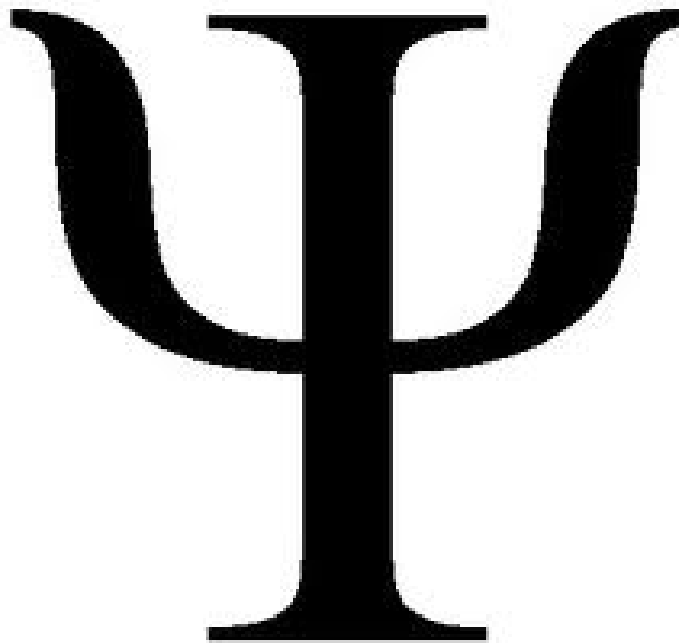


STUDENT HANDBOOK
SCHOOL PSYCHOLOGY PROGRAM



Department of Educational Psychology
School of Education
The University of Wisconsin-Madison
Madison, WI 53706

(Effective Fall, 2016)

The Commission on Accreditation of the American Psychological Association awarded Re-Accreditation to the School Psychology Program in August 2013. American Psychological Association, Commission on Accreditation, 750 First Street, NE, Washington, DC 20002-4242; Phone: 202.336.5979.

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION	1
SCHOOL PSYCHOLOGY PROGRAM	2
History of School Psychology in Wisconsin	2
Development of the University of Wisconsin-Madison School Psychology Program	3
PROGRAM PERSONNEL, STUDENT SCHOLARSHIPS AND AWARDS, AND FACILITIES	10
Personnel	10
Faculty and Staff	10
Course Teaching Assistant	11
Clinic/Field Practicum Teaching Assistant	12
Other Assistantships and Hourly Positions	12
Program Scholarships and Awards	12
Mary Ann Halvorson Scholarship	12
Thomas R. Kratochwill School Psychology Dissertation Award to Advance Evidenced-Based Practice	12
Julia E. McGivern School Psychology Student Travel Award to Promote Clinical Skill Development	13
Facilities	13
School Psychology Training Clinic	13
Testing and Evaluation Center	13
Wisconsin Center for Education Research	13
Media, Education Resources, and Information Technology	13
Waisman Center	13
PROFESSIONAL TRAINING MODEL	14
Statement of Program Philosophy	14
Overview of Training Model	14
The Scientist-Researcher	14
The Scholar	15
The Practitioner	15
Integration and Application of the Training Model	15
DIVERSITY FOCUS	16
SCHOOL PSYCHOLOGY COMPETENCY DOMAINS	18
PROGRAM REQUIREMENTS	20
General Program Requirements	20
MS Degree in Educational Psychology	20
PhD Degree in Educational Psychology (School Psychology Emphasis)	24

Table of Contents (Continued)

Certificate and Minor in Prevention and Intervention Science	27
Graduate Minor in Prevention and Intervention Science	27
Certificate in Prevention and Intervention Science	27
Double Major	28
Substitute Credit and Course Waiver Requests	28
Requests for Approval of Non-Required Practicum Hours	28
Disclosure Statement and Criminal Background Investigation	29
DEPARTMENT DEGREE REQUIREMENTS	30
Requirements for the MS Degree	30
Graduate Credit and Course Distribution	30
Program Area Course Requirements	30
Comprehensive Literature Review	30
Requirements for PhD Degree	31
Admission to the PhD Program	31
Course and Credit Requirements	31
Requirements Summary	33
PROCEDURES FOR COMPLETING THE MAJOR PRELIMINARY EXAMINATION IN SCHOOL PSYCHOLOGY	35
Introductory Comments	35
Description and Fundamental Assumptions	35
Major Steps and Timelines for Producing Portfolio	36
Major Steps in Portfolio Conference	37
Major Steps in Oral Interview	40
Ratings and Outcomes	40
DISSERTATION GUIDELINES	43
Dissertation Proposal	43
Dissertation Document	44
Final Dissertation Defense	44
SATISFACTORY PROGRESS AND STUDENT EVALUATION	46
Criteria for Maintaining Satisfactory Progress	46
Assessment of Satisfactory Progress	47
Annual Review of Student Progress	47
Program Advising Checklist	48
Termination of Enrollment	48
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION LICENSURE IN SCHOOL PSYCHOLOGY	49
COMMITTEE STRUCTURE AND EVALUATION OF SCHOOL PSYCHOLOGY PROGRAM	51

Table of Contents (Continued)

PROFESSIONAL SCHOOL PSYCHOLOGY ORGANIZATIONS	52
THE SCHOOL PSYCHOLOGY STUDENT ASSOCIATION	53
THE EDUCATIONAL PSYCHOLOGY STUDENT ASSOCIATION	53
REFERENCES	54
APPENDICES	
Appendix A: School Psychology Student Funding Guidelines	55
Appendix B: School Psychology Program Training Goals, Objectives and Targeted Student Competencies	58
Appendix C: School Psychology Program Benchmarks and Deadlines	62
Appendix D: Frequently Asked Questions about the Graduate Program in Prevention and Intervention Science	66
Appendix E: Documents Related to Practicum Experiences	69
Appendix F: Comprehensive Literature Review Approval Form	75
Appendix G: School Psychology Portfolio and Oral Interview Evaluation Form	77
Appendix H: Final Defense and Dissertation Deposit in APA-Accredited Programs “APA Delayed Deposit”	82
Appendix I: Department/University Forms Necessary for Proposing and Defending Dissertation	85
Appendix J: Program Forms Related to Annual Review of Student Progress	90
Appendix K: Pupil Services Licensure	101

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	CHRONOLOGY OF FACULTY AND STAFF AFFILIATED WITH THE UNIVERSITY OF WISCONSIN-MADISON SCHOOL PSYCHOLOGY PROGRAM	7
2	SCHOOL PSYCHOLOGY AREA COURSE SEQUENCE AND PROGRAM BENCHMARKS	21
3	SCHOOL PSYCHOLOGY DOCTORAL COURSE REQUIREMENTS	26
4	TIMELINE FOR MAJOR ACTIVITIES AND PRODUCTS FOR PORTFOLIO	42

Revised 8/31/2016

INTRODUCTION

The purpose of this handbook is to provide school psychology students with information about the procedures, regulations, and requirements for completing a doctoral degree (with a specialization in School Psychology) in the Department of Educational Psychology, School of Education at the University of Wisconsin-Madison. All requirements and procedures described in this handbook are current as of August 31, 2016. Changes in policies are announced via advisor, the SPSA List Serve, and on our web site www.education.wisc.edu/edpsych/.

This handbook is designed to make your experience in the School Psychology Program organized and productive. Please read all sections of the handbook to become thoroughly familiar with the program and department. Further information of special interest to students is provided in the Graduate Student Handbook prepared by the Department of Educational Psychology. In addition to these publications, the School Psychology faculty has prepared several specific documents that are of special relevance to school psychology students, including the School Psychology Clinic Practicum Procedures and Guidelines, Field Practicum Guidelines, and Internship Guidelines. These latter three documents will be made available as you progress through the program.

New students are assigned an advisor. Frequent communication between you and your advisor facilitates a well-designed program of study and your professional development. If you have any questions regarding the program, department, or university, please contact your advisor. We hope that your educational career at the University of Wisconsin-Madison is exciting, challenging, and educationally profitable.

