SCHOOL PSYCHOLOGY

POLICIES AND PROCEDURES HANDBOOK

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

Current 2023-2024

TABLE OF CONTENTS

PAGE

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**Masters and Education Specialist Degree Program
in School Psychology
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General Program Description

The graduate program in School Psychology at UW-Whitewater is a three-year, full time course of classroom study and field practica and internship leading to certification by the Wisconsin Department of Public Instruction as a School Psychologist. Students first complete 32 graduate credits in psychology and education, then either pass a comprehensive portfolio evaluation or defend a thesis to complete the requirements for the Master's Degree (M.S.E. - School Psychology). Upon attainment of the Master's degree, qualified students enter into the Education Specialist degree (Ed.S.) sequence, consisting of additional credits of advanced course work, a 600-hour field practicum, and a 1200-hour internship. Students may apply for Department of Public Instruction One Year License with Stipulations – School Psychologist prior to internship. Successful completion of all Program requirements, including the internship, portfolio review, Specialist Project, and passing the ETS Praxis II examination in School Psychology allow the student to earn the Education Specialist Degree and may 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 approval by the Wisconsin Department of Public Instruction (DPI).

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

Training Model

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

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

Program Philosophy/Mission

The mission of the UWW School Psychology Program is to prepare school psychologists who apply the principles of empirical science and culturally responsive practice to the problem-solving process. We stress the need for school psychologists to operate through a social justice lens, addressing systemic inequities by advocating for all children in their work. With this understanding, school psychologists proactively foster collaboration between schools and families, using strength-based, empowering language to promote educational outcomes. We provide our graduates with the tools and training needed to support children's academic skills, mental and behavioral health, and social-emotional learning. Continual efforts to be well-informed and responsive to an ever-changing educational climate ensure that our graduates remain adaptive and place the children's educational, behavioral, and psychological wellbeing at the forefront of their work.

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, student exceptionalities, curriculum methods, and reading instruction methods.

Program Objectives

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

1. To prepare 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 Psychologists, the American Psychological Association, and the Wisconsin State Department of Public Instruction Certification for Provisional and (Full) School Psychologists;

3. To teach students to have respect for the scientific rigor and principles, which are the hallmark of the field of psychology at large and the integration of science and professional practice;

4. To prepare students skilled in non-biased, data driven assessment of school-aged children and youth and to see assessment as integrated with well-researched, measurable intervention procedures;

5. To prepare students to become competent in serving as consultants to teachers, parents and other personnel in their work setting and prepared to carry out programs of primary, secondary, and tertiary prevention;

6. To prepare 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 prepare 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 prepare students to become professionals who will not only be effective consumers of others' research, but as a function of their practice, be able to conduct applied research to benefit the children and families whom they serve;

9. To provide students with exposure to and understanding of the ethics and values of the school psychology profession;

10. To promote in students a need and respect for continuing professional development and to address those needs through advanced continuing professional development course work and workshops.

APPLICATION AND ADMISSION PROCEDURES

All prospective students desiring admission into the School Psychology Program must simultaneously apply for admission into the School of Graduate Studies. Specifics related to completion of the application process may be found on the program website at https://www.uww.edu/cls/academic-programs/school-psychology .

Grade Point Average

An overall undergraduate grade point average of at least a 3.00 (on a 4.00 scale) is required.

Prerequisite Course Work

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

Additional Application Requirements

In addition to completing the application form from the School of Graduate Studies, students must also submit within the application portal the following:

1. A representative sample of the applicant's written expression skills in the form of a narrative letter which includes a discussion of relevant personal background and describes in depth why the applicant has chosen to pursue study in the field of school psychology;

2. Three letters of recommendation from appropriate persons (such as current/former professors or work supervisors) who are familiar with the applicant's academic and personal qualifications for graduate study in school psychology;

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

Non-Candidate for Degree

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

Applicants with Previously Earned Master's Degree

The UW-Whitewater School Psychology Program accepts in transfer Masters degrees from NASP-accredited school psychology programs, or those school psychology programs whose requirements meet or exceed those put forward by NASP. Individuals with discipline-related Masters degrees-- e.g., in education, special education, social work, clinical psychology -- may transfer in up to 12 credits from the prior degree following a review and decision by the School Psychology Coordinator. Substantial additional course work in addition to that included in the Education Specialist degree sequence may be required.

