention of the Wisconsin School Psychologists Association, Manitowoc, WI.

Busse, R. T. (2002). "...and I have M.S.. too." Keynote address at the Spring Forum of the Wisconsin Chapter of the Multiple Sclerosis Society, Lake Geneva, WI.

Busse, R. T. (2002). Step in or step out: Making blended families work. Presented for the Family Resource Coalition of Walworth County Membership Meeting, Elkhorn, WI.

Busse, R. T., & Mullis, C. (2002). Selective mutism: Assessment and intervention. Workshop presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Busse, R. T., & Mullis, C. (2002). School psychologists' role in psychopharmacological treatment. Workshop presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Larson, J., & Busse, R.T. (1998). Behavioral consultation: A skills refresher for the new IDEA. Workshop presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Larson, J., & Busse, R.T. (1998). Outcomes-focused school consultation: Practical training on how to make the pre-referral building consultation team process work. Workshop presented at the fall convention of the Wisconsin School Psychologist Association, LaCrosse, WI.

### **GRANTS WRITTEN AND APPROVED:**

1998 \$100,000 OSERS grant submitted and recommended but not awarded

### **PROFESSIONAL AND PUBLIC SERVICE**

**EDITING OR REVIEWING FOR PROFESSIONAL PUBLICATIONS WITHIN  
THE DISCIPLINE ;**

External dissertation review for McGill University [Canada]  
2 Manuscript reviews for School Psychology Review  
Manuscript review for American Education Research

**NON-COMPENSATED CONSULTING OR INTERVENTION ACTIVITIES  
RELATED TO THE DISCIPLINE; AND**

Ongoing consultation for children with selective mutism 1996-present

**ROLES AND MEMBERSHIPS IN UNIVERSITY, COLLEGE AND  
DEPARTMENTAL COMMITTEES.**

Graduate council 1998-present  
Appeals Committee 1998  
Research Award Committee 2000  
Department School Psychology 1997 -present  
Department Faculty Development 1998-present  
Department Program Evaluation 1998-present  
Chair Department Search 2000

**Cynthia Mullis**

**COURSES TAUGHT**

840-211 Introduction to School Psychology  
840- 740 Assessment I: Assessment in Early Childhood  
840-345/545 Abnormal Psychology  
840-332 Psychology of Adolescence  
840- 793 School Psychology Practicum Seminar

**PARTICIPATION IN ON-CAMPUS AND OFF-CAMPUS TEACHING ENHANCEMENT ACTIVITIES;**

Participated in the Peer Mentoring Program; First- Year Program, Co-developing a reading group for faculty enrichment

**NEW COURSE DEVELOPMENT**

840- 745 Assessment III: Intelligence and Achievement --Course currently in revision

**RESEARCH AND OTHER SCHOLARLY/CREATIVE ACTIVITIES**

**Scholarly Writing**

Mullis, C.B. (1998). Prenatal exposure to cigarettes as predictors of temperament at age five and externalizing behavior, temperament, and academic achievement at age twelve. Unpublished doctoral dissertation, The University of Georgia.

**Scholarly Presentations (Refereed), National**

Busse, R. T. & Mullis, C. B. (March 2001). School psychologists' role in applied psychopharmacology. Mini-skills Workshop presented at the meeting of the National Association of School Psychologist, Chicago, IL.

Busse, R. T. & Mullis, C. B. (March 2001). Selective mutism: assessment and intervention. Mini-skills Workshop presented at the meeting of the National Association of School Psychologist, Chicago, IL.

Accepted Address (Invited, Non-refereed), Regional

Mullis, C. B. (October 2002). Sickle cell disease: issues for the school psychologist. Workshop to be presented at the meeting of the Wisconsin School Psychologist Association, Milwaukee, WI.