SCHOOL PSYCHOLOGY PROGRAM

History of School Psychology in Wisconsin¹

The early history of services for children with exceptional needs in Wisconsin is documented in a graduate thesis by Beatrice Blakley that appeared in the Wisconsin Department of Public Instruction's *Bureau Memorandum* (1965-66) in a four-part series entitled, "A history of early public school services for mentally retarded children in Wisconsin." From her document, it is revealed that Wisconsin's first provision of services was for children with "cognitive disabilities" in elementary grades of public schools. The first recognized special class for children with cognitive disabilities in Wisconsin was reported to be opened by Elizabeth Haesler in Milwaukee during 1908. Next, a number of significant events fostered the development of psychological services in Wisconsin and led to an increasing demand for services for children with cognitive disabilities and for trained specialists to work with these children in schools.

Growing awareness of the need for psychological services continued during the 1930s. In 1939, Samuel A. Kirk, past-president of the Wisconsin Association of Applied Psychology, conducted a survey of school psychological services in Wisconsin schools with a population of 10,000 or more. Kirk (1940) reported that of the 38 superintendents to whom questionnaires were sent, 25 replied. There were only seven full-time school psychologists and three part-time psychologists employed in Wisconsin schools. Kirk (1940) promoted interest in training psychologists in Wisconsin universities when he noted:

There are two difficulties in the way of expanding psychological service in the state of Wisconsin. The main obstacle to the extension of such service is, of course, limited funds. The second difficulty is that no school or college in the state of Wisconsin has concentrated on the training of such workers. It is interesting to note from the results of the questionnaire that out of the ten psychologists employed only two of the workers were graduates of Wisconsin colleges or universities. One of these had a Bachelor's degree in Psychology and the other a Master's degree in Education. Wisconsin needs facilities for the training of such workers. (p. 42)

Kirk (1940) also recommended that a program be planned for the development of psychological services in the schools.

The Milwaukee Public Schools (MPS) established a formal Department of Psychological Services in 1954. Ralph H. Tindall was recruited to the MPS where they had one psychologist for every 15,000 students (Tindall, 1983). Subsequently, when Division 16 of the American Psychological Association (APA) sponsored its first Professional Institute of the Division of School Psychologists at Northwestern University, psychologists from the MPS led by Dr. Tindal were in attendance. During the same year, the first meeting of the Wisconsin School Psychologists Association (WSPA), then called the Wisconsin Association of School Psychologists, was held on November 1 at the City Club of Milwaukee.

In 1958, formal certification was established for Wisconsin school psychologists and school psychometrists. Between the years of 1965 and 1978, there was a steady increase in the number of school psychologists. This growth parallels the peak years of institutional growth of

¹The material on the history of school psychology in Wisconsin is adapted from Moscinski (1989).

school psychology training programs (Fagan, 1986). To meet the growing need for psychological services in the schools, increased interest in a school psychology training program at the University of Wisconsin-Madison developed.

Development of the University of Wisconsin-Madison School Psychology Program²

The University of Wisconsin-Madison (UW-Madison) School Psychology Program evolved gradually over a period of many years. Table 1 lists the faculty and staff associated with the program over its history. Prior to development of a formal program, the University of Wisconsin-Madison Psychoeducational Clinic was established in 1939 by Theodore L. Torgerson to provide services for children who were having school-related problems. The mission of the clinic was to serve as a facility for research on school-related problems and for educating professionals to deal with these problems. During the 1940s, no single discipline was associated primarily with the clinic. Based on growing needs at the state and national levels, the clinic evolved into a facility for training school psychometrists and later school psychologists (J. W. Giebink, personal communication, April 2, 1987).

During the early 1950s, some individuals obtained a master's degree with a specialization in school psychology, and by the late 1950s, two individuals identified as school psychologists received PhD degrees from the University of Wisconsin-Madison. A more formal school psychology program was established in 1960 through the joint efforts of the Department of Education and Department of Psychology. At that time, Paul Whiteman, a faculty member, was hired to head the program; Phyllis Berman, who had been a research assistant in the Department of Educational Psychology, was the second faculty member to be added. Soon after, Thomas Ringness was hired.

Concurrently, Ringness published the now classic *Mental Health in the Schools* (1968). Here he outlined various tools that a school psychologist might use in psychoeducational assessment and noted that the "real competence of a psychologist is in his ability to determine what data are required and to interrelate them meaningfully" (p. 429). Ringness emphasized that psychologists increasingly base their work on learning theory and that they:

...spend time not only in testing children but also in talking with teachers and observing classrooms. They are then more able to help the teacher devise what are essentially "programmed" situations for helping the child, using techniques ... [such as] reinforcement, deconditioning, or counterconditioning, and inhibition. (p. 429)

The Department of Educational Psychology gradually assumed greater responsibility for the program's management, and in 1965, the administrative responsibility for the entire program was assumed formally by the department. John W. Giebink was hired in 1964 as Director of the Psychoeducational Clinic and Program. Giebink and Ringness collaborated on projects that undoubtedly had an influence on the training program at Wisconsin. In 1967, they circulated a questionnaire at the annual meeting of WSPA to assess training experience and job roles of school psychologists. The questionnaire was designed to assess specifically the satisfaction with training at the University of Wisconsin-Madison. Finding little relation between satisfaction with training and job responsibility in a given area, the authors reflected a philosophy that guides the program currently. They noted:

²The material on the School Psychology Program is adapted from Kratochwill, Gettinger, Reynolds, and Doll (1988) and Kratochwill, Elliott, Braden, Gettinger, McGivern, and Propper (1995).

...aspects of school psychology training programs dealing with remediation and behavior change should be strengthened. [It would also suggest establishing training programs for those currently in the field.] While there have been arguments about whether or not school psychologists should do psychotherapy that issue now seems to have been lost in the larger concern of school psychologists to do something more than testing and the need for training that will provide the techniques necessary to alter behavior. (Giebink & Ringness, 1970, p. 47)

In 1965, Roger A. Severson was hired to work in the program, and Dorothy Loeb was hired in an academic staff position to teach several clinical courses as well as supervise students in the Psychoeducational Clinic. Although Ringness had a strong affiliation with schools and schooling, both professors Giebink and Severson had PhDs in clinical psychology. Likewise, Loeb had a master's degree in clinical psychology. An important point about the program is that it developed within the context of a psychoeducational clinic, a characteristic similar to the development of many early clinical psychology programs throughout the country.

Throughout the 1960s, the number of faculty was increased and students were recruited for both masters and doctoral study. In 1969, Wally L. Mealiea (also a PhD in clinical psychology) was hired, and by 1970, the program had five professional members and approximately 50 graduate students.

With this rapid growth in the program during the 1960s consideration was given to formal accreditation by the APA. The program was actually evaluated several times during the 1970s. The first major evaluation occurred in June of 1971 when Jack I. Bardon visited the campus for two days. Bardon (1971) wrote a report on the program in which he made a variety of recommendations to faculty and students. The purpose of the report was to make specific recommendations to improve the program and make preparations for a formal accreditation visit by the APA. Although the report was generally laudatory, formal accreditation was never pursued.

During the 1970s, a number of program changes occurred. Several faculty members entered the program and subsequently left (see Table 1). Despite the turnover, it was a very productive period in the history of the program for several reasons. To begin with, a large number of students graduated from the program. Many of these individuals went on to take leadership roles in the profession of school psychology. Second, the present Educational and Psychological Training Center (then known as the Psychoeducational Clinic) was built during this time and still serves as the primary space for the training program. The clinic was designed specifically for the training of school psychology students (J. W. Giebink, personal communication, July 16, 1987). During this period there were additional evaluations of the program. A special school psychology study committee composed of department faculty was formed and made recommendations to the general faculty on June 30, 1977 (Davidson, 1977). A second evaluation was conducted by Judith Kaufman (1980) who visited during the summer session. The brief report was presented to faculty on July 31, 1980 and addressed various issues and concerns of the program and department faculty.

During this time, major commitments to supporting the program were also made by the Department of Educational Psychology. Through an innovative collaborative effort between the Wisconsin Department of Public Instruction and the university, three school psychologists from the Madison Metropolitan School District (MMSD) were given academic appointments in the

program. These individuals - Beverly Bliss (1975-1977), Barbara Marwell (1979-1983), and Clarence DeSpain (1981-1984) - provided a liaison between the School Psychology Program and MMSD, and had primary responsibility for the coordination and supervision of the clinic and field work practica. Two assistant professors were hired in 1980 (Maribeth Gettinger and William M. Reynolds). These individuals added considerable stability to the program and a strong affiliation with professional school psychology. One year later, Doran C. French was hired, and two years later, Thomas R. Kratochwill joined as professor (through 2016) and director of the program and clinic. In 1984, Elizabeth Doll was hired to coordinate activities in the clinic and supervise students in practica (through 1989). Stephen Elliott, joined the faculty in 1987 (through 2004), and Jeff Braden was hired in 1993 (through 2003).