Advisement and Supervision in the School Psychology Program

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

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

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

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

Course of Study in the School Psychology Program

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

Graduate Course Sequence

Students in the School Psychology Program complete a total of 32 graduate credits in psychology and education for the M.S.E. degree, plus additional credits, internship, and research requirements for the Ed.S. degree. The following courses are listed in the typical sequence.

Masters Degree Typical Sequence

Summer I

READING 764	Foundations of Reading	3
EDFOUND 710	Education in a Pluralistic Society	3

Fall		Graduate Credits
PSYCH-620	Foundations of Professional School Psychology	3
PSYCH-715	Research Methods and Program Assessment	3
PSYCH-740	Assessment I – Achievement & Progress Monitoring	3
PSYCH-785	Advanced Child Development	3
PSYCH-792	Field Placement in School Psychology	1

Spring		
PSYCH-724	Learning in Educational Contexts	3
PSYCH-745	Assessment III – Intellectual Functioning	3
PSYCH-746	Psychopathology of Childhood and Adolescence	3
PSYCH-770	Assessment II- Behavior and Personality	3
PSYCH-792	Field Placement in School Psychology	1

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

Education Specialist Degree Typical Sequence

Summer II		Graduate Credits
PSYCH- 680	School Violence and Crisis Management	3
PSYCH 755	Counseling Skills & Theory for School Psychology	3
PSYCH-762	Academic Interventions	3
PSYCH-768	Behavior Therapy in Schools	3

Fall		
PSYCH 769	Consultation and Prevention	3
PSYCH 793	Practicum in School Psych Including Seminar	6
PSYCH 797	Specialist Project Research	1
SPECED 700	Legal Foundations of Special Education	3

Spring		
PSYCH 766	Cognitive Behavioral Therapy with Children/Adol	3
PSYCH 787	Social Context and Diversity and the School Setting	3
PSYCH 793	Practicum in School Psych Including Seminar	6
PSYCH 797	Specialist Project Research	1

Note: Upon successful completion of the 600-hour practicum, successful completion of the ETS Praxis II Exam in School Psychology, and with a minimum total of 70 approved graduate credits, students may apply to the Department of Public Instruction for the Tier I Initial License prior to internship.

Internship

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

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

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

Residency Requirement

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

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

Course Work

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

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

I.   **Data-Based Decision Making**
II.   **Consultation and Collaboration**
III.   **Academic Interventions and Instructional Supports**
IV.   **Mental and Behavioral Health Services and Interventions**
V.   **School-Wide Practices to Promote Learning**
VI.   **Services to Promote Safe and Supportive Schools**
VII. **Family, School, and Community Collaboration**
VIII. **Equitable Practices for Diverse Student Populations**
IX.   **Research and Evidence-Based Practice**
X.   **Legal, Ethical, and Professional Practice**

Course Load

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

Transfer of Credit

Graduate level work completed at other institutions may be transferred to the University of Wisconsin-Whitewater to apply to a graduate degree. No more than twelve (12) credits completed at other institutions may be applied to the M.S.E. - School Psychology degree or the Ed.S. – School Psychology degree. Consult the most current *Graduate Bulletin* for a complete explanation of these policies. Students wishing to transfer credit must complete the form available at the School of Graduate Studies Office, at the time of admission to the program.

GRADUATE STUDENT EVALUATION AND RETENTION POLICIES AND PROCEDURES*

I. Purpose

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

1. students with information about their progress that will enable them to take advantage of strengths and/or to remediate weaknesses in academic, professional, and/or personal development.

2. faculty with information about the progress of students in order to facilitate decision making that is in the best interests of students and the profession they are preparing to enter.