**PROFESSIONAL AND PUBLIC SERVICE**

**Membership in Professional Organizations**

National Association of School Psychologists  
Wisconsin Association of School Psychologists  
Division 16 of the American Psychological Association

**NON-COMPENSATED CONSULTING OR INTERVENTION ACTIVITIES RELATED TO THE DISCIPLINE**

10/3/01: Served on Panel Discussion: Surviving the Aftermath: A Behavioral Science Perspective on the Impact of Terrorism .

Mullis, C. B. (March 2002). Uncommon Sense for Sane Parenting. Workshop presented to the Luther Elementary School Parent Teacher Organization.

**ROLES AND MEMBERSHIPS IN UNIVERSITY, COLLEGE AND DEPARTMENTAL COMMITTEES.**

**Department and University Committee Memberships**

School Psychology Committee (Fall 2001-Present)

Tenure-line Faculty Search Committee (Lifespan Development) Participated Fall 2001-Spring 2002)

Women's History Month Event Committee, Chair (Fall 2001-Spring 2002)

NCATE Accreditation Committee (Spring 2002-Present)

Curriculum Committee (Fall 2002)

Library Committee (Fall 2002)

Collection Development Committee (Anticipated Fall 2002) -University Committee

## **Barbara Rybski Beaver**

### **COURSES TAUGHT**

104 -Human Adjustment  
211 -Introductory Psychology  
304 -Psychology of Personality  
387 -Field Training in Psychology  
486/686 -Interview & Psychotherapy Techniques  
489/689 -Family Therapy  
494 -Seminar in Psychology -Developmental Psychopathology  
746 -Psychopathology of Childhood & Adolescence  
also EDUINP 213 Development of the Young Child

### **PARTICIPATION IN ON-CAMPUS AND OFF-CAMPUS TEACHING ENHANCEMENT ACTIVITIES;**

"Ten levers for Higher Learning" by Tom Angelo (A Learn Center thing) 8/99  
"Ethics for Psychologists" 6/99 (at UW-Madison)

### **NEW COURSE DEVELOPMENT**

None at grad level.

### **RESEARCH AND OTHER SCHOLARLY/CREATIVE ACTIVITIES**

#### **PUBLICATIONS:**

- Beaver, B.R., & Busse, R.T. (2000). Informant reports: Conceptual and research bases of interviews with parents and teachers. In E.S. Shapiro & T.R. Kratochwill (Eds.), Behavioral assessment in schools (2<sup>nd</sup> edition), pp. 257-287. NY: The Guilford Press.
- Busse, R.T., & Beaver, B.R. (2000). Informant reports: Parent and teacher interviews. In E.S. Shapiro & T.R. Kratochwill (Eds.), Behavioral assessment in schools (2<sup>nd</sup> edition), pp. 235-273. NY: The Guilford Press.
- Beaver, R.R. (1999). Human development: Childhood. In D. Levenson, J.J. Ponzetti Jr., & P.F. Jorgensen, (Eds.), Encyclopedia of human emotions. Vol. 1, pp. 376-381. NY: Macmillan Library Reference USA.
- Crook, K., Beaver, B.R., & Bell, M. (1998). Anxiety and depression in children: a preliminary examination of the utility of PANAS-C. Journal of Psychopathology and Behavioral Assessment, 20, 333-350.
- Beaver, B.R. (1997). The role of emotion in children's selection of strategies for coping with daily stresses. Merrill-Palmer Quarterly, 43, 129-147.

#### **PRESENTATIONS AT PROFESSIONAL MEETINGS**

- Beaver, B. R., & Crook, K.F., (2002, August). Measuring children's cooing: Preliminary investigation of child versus maternal reports. Accepted for presentation at the annual meeting of the American Psychological Association, Chicago, IL.
- Beaver, B.R., & Crook, K.F. (2002, August). Children's use of cooing: Situations, dispositions and emotions. Proposal under review for presentation at the annual meeting of the American Psychological Association, Chicago, IL.
- Busse, R. T., & Beaver, B. R. (2000, March). Putting your data where your mouth is: Outcome accountability measures. Mini-skills workshop presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
- Beaver, B. R., & Busse, R. T. (2000, March). Conjoint functional assessment interviewing with parents and teachers. Mini-skills workshop presented at the meeting of the National Association of School Psychologists, New Orleans, LA.