During the following two years, these faculty and staff intensified their efforts to obtain accreditation from the APA. At the request of the department, Kratochwill (1985) completed a status report on the program. Building on the early development efforts of Marwell, Gettinger, and Reynolds, the faculty created additional documents, made some course modifications, and developed the self-study required by APA. Following a pre-site visit from Beeman N. Phillips and a green light to apply for accreditation, the program went through the formal process and was originally accredited by APA in February 1986, re-accredited in 1997³, again in 2005, and most recently in 2013. The program earned formal approval from the National Association of School Psychologists in 1992 and has maintained this accreditation since then.

Over the years, additional faculty and staff were hired to replace individuals who accepted other positions or who retired. In 1990, Julia McGivern, a clinical assistant professor at the Waisman Center on campus, was given an adjunct appointment in the department to facilitate her teaching and supervision activities with school psychology students. Her appointment was expanded from adjunct to a clinical professorship in the Department of Educational Psychology in 1996 (through 2016). During the 1991-1992 academic year Karen Stoiber was hired as a visiting professor and the program was reaccredited by APA for another five years. Stephen Quintana joined the program in January, 1996. Craig Albers joined the faculty in 2004, and Jennifer Asmus was hired as a Visiting Professor for the 2004-05 academic year, and Associate Professor starting Fall, 2005. Upon the retirements of Drs. Kratochwill and McGivern in 2016, Andy Garbacz was hired as an Assistant Professor and Kristy Kelly was hired as a Clinical Assistant Professor. Currently, the program includes four full-time faculty (Albers, Asmus, Garbacz, and Gettinger), one 25% faculty member (Quintana), one clinical professor (Kelly), one academic staff lecturer (Racine Gilles), and three affiliates (Farley, Ershler, and McCarey) associated with the Waisman Center.

In 1994, the School Psychology Program received national recognition when it was awarded the Alfred M. Wellner Award by the National Register for Health Service Providers in Psychology. This award was given in honor of the late Jack I. Bardon, PhD, in memory of his outstanding contributions made to the field of school psychology. In 1995, *US News & World Report* ranked the program as the best school psychology program in the United States. Also in 1995, the Psychoeducational Clinic was reorganized as the Educational and Psychological Training Center (EPTC). The reorganization reflected a shift from an exclusive focus on school psychology to a focus on coordination of professional psychological training across the School of Education. In 2004 the program received recognition as having the most number of graduates

³Formalization of the training model as currently conceived occurred during the process of accreditation. In addition to the authors mentioned, Dr. Joel R. Levin and Dr. Steven R. Yussen contributed to the program model. Dr. Doran C. French was also a faculty member at the time and contributed to the development of the program.

to have pursued an academic career, and the Department of Educational Psychology frequently is ranked as the number one in the United States. In 2010, the School Psychology Program was awarded the American Psychological Association (APA) Innovative Practices in Graduate Education Award. The UW-Madison School Psychology program was selected by the APA Board of Educational Affairs in collaboration with the Council of Graduate Departments of Psychology. Features of the UW-Madison Program that were highlighted as reasons for selection included: (a) innovative training curriculum focused on evidence-based practice, including integration of evidence-based interventions in the intervention and practicum training sequence; (b) development and support of a prevention science minor program emphasizing evidence-based practices; and (c) the development of an evidence-based curriculum in child and adolescent psychopharmacology.

The program most recently received re-accreditation from the Commission on Accreditation of the American Psychological Association in August 2013.

Table 1

CHRONOLOGY OF FACULTY AND STAFF AFFILIATED WITH
THE UNIVERSITY OF WISCONSIN-MADISON SCHOOL PSYCHOLOGY PROGRAM

Directors/Chairs of Training

Paul Whiteman, Director	(University of Minnesota)	1960-1963
John W. Giebink, Director	(University of Wisconsin-Madison)	1964-1979
Raymond S. Dean, Chair	(Arizona State University)	1979-1980
Robert E. Davidson, Chair	(University of California, Berkeley)	1980-1981
William M. Reynolds, Chair	(University of Oregon)	1981-1983
Doran C. French, Chair	(University of Minnesota)	1983-1984
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	1983-1990
Stephen N. Elliott, Director	(Arizona State University)	1990-1993
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	1993-1996
Jeffery P. Braden, Director	(University of California-Berkeley)	1996-1999
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	1999-2000
Jeffery P. Braden, Director	(University of California-Berkeley)	2000-2001
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	2001-2002
Jeffery P. Braden, Director	(University of California-Berkeley)	2002-2003
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	2003-2004
Maribeth Gettinger, Director	(Columbia University)	2004-2005
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	2005-2012
Maribeth Gettinger, Director	(Columbia University)	2012-2013
Thomas R. Kratochwill, Director	(University of Wisconsin-Madison)	2013-2016
Craig A. Albers, Director	(Arizona State University)	2016-present

Professors with Primary Appointments in School Psychology

Gwen Arnold	(University of Wisconsin-Madison)	1945-1960
Phyllis Berman	(University of Wisconsin-Madison)	1962-1966

Thomas Ringness	(University of Wisconsin-Madison)	1962-1977
Roger A. Severson	(University of Iowa)	1965-1983
Wally Mealiea	(University of Missouri-Columbia)	1969-1972
Edward Docherty	(Syracuse University)	1972-1977
Raymond S. Dean	(Arizona State University)	1978-1980
Maribeth Gettinger	(Columbia University)	1980-present
William M. Reynolds	(University of Oregon)	1980-1992
Doran French	(University of Minnesota)	1981-1986
Thomas R. Kratochwill	(University of Wisconsin-Madison)	1983-2016
Stephen N. Elliott	(Arizona State University)	1987-2004
Jeffery P. Braden	(University of California-Berkeley)	1993-2003
Stephen Quintana*	(University of Notre Dame)	1996-present
Craig A. Albers	(Arizona State University)	2004-present
Jennifer Asmus	(University of Iowa)	2005-present
Andy Garbacz	(University of Nebraska-Lincoln)	2016-present

Coordinators of the Clinic Practicum

Theodore L. Torgerson	(University of Chicago)	Established Clinic in 1939
Dorothy Loeb	(University of Wisconsin-Madison)	1965-1980
Karen Bauman	(University of Wisconsin-Madison)	1980-1981
Clarence DeSpain	(University of Wisconsin-Madison)	1981-1983
Maribeth Gettinger	(Columbia University)	1983-1984
Doran C. French	(University of Minnesota)	1983-1984
Elizabeth J. Doll	(University of Kentucky)	1984-1989
Stephen N. Elliott	(Arizona State University)	1989-1990
Cathy Propper	(Syracuse University)	1990-1994
Julia McGivern	(University of Wisconsin-Madison)	1994-2016

Kristy K. Kelly	(University of Wisconsin-Madison)	2016-present
<u>Coordinators of the Field Work Practicum</u>		
Beverly Bliss	(University of Wisconsin-Madison)	1975-1977
Barbara Marwell	(University of Wisconsin-Madison)	1979-1983
Clarence DeSpain	(University of Wisconsin-Madison)	1983-1984
Elizabeth J. Doll	(University of Kentucky)	1984-1989
Thomas R. Kratochwill	(University of Wisconsin-Madison)	1989-1990
Cathy Propper	(Syracuse University)	1990-1994
Pam Conrad	(University of Arizona)	1994-1996
Julia McGivern	(University of Wisconsin-Madison)	1996-2016
Kristy K. Kelly	(University of Wisconsin-Madison)	2016-present
<u>Directors/Coordinators of the Educational and Psychological Training Center**</u>		
Theodore L. Torgerson	(University of Chicago)	1939-1945
Gwen Arnold	(University of Wisconsin-Madison)	1945-1960
Paul Whiteman	(University of Minnesota)	1960-1963
John W. Giebink	(University of Wisconsin-Madison)	1964-1979
Doran C. French	(University of Minnesota)	1981-1984
Thomas R. Kratochwill	(University of Wisconsin-Madison)	1983-1991
Cathy Propper	(Syracuse University)	1991-1994
Elizabeth Holloway***	(University of Wisconsin-Madison)	1994-1996
Thomas R. Kratochwill	(University of Wisconsin-Madison)	1996-1999
Kenneth Thomas****	(Pennsylvania State University)	1999-2002
Bruce Wampold***	(U. of California-Santa Barbara)	2002-2004
Mary Lee Nelson***	(University of Oregon)	2004-2005
Thomas R. Kratochwill	(University of Wisconsin-Madison)	2005-2012
Mindi Thompson***	(University of Akron)	2012-2013

* Counseling Psychology Department, with 25% appointment in School Psychology

- ** Prior to 1994, this facility was the School Psychology Psychoeducational Clinic.
*** Counseling Psychology Department, UW-Madison
**** Rehabilitation Psychology and Special Education Department, UW-Madison

PROGRAM PERSONNEL, STUDENT SCHOLARSHIPS AND AWARDS, AND FACILITIES

Personnel

Faculty and Staff. The teaching and research interests of the School Psychology Program faculty are summarized below.