II. Rationale

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

III.   Due Process

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

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

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

IV. Review

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

A. Continuous Review

Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress. Discussions concerning student performance and progress will be held in "closed session." At that time, any questions about students may be raised for the members of the School Psychology Committee to consider. All allegations of a violation of the National Association of School Psychologist's Principles of Professional Ethics shall also be forwarded to the Dean of Students to determine whether that conduct also constitutes a violation of Wis. Admin. Code chs. UWS 14 or 17.

B. Yearly Review

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

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

V. Academic Standards

A. An average of 3.00 overall grade point is required to maintain good standing as a student in the School Psychology Program.

B. No more than one course with a grade of "C+" is allowed toward the completion of the entire Program through the completion of the Ed.S. degree. No grade below a C+ may be applied toward the completion of any degree in the Program. No grades of NC (No Credit) in the Internship are allowed.

C. It is the policy of the School Psychology Program that no required Psychology course (PSYCH) may be repeated without a written appeal. This appeal must address the reasons for the initial poor performance and provide a detailed plan for overcoming those difficulties.

VI.   Professional Standards

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

A. The professional conduct of students in any applied setting, including school buildings, clinics, child care centers, or other educational or mental health facility is guided by the by the *Principles of Professional   Ethics of the National Association of School Psychologists*. Ignorance of any part of these Principles is not considered an acceptable excuse for violation.

B. As a professional in training, all students have an obligation to carry professional liability insurance. Proof of coverage must be provided each year.

C. Behavior in the academic setting is guided in part by applicable *University of Wisconsin System Chapter 14 and 17* rules. The following behaviors are considered a violation of the policies of the School Psychology Program:

1.   being under the influence of illegal substances or alcohol while engaging in any university or field activities related to training as a school psychologist;

2.   acquiring any new conviction for a felony or misdemeanor or failing to report any previous conviction at the time of admission. *All students within the school psychology program will undergo a criminal background check upon admittance to the Master of Science in Education Degree Sequence, prior to beginning the Education Specialist Degree sequence, as well as each year they are in the program (See Criminal Background Check Procedure in Appendix B). In addition, all applicants for Wisconsin school psychology positions and those of other states will undergo a criminal background check as part of the licensure process. Students who have a criminal record or who acquire a criminal record while in training should report this information to the Coordinator at the soonest possible date. This does not apply to non-criminal traffic violations, underage drinking ordinance violations, or previous violations of the state juvenile code. If in doubt, students should consult the Coordinator, the Department Chair, or their own attorney.*

3.   physically or verbally assaulting or threatening any faculty member, other university employee, field supervisor, practicum site employee or pupil, or fellow student;

4.   engaging in sexual behavior with children.

5.   engaging in inappropriate sexual or sexist or racist behaviors that create a hostile learning environment for fellow students or faculty;

6.   falsifying any information on the program application;

7.   falsifying any information on a practice or authentic situation test protocol, report of field experience, or academic assignment, or in any way knowledgably tolerating that behavior in another;

8.   public declaration of held beliefs which indicate a clear and unambiguous intent to discriminate as a school psychologist or trainee against persons because of race, religion, ethnic origin, sexual orientation, gender, disability, marital status, or socioeconomic status, or any behavior in this regard;

9.   other applicable infractions as noted by UW-Whitewater or UW System rules.

VII. Program Response

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

    A. The student will be notified of the specific problem areas noted by the faculty on the Academic/Professional Behavior Notification of Concern (Appendix A);

    B. Allegations of a violation of the National Association of School Psychologist's Principles of Professional Ethics shall also be forwarded to the Dean of Students to determine whether that conduct also constitutes a violation of Wis. Admin. Code chs. UWS 14 or 17;

    C. A plan to address the problem will be developed by the School Psychology faculty in collaboration with the student. This plan will, as much as possible, behaviorally define the student's problems, identify the expected behavior patterns or goals, and designate a date for goal attainment or reevaluation. This plan and timeline must be submitted to the faculty for approval within five business days;

    D. At the time of reevaluation, four options exist for the School Psychology Committee:

        1. a decision that the specified concerns no longer present a significant impairment and the student is allowed to continue in the program;

        2. continued remediation, an updated remedial/behavioral plan, and a date set for another reevaluation;