Fox, S. 5., & Beaver, B. R. (1998, August). Coping with IVF: The role of emotion and gender. Poster session presented at the meeting of the American Psychological Association, San Francisco, CA.

**GRANTS WRITTEN AND APPROVED:**

None

**PROFESSIONAL AND PUBLIC SERVICE**

Sexual Assault Response Team (campus)

Advisor to APSSC

Panel Member - "Surviving the Aftermath: A Behavioral Science Perspective on the impact of terrorism" 10/3/01 (on campus)

**EDITING OR REVIEWING FOR PROFESSIONAL PUBLICATIONS WITHIN THE DISCIPLINE;**

Division 35 (AP A) reviewer for conference 97

Reviewer for NCUR 02

Reviewed Carver & Scheier Personality text, 98

**NON-COMPENSATED CONSULTING OR INTERVENTION ACTIVITIES RELATED TO THE DISCIPLINE; AND**

Psychotherapist, UWW Counseling Center Summer 98 -Current (no clients now, but probably will)

**ROLES AND MEMBERSHIPS IN UNIVERSITY, COLLEGE AND DEPARTMENTAL COMMITTEES.**

**Dept:**

Chair

School psych committee

Curriculum committee (until I became chair)

Search committees

**College**

Administrative Council (chairs' meetings)

L&S Appeals (97-99)

College Award for Excellence in Teaching

L&S Advising Award

**Univ.**

Grad Audit & Review

McGraw Award committee (01 & 02)

Search & Screen -Children's Center

## **Meg Waraczynski**

### **COURSES TAUGHT**

PSYCH 415/615 Research Design .

which is now...

PSYCH 715 Research Methods and Program Assessment in School Psychology

### **PARTICIPATION IN ON-CAMPUS AND OFF-CAMPUS TEACHING ENHANCEMENT ACTIVITIES**

May 1998            On-campus workshop on Web Course in a Box software  
December 1998    On-campus workshop on using email discussion lists in courses  
January 1999        On campus workshop presented by Barbara Walvoord on tying assessment to grading  
January 1999        On campus workshop on using the Web to post course-related materials  
May 1999            attended on-campus workshop on WebCT  
Spring 2000        participated in LEARN Center discussion group on student motivation; met once monthly in spring 2000 semester  
September 2002    attended LEARN center workshop by Dr. Lion Gardener on improving student achievement  
Oct. 1997, November 1998, and November 2000: attended Society for Neuroscience undergraduate teaching session (this is a session within the annual meeting of the Society for Neuroscience) Also, I am a member of the Teaching in Psychology division of the American Psychological Association (but not a regular AP A member)

### **INVOLVEMENT IN ACADEMIC ADVISING**

N/ A for Graduate Students

### **NEW COURSE DEVELOPMENT**

2000: developed and received curricular approval for PSYCH 715 Research Methods and Program Assessment in School Psychology

### **RESEARCH AND OTHER SCHOLARLY/CREATIVE ACTIVITIES**

Waraczynski, M. and Perkins, M. Lesions of pontomesencephalic cholinergic nuclei do not substantially disrupt the reward value of medial forebrain bundle stimulation. *Brain Research*, 800(1), 1998, 154-169.

Waraczynski, M., Carlton, E. and Perkins, M. Midbrain periaqueductal lesions do not degrade medial forebrain bundle stimulation reward. *Behavioural Brain Research*, 95, 1998, 167-177.

Waraczynski, M., Perkins, M., and Acheson, A. Lesions of midline midbrain structures leave medial forebrain bundle self-stimulation intact. *Behavioural Brain Research*, 103 (1999) 175-184.