CRAIG ALBERS, PhD; Educational Psychology, 2002, Arizona State University

Teaching topics: Academic, behavior, and social-emotional assessment and intervention; consultation; prevention sciences; professional issues.

Research interests: Screening and early intervention processes; evidence-based prevention programs; English language proficiency assessment; assessment and interventions for students classified as English Language Learners (ELLs).

JENNIFER ASMUS, PhD; Educational Psychology, 1995, University of Iowa

Teaching topics: Applied behavior analysis; single-subject design; assessment and intervention for behavior problems; evidence-based assessment and intervention.

Research interests: Applied research methodology; assessment and treatment of severe behavior disorders for children with developmental disabilities; assessment and treatment of social skills difficulties for children with autism and severe cognitive disabilities; increasing appropriate behavior and inclusion opportunities for children with behavior or social skills difficulties.

S. ANDREW GARBACZ, PhD; School Psychology, 2010, University of Nebraska-Lincoln

Teaching topics: Assessment and intervention for behavior problems; Consultation; Prevention science; Professional issues

Research interests: Conjoint (parent-teacher) consultation; Family-school partnerships; Implementation; Prevention programs; Tiered systems; Translational research

MARIBETH GETTINGER, PhD; Psychology, 1978, Columbia University

Teaching topics: Assessment and intervention for learning and behavior problems in children; applied behavior analysis; professional issues.

Research interests: Classroom learning; accommodating diverse learners; early literacy development in high-risk children.

KRISTY K. KELLY, PhD; Educational Psychology, 2006, University of Wisconsin-Madison

Teaching topics: Clinical and field practica; supervision and professional Issues

Research interests: clinical supervision in school psychology; evaluation of clinical intervention; family-school partnerships

STEPHEN QUINTANA, PhD; Psychology, 1989, University of Notre Dame

Teaching topics: Development of ethnic/racial minority children; multicultural counseling, ethical and professional issues; assessment in counseling; short-term psychotherapy; theories of counseling; research methods in counseling psychology.

Research interests: Developing and evaluating a model of children's understanding of social status; focus on students' adjustment to higher education; children's understanding of ethnic prejudice, and multicultural training in professional organizations.

Affiliate Faculty. Faculty affiliated with the program include:

JOAN L. ERSHLER, PhD; Life Span Human Development (concentration in early childhood) and Educational Psychology, 1980, University of Wisconsin-Madison

Teaching topics: Early childhood development, inclusion, mental health issues; working with families of young children with disabilities, and infant/early childhood mental health issues.

Research interests: Early childhood development and inclusion.

MEGAN FARLEY, PhD; Educational Psychology, 2009, University of Utah

Teaching topics: Autism spectrum disorders, LEND Psychology Training Coordinator

Research interests: Autism spectrum disorders in adulthood

LINDSAY McCAREY, PhD; School Psychology, 2011, University of South Carolina

Teaching topics: Cognitive assessment, behavior and personality assessment, behavior intervention, autism spectrum disorders

Research interests: Early identification of autism spectrum disorders, fragile X syndrome, family-centered models of care

Academic Staff Lecturers. Academic Staff Lecturers include:

CAROLINE RACINE GILLES, PhD; Educational Psychology, 1998, University of Wisconsin-Madison

Teaching topics: Assessment.

Research interests: Assessment-related issues and systems.

Course Teaching Assistant. Teaching assistant (TA) positions may be awarded to advanced graduate students in School Psychology to assist with courses. TAs may be assigned to faculty with instructional responsibilities in School Psychology or undergraduate Educational Psychology courses. Instructional responsibilities in any of these courses may include:

1. Preparing materials and presentations for class sessions.
2. Preparing written, audio, and/or video training materials and operating instructional equipment.
3. Supervising students in applied experiences accompanying courses (e.g., test administrations).

4. Holding office hours and consulting with students.
5. Writing and grading examinations, papers, projects, protocols, etc.
6. Leading discussion groups that accompany courses.

The responsibilities of a TA may include, but are not limited to, the above activities; duties are, however, limited to only instructionally-related tasks. The School Psychology area and/or supervising professor may establish the specific required duties. The total number of hours allocated by the TA to these instructional responsibilities does not exceed 14 hours (35%) each week. All responsibilities are assigned to TAs in the School Psychology Program are consistent with the guidelines provided by the University of Wisconsin-Madison.

Clinic/Field Practicum Teaching Assistant. This TA is an advanced graduate student who is directly responsible for supervising practicum students, maintaining the materials library, acting as co-therapist for some cases, providing assistance with practicum courses, monitoring audio-visual equipment, as well as assisting the Practicum Coordinator on various administrative tasks. The TA currently is a 50% appointment, averaging about 20 hours each week. A detailed job description of the Clinic/Field Practicum TA is included in the School Psychology Clinic Practicum Handbook.

Other Assistantships and Hourly Positions. During the past several years, an advanced graduate student has been hired as a project assistant (PA) to work with college students (referred through Student Assessment Services) who experience learning difficulties. This PA is responsible for conducting assessments and providing direct and indirect intervention services for these clients. Many school psychology students work as PAs for department faculty and/or for other units on campus (e.g., Waisman Center). (See Appendix A for the School Psychology Program guidelines for student funding.)

Program Scholarships and Awards

The School Psychology Program is honored to have recently established several competitive scholarships and awards for students in the program. Each is described below.

Mary Ann Halvorson Scholarship. Established in 2014, the Mary Ann Halvorson Scholarship is made possible by a bequest to the University from the estate of Mary Ann Halvorson given in memory of her contributions to school psychology. Ms. Mary Ann Halvorson was a practicing school psychologist in the Madison Metropolitan School District from 1958 to 1985 where she made major contributions to children, families, and the schools. A scholarship stipend of approximately \$5,000 will be paid to the school psychology student selected by the faculty. Students in the School Psychology Program are encouraged to apply for the scholarship when announced in the spring of each year.

Thomas R. Kratochwill School Psychology Dissertation Award to Advance Evidenced-Based Practice. Established in 2016 upon the retirement of Dr. Thomas Kratochwill, this award recognizes the significant contributions and lasting impact Dr. Kratochwill had on the School Psychology Program and the University. This Award is for a graduate student in the School Psychology Program who has successfully completed a dissertation proposal focused on research in evidenced-based practice to improve outcomes for children and youth. Applicants for this award must be making satisfactory progress, and may not be awarded to the same person more than once. Award amounts will vary as the award becomes established. Refer to the award announcement in the spring of each year for details.

Julia E. McGivern School Psychology Student Travel Award to Promote Clinical Skill Development. Established in 2016 upon the retirement of Dr. Julie McGivern, this award recognizes the lasting impact and clinical guidance she provided to the School Psychology Program and the University. This Award was established to support and encourage doctoral students to present clinical work at national conferences. Funds will be used to support travel to a national or international conference for a graduate student in the School Psychology Program who is the primary/first author of an accepted presentation or workshop focusing on clinical skill development among practitioners. Applicants for this award must be making satisfactory progress. Financial need is a consideration. Funds must be used for conference travel during the award year, and is not to be awarded to the same person more than once. Award amounts will vary as the award becomes established. Refer to the award announcement in the spring of each year for details.

Facilities

School Psychology Training Clinic. The School Psychology Training Clinic is a training facility for students in School Psychology. This clinic facility accommodates live observation and/or audiovisual recording of practice activities with individual and small groups. Training and supervisory activities may also be conducted in the shared space of the clinic. Records are maintained in a central, secure location, and maintained by the clinical faculty member of the School Psychology Program. Test and assessment materials are kept in a secure area and available for faculty, staff, and students of the participating programs.