        3. voluntary withdrawal from the program;

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

VIII. Evaluation Timelines

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

1. All graduate students in the School Psychology Program will receive a mid-year review and end-of-year portfolio evaluation of their progress in the program;

2. During the student's initial year in the Education Specialist sequence, they are enrolled in a full-year practicum. Formal evaluations from field supervisors occur at intervals during this practicum, and students receive university feedback on submitted psychological reports and following university supervisor site visitations;

3. During the student's final year in the program, they are enrolled in a full-year internship. Formal evaluations from field supervisors occur at two intervals during this internship. In addition, interns participate in a portfolio review at the end of the year and participate in a series of internship seminars where feedback continues.

ADVANCEMENT TO CANDIDACY FOR THE M.S.E.

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

I. Graduation Application

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

II. Departmental Approval

At the consultation occurring mid-year in the student's first year, each student will discuss their progress with two faculty members and set goals in anticipation of their continuation in the program. The Department of Psychology, through the Program Coordinator, must approve the student's request for graduation. Students who are in good academic standing with no outstanding Incomplete grades or unresolved misconduct complaints will be approved for graduation.

III. Time Limitations

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

IV. Comprehensive Portfolio Evaluation and Thesis

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

A. Comprehensive Portfolio Evaluation

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

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

Data-Based Decision Making
Consultation and Collaboration
Academic Interventions and Instructional Supports
Mental and Behavioral Health Services and Interventions
School-Wide Practices to Promote Learning
Services to Promote Safe and Supportive Schools
Family, School, and Community Collaboration
Equitable Practices for Diverse Student Populations
Research and Evidence-Based Practice
Legal, Ethical, and Professional Practice

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

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

B. Master's Thesis

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

1. Recommendation of the instructor for Research Methods and Program Assessment;

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

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

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

1. Students will demonstrate the ability to formulate a research question in the area of school psychology of sufficient depth, scope, and relevancy to merit significant investigation;

2. Students will demonstrate the ability to orally defend this proposal to a committee of faculty members;

3. Students will demonstrate the ability to conduct a thorough review of the pertinent literature in the area to be investigated;

4. Students will demonstrate the ability to address a research question in a manner consistent with an understanding of the scientific method as applied to psychological research;

5. Students will demonstrate an ability to effectively communicate their research in writing and to defend that research in a public meeting of their professors and peers.

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

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

ADVANCEMENT TO CANDIDACY FOR THE Ed.S.

I. Application Requirements - Education Specialist Degree Sequence

A. Continuing UW-Whitewater students who have completed a minimum of 12 credits toward the Master's degree and are in their final full-time semester of course work may make application for continuation in the education specialist degree sequence.

B. All other applicants must possess a Master's degree in school psychology from a NASP-accredited institution or an institution that prepares students at an equivalent standard, or a Master's degree in a closely related field. The Coordinator, in consultation with the School Psychology faculty, will determine if this requirement has been met.

C. All applicants must complete the Graduate Degree Program Application available online through the Office of Graduate Studies website.

D. All applicants must submit three letters of recommendation from appropriate persons (such as former professors or work supervisors) who are familiar with the applicant's academic and personal qualifications for advanced graduate study in school psychology.

II. Degree Completion Requirements

A. The Education Specialist Degree is composed of approved additional credits beyond the Master's degree, and consists of predominantly 700-level course work in school psychology and education, field experience, a pre-internship capstone examination, and a scholarly Specialist Project in school psychology.

B. A grade point average of 3.00 must be maintained throughout the degree sequence. All students must be in full-time residence (at least nine credit hours) for the first year of the degree sequence.

III.   Graduation Application

A. An application for this purpose may be accessed via the School of Graduate Studies website and should be submitted to that office early in the semester or summer session in which the student plans to graduate.

B. Students planning to graduate following the summer session may file during the Spring semester. Summer graduates may participate in Spring graduation exercises after notifying the School of Graduate Studies of their intent to do so.