Acheson, A., Waraczynski, M., and Perkins, M. Lesions and inactivation implicate dorsolateral hindbrain in MFB self-stimulation. *Physiology and Behavior*, 71 (2000) 159-171.

Waraczynski, M. and Perkins, M. Temporary inactivation of the retrorubral fields decreases the rewarding effect of medial forebrain bundle stimulation. *Brain Research*, 885 (2000) 154-165.

Waraczynski, M., Urven, L., and Busse, R. Revising and validating the animal handler's certification exam. *Lab Animal*, 29 (2000) 55-58.

Waraczynski, M. and Perkins, M. Temporary inactivation of the retrorubral fields decreases the rewarding effect of medial forebrain bundle stimulation. *Brain Research*, 885 (2000) 154-165.

Poster presentations and the annual meeting of the Society for Neuroscience, published as abstracts: Waraczynski, M., Carlton, E., and Perkins, M. Lesions of the midbrain central grey do not disrupt the rewarding effect of medial forebrain bundle stimulation. Society for Neuroscience Abstracts, 23 (1997) 2384.

Waraczynski, M., Acheson, A., and Perkins, M. Temporary inactivation may provide a greater challenge to MFB stimulation reward value than does permanent lesioning. Society for Neuroscience Abstracts, 25(2) (1999) 1373.

Waraczynski, M. and Perkins, M. Temporary inactivation demonstrates a role for the retrorubral fields in medial forebrain bundle self-stimulation. Society for Neuroscience Abstracts, 26(1) (2000) 477.

#### **4. EXTERNAL FUNDING**

Grant proposal submitted to National Institutes of Health, March 1999  
competing continuation of current grant, budget request = \$283,130 direct; \$386,926 total  
(not funded)

Grant proposal submitted to National Institutes of Health, October 1999  
revision of March 1999 submission, budget request = \$295,895 direct; \$401,799 total  
(not funded)

Grant proposal submitted to National Science Foundation's Research in Undergraduate Institutions (RUI) program, July 1999  
budget request = \$268,786 direct; \$358,055 total  
(not funded)

Grant proposal submitted to National Science Foundation's RUI program, June 2000  
revision of July 1999 submission, budget request = \$283,539 direct; \$391,158 total  
(not funded)

Grant proposal to the National Science Foundation's RUI program, June 2001  
revision of June 2000 submission, budget = \$301,032 direct; \$419,921 total  
**(funded effective July 1 2002; 3 year award pending annual reapproval)**  
**(budget reduced to \$268,691 total per NSF's request by elimination of the salary line for a technician)**

#### **5. PROFESSIONAL AND PUBLIC SERVICE**

Manuscript Reviews:

Influence of bombesin on thresholds for feeding and reward in the rat. Reviewed for *Acta Neurobiologiae Experimentalis*, August 1998

Fos expression following self-stimulation of the medial prefrontal cortex. Reviewed for *Neuroscience*, September 1998

The influence of the specific immune response on some consistent murine behaviors. Reviewed for *Journal of General Psychology*, September 1998

"Early onset of demyelination after NMDA lesions of the lateral hypothalamus" reviewed for *Behavioural Brain Research*, Feb. 1999

"Changes in brain stimulation reward following anterior ipsilateral knife cut lesions" reviewed for *Physiology and Behavior*, May 1999

"Electrolytic lesions of rewarding sites in the amygdala decreases ventral tegmental area threshold for brain stimulation reward"  
and

"The influence of amygdaloid lesions on lateral hypothalamic thresholds for brain stimulation reward" reviewed for *Brain Research Bulletin*, September, 2000.

"Electrolytic lesions of the cortical and adjacent nuclei in the amygdala differentially influence thresholds for rewarding medial forebrain bundle stimulation" reviewed for *Journal of Neuroscience*, May, 2001.

External reviewer of Barker's Biological Psychology and Wilson's Biological Foundations of Human Behavior for Prentice-Hall, and Kosslyn and Rosenberg's Psychology and Morgan and Korschgen's Majoring in Psychology? for Allyn and Bacon.