Testing and Evaluation Center. Computerized interactive assessment may be scheduled at the Testing and Evaluation Center in the Educational Sciences Building. Test scanning equipment is also available for clinic-related assessment activities.

Wisconsin Center for Education Research. The Wisconsin Center for Education Research (WCER) was originally established in 1964 to house one of the university-based research and development centers created under the federal Cooperative Research Act. WCER has maintained a longstanding mission of improving American education. Its research spans the full scope of education, from elementary education to undergraduate and graduate curriculum reform. WCER brings scholars together from diverse disciplines to focus on problems of education policy, learning, teaching, and assessment of today's increasingly diverse K-12 students. The center receives more than \$65 million annually from federal and state agencies and private foundations, including the U.S. Department of Education, National Science Foundation, National Institutes of Health, and Spencer Foundation. More information regarding WCER can be located at <http://www.wcer.wisc.edu/>.

Media, Education Resources, and Information Technology. Media, Education Resources, and Information Technology (MERIT) is located in the Teacher Education Building. MERIT is a design, development, presentation, and production facility that provides a range of instructional services, including multimedia, website, audio, video, computer, and graphic production. MERIT also maintains video conferencing and multimedia classroom facilities. Additional information regarding MERIT can be located at <http://merit.education.wisc.edu/>.

Waisman Center. One of only 15 centers of its kind, the Waisman Center is dedicated to advancing knowledge about human development, developmental disabilities, and neurodegenerative diseases throughout the life course. The center's multidisciplinary team of researchers, scientists, clinicians, and staff seek to answer questions about the causes and consequences of developmental disabilities like autism, Down syndrome, and fragile X, and

neurodegenerative diseases like Parkinson's, ALS, and Alzheimer's, in order to develop cures and treatments for individuals and their families. The Waisman Center encompasses laboratories for biomedical and behavioral research, 15 specialty clinics, a brain-imaging center, a model inclusive preschool program, and a clinical bio-manufacturing facility for the production of pharmaceuticals for early stage human clinical trials. In addition to its research initiatives, the Waisman Center provides an array of interventions and services to people with developmental disabilities; offers early intervention, educational and outreach programs to young children and families; and provides training in both research and clinical skills for undergraduate, graduate, and post-graduate students. More information regarding the Waisman Center is available at <https://www.waisman.wisc.edu/>.

PROFESSIONAL TRAINING MODEL

Statement of Program Philosophy

The School Psychology Program at the University of Wisconsin-Madison embraces a scientist-scholar-practitioner model of graduate education. Faculty endorse evidence-based practices (e.g., diagnosis, assessment, intervention, consultation, evaluation), and they have allegiance to a broad-based behavioral orientation in research and practice including, for example, applied behavior analysis, cognitive-behavior therapy, social-learning theory, and ecological-behavioral-systems theory. The program emphasizes a problem-solving approach to service delivery including direct intervention and consultation at the individual, family, and system levels. The graduate program strongly emphasizes the preparation of psychologists for academic and scholarly careers, along with a sound and comprehensive focus on the practice of psychology in the schools and related applied settings.

Overview of Training Model

The School Psychology Program at the University of Wisconsin-Madison prepares school psychologists to work in schools, state/federal agencies, clinical practice, and university/research settings. The program is approved by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). The primary goal of the program is to develop professionals whose activities support the educational and psychological well-being of children and youth. These activities include research, training, and practice, both separately and in combination. The doctoral-level school psychologist is expected to have competence in each of these roles. Within this context, the school psychology faculty embraces a scientist-scholar-practitioner model of training. The integration of scientist, scholar, and practitioner roles provides a basis for graduates to assume leadership responsibilities in the field of school psychology.

The Scientist-Researcher

The role of the scientist-researcher is important in the training of school psychologists. To understand and advance basic knowledge in the domains subsumed by school psychology, students must have a firm foundation in scientific methodology and the philosophy of science. Students are educated to be skilled consumers of research as well as researchers capable of examining relevant problems of both applied and basic nature. Training in research skills is applied across all domains of the training model. As practitioners, graduates must be able to interpret and judge published and unpublished research and writing. As consumers of educational and psychological assessment and intervention techniques, they must have a

sound scientific background to judge the utility and efficacy of such procedures. This knowledge may come from evaluation of published reports or via their own empirical evaluation of these techniques. Students are taught scientific skills necessary to conduct and evaluate research. Through faculty mentoring and guidance, students are provided with models of divergent and scientific processes whereby knowledge is obtained. The role of the mentor in the program is typically assumed by the student's advisor.

The Scholar

The role of the scholar is reflected in the importance the program places on breadth and depth of basic and applied knowledge in educational psychology as well as related domains. School psychology is an amalgamation of multiple disciplines of scientific and clinical knowledge. No single perspective (e.g., psychometric, developmental, behavioral) is viewed as sufficient for the development of a scholar in school psychology. The scholar is able to draw from many different bases of knowledge and apply this information to the issues and problems with which he or she is presented. The formal and informal education in the many related domains exemplifies the criteria specified by the APA, which the program includes as curriculum requirements. These include the basic competency areas of biological, cognitive-affective, and social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis. In addition, students are required to take courses in human development and learning science, and they are required to complete course work in research design and quantitative methods (12 credits minimum) and a minor area of specialization (10-12 credits).

The Practitioner

At the doctoral level, the practitioner is expected to manifest a high level of expertise in the practice of school psychology. This expectation is, in part, a function of the practitioner's competencies as a scientist and scholar and the interaction of these three domains. The practitioner component of the program encompasses more than 3,000 hours of field and clinic-based curriculum, fieldwork, and internship requirements, as well as clinical coursework in assessment, intervention, consultation, and related areas. This extensive commitment to applied training represents the core of the program and taps the expertise of all faculty members in the area. The applied orientation of the program is as varied as the faculty in the area. The orientations subsumed within training include (but are not limited to) applied behavior analysis, cognitive-behavioral, ecological, social learning, psychometric, and developmental. Training also occurs in individual differences in behavior, human development, psychopathology, and professional ethics. Hence, the practitioner is presented with a wide range of complementary service delivery approaches to clinical problems. This broad background allows for greater skills in hypothesis testing, monitoring of interventions, tailoring of treatments to individual problems, and examination of treatment efficacy.

Integration of the Training Model

The program at the University of Wisconsin-Madison has evolved from the scientist-scholar-practitioner model. The three training components within the model – scientist-researcher, scholar, and practitioner – are complementary as well as overlapping areas of expertise and development. The program is dedicated to training graduates who are competent in each of these areas. The tripartite training model also stresses the importance of personal relationship skills (e.g., empathy and regard) as aspects of the professional school psychologist. These qualities are, to a significant extent, precursors to the successful training of the practitioner as

well as desirable characteristics of the scientist and scholar in the field of school psychology. Our program acknowledges the importance of these characteristics and, where possible, strives to foster their development, especially in clinical training.

DIVERSITY FOCUS

The students and faculty members of the School Psychology Program at the University of Wisconsin-Madison recognize an obligation to be aware of, sensitive to, and responsive to all forms of diversity in our professional activities. We work toward meeting this obligation by giving attention to diversity in every aspect of our training program. We appreciate the value of applying a scholar-scientist-practitioner framework to informing our work in this area. In addition, we acknowledge that our personal values, world views, and individual backgrounds influence our work with diverse populations. Because this program values a diversity of perspectives, we attempt to recruit students with diverse backgrounds. Additionally, we demonstrate our commitment to this obligation by conducting research that generates new knowledge reflecting the society in which we live and by targeting the specific circumstances of diverse groups which may have been neglected in previous research as well as the potential generalizability of extant research, practice and theory for diverse populations. Moreover, we strive to infuse diversity issues into the curriculum because the individuals we serve (parents, children, and teachers) represent diverse backgrounds. We give attention to the underlying assumptions of our work to neutralize the potential deleterious effects of bias (e.g., ethnocentrism, sexism) toward diverse populations. We recognize that one of the most important facets of any school psychology training program is applied experience. Consequently, we encourage, support, and work toward enabling students to work competently with diverse populations in applied experiences involving assessment, consultation, intervention, and research in practicum and internship sites. In summary, the mission of the School Psychology Program at the University of Wisconsin-Madison is to work actively toward inculcating issues of diversity in every aspect of its training program.