IV.   Departmental Approval

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

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

V. ETS Praxis II Subject Examination in School Psychology

A. All students must attain a passing score of at least 147 on the ETS Praxis II Subject Examination in School Psychology prior to the awarding of the Education Specialist degree. Results should be sent to the School Psychology Program. *This examination is taken early in the spring semester of the initial Ed.S. year prior to internship.*

B. The exam may be repeated as necessary. Students can find information about testing dates and a sample study guide at the organization's website located at http://www.ets.org/praxis

VI. Portfolio Review

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

B. Students may be required to further address documentation of competency by the reviewing faculty.

VII. Specialist Project

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

B. Continuous enrollment in PSYCH-797 Specialist Project Research is required.

VIII. Time Limitations

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

IX. Granting of the Education Specialist Degree

Upon successful completion of all course work and practica with an overall grade point average of at least 3.00, the successful completion of the Internship in School Psychology, successful completion of the Specialist Project, and a passing score of at least 147 from the ETS Praxis II Examination - School Psychology, the Education Specialist Degree will be granted.

Domains of Professional Practice

National Association of School Psychologists. (2020). *Standards for Graduate Preparation of School Psychologists.* Retrieved from https://www.nasponline.org/x55315.xml

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

I. Data-Based Decision Making:

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. Examples of professional practices associated with data-based decision making include the following:

- School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.
- School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.
- School psychologists incorporate various techniques for collection, measurement, and analysis of data; accountability; and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.
- School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response; to evaluate the effectiveness of interventions; and to determine when to modify or change an intervention.
- School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students.
- School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.
- School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness of and/or need for modification of school-based interventions and programs.
- School psychologists use information and technology resources to enhance data collection and decision making.

II. Consultation and Collaboration:

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. Examples of professional practices associated with consultation and collaboration include the following:

- School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.
- School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.
- School psychologists consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.
- School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.
- School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems.
- School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.
- School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.
- School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

III. Academic Interventions and Instructional Supports:

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

- School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.
- School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
- School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.

- School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.
- School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.
- School psychologists work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.
- School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.
- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.
- School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.
- School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and management of academic demands.
- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

IV. Mental and Behavioral Health Services and Interventions:

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning.

School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. Examples of professional practices associated with the development of social–emotional and behavioral skills include the following:

- School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.
- School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.
- School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.

- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidence-based mental and behavioral health interventions.
- School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.
- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.
- School psychologists develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.
- School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.
- School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

V. School-Wide Practices to Promote Learning:

School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. Professional and leadership practices associated with school-wide promotion of learning include the following:

- School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships.
- School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.
- School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.
- School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.
- School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment

to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).

- • School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.
- • School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.
- • School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student's attainment of academic, social–emotional, and behavioral goals.
- • School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote teacher leadership, include student voice, and meet general public accountability responsibilities.

VI. Services to Promote Safe and Supportive Schools:

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery. Examples of effective services to promote safe and supportive schools include the following:

- School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.
- School psychologists promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- School psychologists advocate for state and local policies that promote safe and inclusive school environments.
- School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.
- School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.
- School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.
- School psychologists participate in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.
- School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and

responding to crisis events to mitigate the effects of crises on students and adults in the school community.

- School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.
- School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.
- School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

VII. Family, School, and Community Collaboration:

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. Examples of professional practices associated with family, school, and community collaboration include the following:

- School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.
- School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.
- School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children's healthy development.
- School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students.
- School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.
- School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students' needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.
- School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.

VIII. Equitable Practices for Diverse Student Populations:

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general

and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. Examples of professional practices that respect diversity and promote equity include the following:

- School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.
- School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.
- School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.
- School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.
- School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.
- School psychologists employ a strengths-based approach to address the learning needs of English learners.
- School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.
- School psychologists recognize both within- and between-group differences when working with diverse student populations.
- School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

IX. Research and Evidence-Based Practice:

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. Examples of professional practices associated with research and evidence-based practice include the following:

- School psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.
- School psychologists advocate for the use of evidence-based educational practices in instruction, social–emotional learning, and positive behavioral supports at the individual, group, school, and district levels.
- School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.
- School psychologists provide assistance for analyzing, interpreting, and using empirical foundations to support effective school practices.
- School psychologists evaluate, select, and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.
- School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision making.
- School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.