External examiner for doctoral dissertation: L. Whitehurst, "Recovery of rewarding effectiveness of lateral hypothalamic self-stimulation following radio frequency lesions." University of Ottawa, Ottawa, Ontario, June, 2000.

**NON-COMPENSATED CONSULTING OR INTERVENTION ACTIVITIES RELATED TO THE DISCIPLINE AND ROLES AND MEMBERSHIPS IN UNIVERSITY, COLLEGE AND DEPARTMENTAL COMMITTEES.**

Department of Psychology (all years unless otherwise noted)

School Psychology Committee  
Merit Committee (spring, 1998; chair, fall, 1999)  
Curriculum Committee

College of Letters and Sciences

Departmental representative to College of Letters and Sciences curriculum committee  
Member, Master Advisors cadre

University

Institutional Animal Care and Use Committee (chair, May 2000 to present)  
L&S representative to the University Curriculum Committee, September -December 1998  
Undergraduate Research Council, January 2002 to present

## **Joan Littlefield Cook**

### **COURSES TAUGHT**

424/624: Human Learning

[The following were taught 1998-1999, at UWW but before I was hired in Psychology.]

Ed Foundations 322/522: Preschool Child Development

Ed Foundations 478/678: Adolescent Development

Additional info re: the dual-listed Human Learning course I teach:

Both grads and undergrads prepare a comprehensive literature review on a topic of their choice, related to learning. Graduate students then prepare an applied product of their choosing based on the literature review (e.g., in-service presentation & activities; materials to be used by parents, teachers, or students; a website with appropriate and functional links & information; etc.) that is directly relevant and useable in their future positions as school psychologists. They also present their product to the class, explaining why they chose the topic, how they designed the product, who the target audience is, and demonstrating how the product will be used.

### **PARTICIPATION IN ON-CAMPUS AND OFF-CAMPUS TEACHING ENHANCEMENT ACTIVITIES;**

Attended Charles Bonwell's Workshop on "Active Learning: Creating Excitement in the Classroom" (August 28, 2001)

### **NEW COURSE DEVELOPMENT**

Updated and restructured the 424/624 course (Human Learning) to better fit the needs of the department's School Psychology graduate program. Changes included updating of content and theoretical approaches covered and changing the focus of the course to include more practical application to typical School Psychology settings.

### **RESEARCH AND OTHER SCHOLARLY/CREATIVE ACTIVITIES**

Cook, J. L., & Vaassen, M. J. (2001, April). Children with learning disabilities in mathematics: Strategies for discriminating relevant from irrelevant information. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Second drafts of all 14 textbook chapters completed for Cook, J. L. Child Development: An Active Exploration. Textbook co-authored with G. L. Cook. Book to be available Summer 2003, with publication date of 2004. Boston, MA: Allyn & Bacon Publishers. (First 4 chapters to go into production October 2002)

Elliott, S. N., Kratochwill, T., Cook, J. L., & Travers, J. (2000). Educational Psychology: Effective teaching, effective learning (3rd ed.). Boston, MA: McGraw-Hill Publishers.

Cook, J. L. (2000). Student study guide for S. N. Elliott, T. Kratochwill, J. L. Cook, & J. Travers, Educational Psychology: Effective teaching, effective learning. (3rd ed.). Boston, MA: McGraw-Hill Publishers.

Cook, J. L. (2000). Instructor's course l2lanner for S. N. Elliott et al., Educational Psychology: Effective teaching, effective learning (3rd ed.). Boston, MA: McGraw-Hill Publishers.

Cook, J. L. (2000). Test Item File for S. N. Elliott et al., Educational Psychology: Effective teaching, effective learning (3rd ed.). Boston, MA: McGraw-Hill Publishers.