To avoid an overly restrictive understanding of diversity, our definition of diversity is multi-dimensional and includes a broad focus on physical or biological, cognitive, behavioral, and social identity characteristics. Each form of diversity involves one or, more likely, multiple dimensions. Importantly, while we consider issues of diversity, we strive to be guided by the uniqueness of each person with whom we work. In this regard, considerations of diversity help us to understand only some, albeit important, aspects of each person's unique combination of personal characteristics. Our training program strives to promote the skills that are necessary to work competently with individuals within diverse populations in schools across these many dimensions.

The quality and level of diversity training in the School Psychology Program is monitored regularly, at both the program and individual faculty/student level. The program's Diversity Committee (established in 2000) serves an advisory and consultative role for the program. The committee includes both students and faculty. Among its activities, the Diversity Committee organizes colloquia and other activities related to diversity themes (e.g., book-discussion groups), and promotes awareness of diversity in professional activities. Funded through a grant awarded by the APA Office of Racial-Ethnic Minority Affairs, the Diversity Committee sponsored a three-day Diversity Forum on the UW-Madison campus in February, 2014. In subsequent years, a one-day Diversity Forum has occurred during the Spring Semester. At the individual level, faculty integrate and document a diversity focus in their courses (e.g., readings, special topics), research (e.g., with diverse populations), and service. Similarly, students document their

development of multicultural competencies in courses, research, and practicum activities. This documentation is included in their progress reports for the annual review of student progress and professional portfolios.

SCHOOL PSYCHOLOGY COMPETENCY DOMAINS

The School Psychology Program is structured to provide course work and practicum experiences relevant to seven domains of knowledge and skills. The table included in [Appendix B](#) delineates the program's training goals, objectives, and targeted student competencies relative to these domains. Specifically, the 37 competencies listed below are subsumed under these broad competency domains.

Domain #1: Research and Evaluation

- 1A: Demonstrate knowledge of various research methods and designs used in clinical, applied, and empirical investigations.
- 1B: Conceptualize research questions or issues and develop methods to address them.
- 1C: Design a plan for evaluating the effectiveness of psychological services provided in school or applied settings.
- 1D: Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.

Domain #2: Professional Issues and Human Relations

- 2A: Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology.
- 2B: Demonstrate an understanding of the major legal issues that influence the profession and practice of school psychology.
- 2C: Demonstrate an understanding of the major ethical issues that influence the profession and practice of school psychology.
- 2D: Behave in accordance with professional, legal, and ethical guidelines.
- 2E: Demonstrate command of effective writing and speaking methods for communicating with educators, parents, and fellow professionals.
- 2F: Demonstrate command of technologies necessary to support professional practice.

Domain # 3: Assessment, Screening, and Progress-Monitoring

- 3A: Explain basic principles and best practices that guide assessment, screening and progress-monitoring activities.
- 3B: Demonstrate an understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.
- 3C: Demonstrate knowledge of the use of a broad range of methods for assessing, screening, and monitoring children's social-emotional behavior.
- 3D: Demonstrate knowledge of the use of a broad range of methods for assessing, screening, and monitoring children's cognitive and academic functioning.
- 3E: Conceptualize and implement assessments to facilitate design of interventions.

Domain #4: Evidence-Based Prevention and Intervention

- 4A: Explain basic principles and best practices that guide prevention/intervention activities.
- 4B: Conceptualize treatment goals and develop intervention plans to accomplish these goals across diverse populations.
- 4C: Demonstrate understanding of the theoretical and procedural similarities and differences of various evidence-based approaches to prevention and interventions for school-related social-emotional problems.

- 4D: Demonstrate understanding of theoretical and procedural similarities and differences of evidence-based approaches to prevention and intervention for academic problems.
- 4E: Demonstrate command of methods for monitoring treatment progress and evaluating the integrity and effectiveness of interventions.
- 4F: Demonstrate understanding of the theory and practice of preventing and intervening for school-related problems.
- 4G: Demonstrate understanding of the theory and practice of preventing and responding to school-related crises.

Domain #5: Consultation and Supervision

- 5A: Demonstrate skills for conducting consultation interviews with teachers or parents with diverse backgrounds.
- 5B: Conceptualize assessment issues and intervention goals within an indirect service delivery model.
- 5C: Design methods for monitoring the consultation or supervision process and measuring outcomes

Domain #6: Human Abilities and Diversity

- 6A: Demonstrate knowledge, skills, and appreciation for diversity (cultural, linguistic, and socioeconomic) and disabilities.
- 6B: Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for your work.
- 6C: Demonstrate knowledge of the major diagnostic criteria and systems used to classify children's and adolescents' psychological problems and special education needs.
- 6D: Demonstrate knowledge of the efficacy of a variety of treatments for children with specific disabilities.
- 6E: Demonstrate competence to work with children from specific socio-cultural backgrounds.

Domain #7: Schools and Schooling

- 7A: Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of diverse learners.
- 7B: Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all students.
- 7C: Demonstrate knowledge of major learner-generated strategies or activities that enhance academic performance.
- 7D: Summarize major federal and state legislative acts that influence the practice of psychology in schools and specify practical implications of these acts for school psychologists.
- 7E: Identify roles and activities that families, and in particular parents, can take in the enhancement of children's schooling.

PROGRAM REQUIREMENTS

Graduate study in School Psychology at the University of Wisconsin-Madison is a degree program leading to a Master of Science (MS) and Doctor of Philosophy (PhD) in Educational Psychology. The School Psychology Program is also structured to meet the requirements for Wisconsin licensure as a school psychologist and psychologist. The program prepares psychologists to apply their knowledge of the behavioral sciences and professional skills in ways that enhance the learning and adjustment of a diverse body of learners. Emphasis is placed on developing competencies necessary to assume the responsibilities of a psychologist in schools and community settings, as well as in faculty/research positions in institutions of higher education. Because the program's focus is on the application of psychology in education, students are required to demonstrate competence in the basic substantive content areas of psychological theory and practice.

General Program Requirements

MS Degree in Educational Psychology. Students in School Psychology earn an MS degree as part of their doctoral program. All candidates for the MS degree must prepare a publication-quality substantive literature review. The topic area is discussed with the student's adviser and is intended to become the focus of the dissertation research project in subsequent years.

Courses in the School Psychology Program are arranged so that the MS degree can be completed in 2½ years (5 academic-year semesters and 2 summers). The following courses, or their equivalents, must be completed before a MS degree will be awarded: 315-540, 315-541, 315-726, 315-740, 315-741, 315-742, 315-743, 315-761, 315-762, 315-844, 315-942, 315-947, 315-948, and 315-840 (5 semesters). Table 2 outlines the typical sequence in which these courses are offered. This course sequence represents the ideal and is designed to be completed by a full-time student who is minimally involved in extra-curricular activities. The sequence is somewhat flexible, and students may require additional time to complete the program.

Table 2

SCHOOL PSYCHOLOGY AREA COURSE SEQUENCE AND PROGRAM BENCHMARKS

YR	FALL SEMESTER	SPRING SEMESTER	SUMMER	PROGRAM BENCHMARKS
1	540 Intro Schl Psych (2 cr) 725 Life Span Human Development (3 cr) 742 Assess & Intervention for Academic Skill Problems (3 cr) 760 Stat Methods I (3 cr) (optional) 840 Beg Practicum (1 cr) 844 Psychopathology (3 cr)	541 Appl Beh Analysis (3 cr) 740 Cognitive Assessment (3 cr) 761 Stat Methods II (3 cr) 840 Beg Practicum (1 cr) 947 Psychotherapy (3 cr)	270-737 History & Systems of Psychology (3 cr) OR 820-729 Advanced Social Psych (3 cr)	<ul style="list-style-type: none"> ■ Attend Portfolio Orientation (Oct) ■ Attend Practicum Orientation (Oct) ■ Consult with advisor about portfolio structure and format ■ Collect information and begin portfolio ■ Present portfolio to advisor (Dec/Jan and May) ■ Complete documents for annual review of student progress (Dec) ■ Meet with advisor regarding feedback following annual progress review (Feb) ■ See Graduate Coordinator to obtain forms for Minor Agreement (Aug) ■ Apply for funding for following year ■ Begin to plan for publishable quality literature review with advisor ■ Submit concept paper for literature review to advisor (May 31)
2	542 Biological Bases of Behavior (3 cr) 741 Social, Emotional, & Behavioral Assessment (3 cr) 762 Experimental Design (3 cr) 840 Clinic Practicum (3 cr)	726 Development of Ethnic & Racial Minority Children (3 cr) 743 Single Case Design (3 cr) 840 Clinic & Supervision Practicum (3 cr) 942 Consultation (3 cr)	990 Research/Thesis (3 cr)* XX Minor (2-3 cr) 270-737 History & Systems of Psychology (3 cr) OR 820-729 Advanced Social Psych (3 cr) Note: At the time this handbook was updated	<ul style="list-style-type: none"> ■ Collect information for inclusion in portfolio ■ Consult with advisor about material for inclusion in portfolio ■ Present portfolio to advisor (Dec/Jan and May) ■ Complete documents for annual review of student progress (Dec) ■ Apply for funding for following year ■ Complete publishable quality literature review to begin field placement (May 31) ■ File Minor Agreement Form with Graduate Coordinator (May 31)