X. Legal, Ethical, and Professional Practice:

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity. Examples of legal, ethical, and professional practice include the following:

- School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.
- School psychologists engage in effective, collaborative, and ethical professional relationships.
- School psychologists seek and use professional supervision, peer consultation, and mentoring for effective practice.
- School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.
- School psychologists access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.
- School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.
- School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.
- School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.

- School psychologists collect data to evaluate and document the effectiveness of their own services.
- School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
- School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.
- School psychologists participate in continuing professional development activities at a level consistent with maintenance of the Nationally Certified School Psychologist credential (i.e., a minimum of 75 hours of professional development every 3 years).
- As part of continuing professional development, school psychologists may participate in local, state, and national professional associations and, when interested, engage in leadership roles.

Field Experiences in the School Psychology Program

In the School Psychology Program, graduate students are provided with practica experiences throughout their course of study. In the first semester, all students complete Foundations of Professional School Psychology (PSYCH-620) in which they are provided an opportunity to shadow practicing school psychologists from contrasting districts. All students also complete two semesters of Field Placement in School Psychology (PSYCH 792) through which students engage in the Sidekicks for Success student mentoring program providing weekly support for a student in need in the local elementary schools. Students are also provided supervised experience in the use of curriculum-based assessment measures with children in the school setting and also have the opportunity to provide academic intervention support and to monitor students' progress. In addition, in the second semester, students select their practicum site and are placed in that district to shadow their future supervisor and become acquainted with the district and its policies.

Practicum

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

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

1) Provide students with supervised training opportunities that reflect a logical extension of their university course work in the areas of assessment, direct intervention, consultation, prevention, and professional school psychology within the context of a close, mentor relationship with field and university supervisors;

2) Provide students with an immersion into the organization and structural components of public school functioning, including administrative and faculty organization, pupil service design, and associated legal and legislative issues;

3) Provide students with an understanding of and experience with the IEP assessment process associated with I.D.E.A. and Wis. PI-11, including prereferral consultation, case management assessment, team decision-making, parent and teacher feedback, and individualized program development;

4) Provide experience for students with a wide diversity of pupil needs and characteristics, including those children with low incidence handicapping conditions and those pupils and families of diverse cultural, ethnic, and socio-economic backgrounds.

The Practicum (PSYCH-793) is held for each student in any one of several local, cooperating school districts. Students complete the "Practicum Application Form" in the spring semester prior to their practicum year. Students are assigned to one school district only. This placement decision is arrived at in consideration of student preference, faculty assessment of student needs, and field supervisor availability. UW-Whitewater is especially proud of the diversity of practicum placement opportunities available for students. Students may select from the urban experience of Milwaukee or Madison, the working class communities such as Janesville or Beloit, the suburban communities such as Verona, Waukesha and Kettle Moraine, to the very rural, farming communities such as Milton. This variety of training sites allows program faculty to match the practicum with the expressed needs and experiences of the practicum student.

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

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

Internship

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

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

Appendix A:

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

Name: Semester & Year:

Professor/Supervisor:

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

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

Describe specific examples of behavior(s) of concern:

Describe appropriate and expected behaviors:

Recommendations with regard to the School Psychology Program.

Professor/Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

School Psychology Program Coordinator Signature: _____Date: _____

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

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

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

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

Timeline for completion of Action Plan:

Professor/Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

School Psychology Program Coordinator Signature: _____Date: _____

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

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

Review Date: Review Team:

Outcome:

Appendix B: Criminal Background Check Procedure

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

Prior to field based placements, students are required to conduct their own background check at an initial cost of $43 (subject to change without notice). Each consecutive background check will cost $19 (subject to change without notice). There is an installment option. The results will be available to the student, the university, and other agencies and institutions. **Do NOT buy the Badge (**it's one of the options you have when you order your CBC). It will not save you from having to run future background checks.

Instructions:

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

If you have any questions or concerns about this process, please contact the Office of Field Experiences at 262.472.1123 or fieldexperiences@uww.edu.