**GRANTS WRITTEN AND APPROVED:**

N/A

**PROFESSIONAL AND PUBLIC SERVICE**

**EDITING OR REVIEWING FOR PROFESSIONAL PUBLICATIONS WITHIN THE DISCIPLINE;**

N/A

**NON-COMPENSATED CONSULTING OR INTERVENTION ACTIVITIES RELATED TO THE DISCIPLINE; AND**

N/A

**ROLES AND MEMBERSHIPS IN UNIVERSITY, COLLEGE AND DEPARTMENTAL COMMITTEES.**

University Audit and Review (member beginning Fall 2002)  
Search Committee for Lead Teacher, UWW Children's Center (member, August 2000)  
Search Committee for Lead Teacher, UWW Children's Center (Chair, April-May 2000)  
Department Research Funds Committee (2000-present; currently serve as Chair)  
Student Awards Committee (2001-present; currently serve as Chair)  
School Psychology Committee (member, Department of Psychology, Summer 2002-present)  
Search Committee (member, Department of Psychology, Fall 2002)  
Volunteer Reading Tutor (K/1<sup>st</sup> grade, Barrie Elementary, Spring 2002)  
Volunteer Instructor for Junior Great Books Literacy Program (1<sup>st</sup>/2<sup>nd</sup> grade, started Fall 2002)

Cognitive Development in Preschool Children: Using Vygotsky's Theory (February 27, 2001).

An invited presentation was held for the faculty and student teaching assistants at the OW-Whitewater Children's Center in Whitewater, Wisconsin. Approximately 40 people attended the session in which I discussed Vygotsky's theory of cognitive development and lead activities to demonstrate the implementation of mediation, scaffolding, bridging, and fading with preschool-age children.



We are interested in your opinion of your level of preparation for your first year on the job. *For items 17-32 consider your entire training prior to internship or first year.* Please rate items 17-34 on the following scale:

5	4	3	2	1	0
Outstanding	Very Good	Adequate	Poor	Very Inadequate	No Opinion/No course work

- 17. Preparation for assessment of intellectual functioning\_\_\_\_\_
- 18. Preparation for academic assessment\_\_\_\_\_
- 19. Preparation for early childhood assessment\_\_\_\_\_
- 20. Preparation for assessment of socio-emotional functioning\_\_\_\_\_
- 21. Preparation for understanding psychopathology\_\_\_\_\_
- 22. Preparation for understanding and applying principles of research design\_\_\_\_\_
- 23. Understanding of special education procedures\_\_\_\_\_
- 24. Preparation for understanding applied psychopharmacology\_\_\_\_\_
- 25. Preparation to work with children from minority cultures\_\_\_\_\_
- 26. Understanding of applied child development\_\_\_\_\_
- 27. Preparation for counseling students\_\_\_\_\_
- 28. Preparation for consulting with teachers and staff\_\_\_\_\_
- 29. Understanding issues associated with school violence prevention\_\_\_\_\_
- 30. Understanding legal/legislative issues\_\_\_\_\_
- 31. Understanding and addressing professional ethical issues\_\_\_\_\_
- 32. Please rate your practicum experience\_\_\_\_\_ Site:\_\_\_\_\_
- 33. Please rate your internship experience\_\_\_\_\_ Site:\_\_\_\_\_
- 34. Please provide a *global rating* of your overall school psychology preparation at UW- Whitewater\_\_\_\_\_

\*\*\*\*\*

35. If the School Psychology Program was to change the content or focus of either of the field-based courses (practicum or internship), what should that change be? .

36. If the School Psychology Program was to change the content or focus of an existing class, what should that change be?

37. If the School Psychology Program was to add additional course work, what should that course be?

38. How helpful was the portfolio process to you in your preparation?

5	4	3	2	1	0
Very Helpful	Helpful	Neutral	Not helpful	Disruptive	I did not keep a portfolio

Suggestions for the portfolio process?

Thank you *very much* for your assistance. Use the reverse side for any additional feedback. Please return the survey in the enclosed envelope.