			(August 2016), the availability of summer course offerings beginning in Summer 2018 is uncertain. Faculty and staff are exploring various options in case these courses will not be available in Summer 2018 and beyond.	
3	795 Intro to Learning Sciences (3 cr) 840 Field Practicum (6 cr) 948 Research and Measurement Seminar in School Psychology (3 cr)	840 Field Practicum (6 cr) 845 Psychopharmacology (3 cr) (optional, when offered) 946 Advanced Assessment & Intervention (3 cr)	XXX Minor (2-3 cr)	<ul style="list-style-type: none"> ■ Admission to PhD Program (<u>before</u> registering for prelims) ■ See Graduate Coordinator for prelim registration paperwork ■ Continue to build and update portfolio ■ Complete minor coursework (<u>before</u> prelims) ■ [optional] Complete Portfolio Prelim Exam (late spring) ■ Complete documents for annual review of student progress (Dec) ■ Attend internship orientation (Feb) ■ Plan A – Submit dissertation concept paper (Dec 1) ■ Plan A – See Graduate Coordinator for dissertation proposal paperwork ■ Plan A – Propose dissertation (May 31) ■ Take NCSP Exam (recommended to provide registration or scores in portfolio; required for graduation from program) ■ Apply for funding for following year
4	840 Advanced Practicum (3 cr)** 990 Research/Thesis (3 cr)* XXX Minor (2-3 cr) XXX Minor (2-3 cr)	840 Advanced Practicum (3 cr)** 990 Research/Thesis (3 cr)* XXX Minor (2-3 cr) XXX Minor (2-3 cr)	943 Internship (3 cr) AND/OR 990 Research/Thesis (1-3 cr)*	<ul style="list-style-type: none"> ■ Complete Portfolio Prelim Exam (early Fall and <u>before</u> applying to internship) ■ Complete PRAXIS Exam ■ Submit internship applications ■ Plan B - Submit dissertation concept paper (Dec 1, <u>before</u> accepting internship) ■ Plan B – See Graduate Coordinator for dissertation proposal paperwork

			OR 995 Predoctoral Internship in Psychology (0 cr) ^{***}	<ul style="list-style-type: none"> ■ Plan B – Propose dissertation (May 31, <u>before</u> beginning internship) ■ Complete Minor Course Requirements (<u>before</u> prelim exam) ■ Complete APA Breadth Requirements ■ Plan A – See Graduate Coordinator for dissertation defense paperwork ■ Plan A - Defend dissertation (May 31, <u>before</u> beginning internship) ■ Submit preliminary internship plan to advisor for approval
5	943 Internship (3 cr) OR 995 Predoctoral Internship in Psychology (0 cr) ^{***}	943 Internship (3 cr) OR 995 Predoctoral Internship in Psychology (0 cr) ^{***}	943 Internship (3 cr) OR 995 Predoctoral Internship in Psychology (0 cr) ^{***}	<ul style="list-style-type: none"> ■ File final approved internship plan (within 30 days of beginning internship) with Internship Committee Chair (Program Director) ■ Complete Internship and Graduate Requirements ■ Plan B - Complete dissertation within 1 year of completing internship; defend dissertation during academic year

Note: The number and timing of elective courses will vary across students; however, this course sequence plan is representative of the course load and pacing experienced by most students. **Electives during summer are optional.** The APA breadth requirements can be taken during any summer, not necessarily the summers designated on this table.

* Taking 990 Research or Thesis credits during the semester indicated above is optional.

** Optional advanced field work and/or supervision practicum

*** Students may register for 995 Internship (0 credit) beginning the semester following successful completion of dissertation

PhD Degree in Educational Psychology (School Psychology Emphasis). The PhD degree requirements include the successful completion of preliminary examination requirements in School Psychology. Dissertation research is carried out under the supervision of the candidate's advisor and a dissertation committee. The following four requirements must also be met:

1. Minor requirement: Students must file paperwork (by May 31, Year 2) and complete a Graduate School minor. A minimum of 10 credits is required to meet the Graduate School minor requirements. Students must negotiate a plan with their advisor to meet the minor requirement. See the graduate coordinator for the forms needed to complete your minor. Students are encouraged to consider the Prevention and Intervention Science minor. Students must complete their minor coursework before taking their preliminary exam.
2. American Psychological Association breadth requirements: Completion of graduate coursework in each of the following areas:
 - a. Biological aspects of behavior: 315-542 Biological Bases of Behavior
 - b. Cognitive and affective aspects of behavior: 315-795 Introduction to Learning Sciences I
 - c. Social aspects of behavior: 820-729 Advanced Social Psychology
 - d. History and systems: 270-737 History and Systems of Psychology
 - e. Psychological measurement: 315-760 Statistical Methods Applied to Education I and/or 315-948 Research and Measurement Seminar in School Psychology
 - f. Research methodology: 315-762 Introduction to the Design of Educational Experiments; 315-743 Single-Case Design; 315-948 Research and Measurement Seminar in School Psychology
 - g. Techniques of data analysis: 315-760 and/or 315-761 Statistical Methods Applied to Education I and II; 315-743 Single-Case Design.
3. Internship requirement: The American Psychological Association (APA) requires doctoral students in accredited programs to complete an internship prior to graduation. Students must complete a full-time calendar year internship that has been approved in advance of their beginning date by the Internship Committee (composed of all program faculty). This committee will evaluate the proposed internship and consider such factors as relevance for training in school psychology, quality of supervision, breadth of experiences, etc. It is recommended that students complete this requirement during their last year of graduate study. **Students must complete the preliminary examination before applying for internship.** (See Internship Guidelines for additional details.)

The following process (Plan A) has been negotiated for students who have defended a dissertation before the internship begins. It is intended to encourage completion of all degree requirements, thus shortening time-to-degree, and allow the students to focus solely on the internship with little to no interaction with their graduate programs.

Plan A: Students who have completed and successfully defended a PhD dissertation before beginning an APA-required, pre-doctoral internship will enroll in a zero-credit course, but will not pay tuition to UW-Madison while completing their post-defense/pre-degree internship requirement. Students may register for 995 Internship (0 credit) beginning the semester following successful completion of the dissertation. For example, a student who defends and completes all degree work including successful dissertation defense during the first semester of internship will enroll but

not pay tuition during subsequent semesters of the internship. Students who pursue Plan A enroll in 995 *Pre-doctoral Internship in Psychology*. (See Appendix H for more information.)

Please note that this option may have implications for financial aid during internship as you will be enrolled for zero credits, and therefore not eligible to receive financial aid. This option and enrolling for “0” credits will be viewed by the University as no credit hour enrollment and, therefore, not eligible for financial aid. However, if you qualify for the 0 credit hour you can still elect to register for credits under 943 (Plan B see below) for any of the 4 semesters (2 summers, 1 fall, 1 spring). The 943 course is 3 credits, not variable credit enrollment.

Plan B: Students who have not successfully defended a PhD dissertation before beginning an APA-required pre-doctoral internship will need to enroll and pay tuition to UW-Madison while completing their pre-degree internship requirement. Students who have not successfully defended their dissertation prior to or during the first semester of internship should enroll in the 943 Internship in School Psychology course (3 credit hours) for each semester prior to or during which they defend their dissertation.

****All Students**, whether in Plan A or Plan B, must be enrolled for two summer, one fall, and one spring semester of 995 OR 943 credit. Enrollment is required during the period of internship. For example, students who begin their internship on July 1, 2016, enroll in Summer 2016, Fall 2016, Spring 2017 and Summer 2017 to cover the time period of July 1 to June 30. **ONLY** for students beginning their internship on September 1, enrollment for the summer preceding internship is not required.

4. NCSP exam requirement: All students are required to complete the NSCP exam that is administered by PRAXIS (<https://www.ets.org/praxis/nasp/requirements>).

Table 3 provides a checklist for monitoring progress toward completing all doctoral degree requirements. Appendix C contains a list of the benchmarks and deadlines for completing the program requirements. This checklist should be used by both the student and their advisor to track the progress and completion of requirements.

Table 3
SCHOOL PSYCHOLOGY DOCTORAL COURSE REQUIREMENTS

I. School Psychology Area Requirements*

<u>Course Number and Description</u>	<u>Semester Taken</u>
540 Introduction to School Psychology	_____
541 Applied Behavioral Analysis in Classroom Management	_____
542 Biological Bases of Behavior	_____
725 Life Span Human Development	_____
726 Development of Ethnic & Racial Minority Children	_____
820-729 Advanced Social Psychology	_____
270-737 History and Systems of Psychology	_____
740 Cognitive Assessment of Children in the Schools	_____
741 Social, Emotional, and Behavioral Assessment	_____
742 Assessment and Intervention for Academic Skills	_____
743 Single Case Design	_____
760 Statistics Methods I (Optional)	_____
761 Statistical Methods II	_____
762 Experimental Design	_____
795 Introduction to Learning Sciences I	_____
844 Child and Adolescent Psychopathology	_____
845 Psychopharmacology (Optional, when offered)	_____
942 Systems of Consultation in School Psychology	_____
946 Advanced Assessment and Intervention Techniques	_____
947 Evidence-based Child and Adolescent Psychotherapy	_____
948 Research and Measurement Seminar in Sch Psych	_____
840 Practicum: Beginning (I)	_____
Beginning (II)	_____
Clinic	_____
(I) _____	_____
Clinic & Supervision (II)	_____
Field (I)	_____
Field (II)	_____
995 or 943 Internship: (Fall)	_____
(Spring)	_____
(Summer)	_____

II. Minor Coursework

Minor area: _____

Minor agreement form completed: _____
(date)

III. NCSP Exam

_____ (date completed)

IV. Dissertation

Defended prior to internship (Plan A; enroll in 995) OR during/after internship (Plan B; enroll in 943)

*A grade of B or better is necessary in all courses, except credit/no-credit classes, for "satisfactory" progress. Area approval is necessary if a specific course requirement is waived or if an alternative course is taken in lieu of the course listed.

Certificate and Minor in Prevention and Intervention Science

The Graduate School recognizes an interdisciplinary minor and certificate program in Prevention and Intervention Science; the Department of Educational Psychology is the academic home for this program. The program addresses contemporary social problems and issues for at-risk groups. The program is designed to provide students and faculty with opportunities to contribute to the growing field of prevention science. Participating units are the Department of Human Development and Family Studies, Department of Educational Psychology, School of Nursing, and the School of Social Work. Training leads to either or both of the following:

Graduate Minor in Prevention and Intervention Science. This is an Option A minor, which is formally recognized by the Graduate School. To complete the minor, you must complete at least 10 credits in a program approved by the Prevention and Intervention Science Steering Committee. These credits must include a 3-credit seminar in Prevention and Intervention Science, a 1-credit capstone pro-seminar offered by participating departments on a rotating basis, and at least 6 credits of approved courses. You cannot count any of the courses required for the major in school psychology towards the minor requirement.

Graduate/Professional Certificate in Prevention and Intervention Science. To earn this certificate, you must complete all requirements for the minor, a practicum (which may be taken for credit; see Year 4 practicum information), and additional courses to culminate in at least 16 graduate credits. Programs of study must be approved by the Prevention and Intervention Science Steering Committee. The certificate is provided by the Graduate School, and appears on your transcript as a specialist certificate. Currently, the certificate is not recognized by external licensing or certification agencies (e.g., state licensure boards, national professional organizations), but it is possible that formal recognition may occur in the future; employers may also find the certificate (and minor) valuable for making hiring decisions. Unlike the minor, you may count required school psychology courses toward the certificate.

School psychology students who elect to pursue a minor or certificate in Prevention and Intervention Sciences **must complete a prevention-related research practicum** with university faculty. The practicum may be taken for credit (that could count towards a minor/certificate), or not for credit. Ideally, the practicum will be a field study associated with one of the four concentration areas (i.e., human development & family studies, education, health/nursing, or social welfare) and connected to a larger project. This practicum, which should be approved by the Prevention and Intervention Science Steering Committee prior to being undertaken, will provide opportunities to apply prevention-oriented concepts, methods, and approaches to important social issues and problems. The practicum can be used to supplement the student's educational program without course credit, or can be taken for 1-3 research credits that count toward satisfying the credits required for the minor or certification program. On-campus institutes that are likely to provide training experiences for the practicum and for student research include the Institute for Aging and Adult Life, Waisman Center, Institute for Research on Poverty, and Wisconsin Center for Educational Research.

You may get more information about the Prevention and Intervention Science program from its website (www.preventionscience.wisc.edu), from your advisor, or from the department representative on the Prevention and Intervention Science Steering Committee (Chair - Craig

Albers). Appendix D includes a list of “frequently asked questions and answers” related to the Prevention and Intervention Science Minor.

Double Major

Doctoral students may complete a double major in School Psychology and any of the other three areas of specialization within the Department. To do so a student must complete all PhD requirements for each area (coursework and major preliminary exam), and obtain formal departmental approval of a written proposed course of study.

Students interested in completing a double major in School Psychology and another graduate program on campus should consult the Graduate School’s *Policy and Procedures* at <https://grad.wisc.edu/acadpolicy/> and discuss this in more detail with their advisor.

Substitute Credit and Course Waiver Requests

Students occasionally request that courses or practica they have taken previously be substituted for courses/practica they are expected to take in the School Psychology Program to fulfill a degree or licensure requirement. A form has been developed (available from the graduate coordinator) to help the School Psychology area faculty and staff process students' requests. To request substitute credit, students should complete a form and attach relevant documentation. Completed forms and attachments should be reviewed by the student's advisor and then submitted to the Director of the School Psychology Program for area consideration. (Substitute credit requests for courses outside of School Psychology are reviewed by faculty in the respective areas.) Once approved by the area, the Advisor/Director will forward to the Department Chair for approval. The area may also waive a course requirement. Requests for course waivers are submitted in writing to the Director and reviewed on a case-by-case basis.

Requests for Approval of Non-Required Practicum Hours

Students in the School Psychology Program may have opportunities to gain supervised experience in activities related to the practice of school psychology, such as assessment, intervention, or consultation outside of courses and required practicum courses. These experiences may occur as part of the student’s employment on a training grant or through other funded or unfunded positions. These experiences may be a significant component of the student’s portfolio of professional competencies.

Students must obtain program approval prior to including hours accrued in these experiences in their internship applications and other professional documents. The student’s advisor, first, reviews a student’s request for approval of hours; when the advisor deems the experience is appropriate in the context of the student’s professional development, the advisor will forward the request to the Program Director for approval. Students will receive written notification of formal approval to count the non-required practicum activities toward the total number of pre-internship practicum hours. Students are encouraged to participate in these non-required practicum activities to diversify training experiences and increase clinical hours for purposes of increasing competency development as well as strengthening internship applications. Two documents related to non-required practica are included in Appendix E (School Psychology Practicum Policy and Non-Required Practicum Approval Form, both adopted by the Program July 2015).

The University currently provides coverage to all students who participate in course-based practicum experiences as part of a graduate program. Recently the University of Wisconsin-

Madison Office of Legal Affairs has advised the Program that University student liability coverage may not extend to some non-required practicum activities when students are not enrolled in courses (EP 840 credits) related to these practicum experiences. Note, however, that the University does provide liability coverage if the practicum experience is in a University unit (e.g., Waisman Center, Department of Psychiatry), even if the student is not enrolled in a course associated with the practicum.

As stated in the Program's Practicum Policy, students are required to arrange individual professional liability insurance when engaged in any non-required practicum activities not related to a specific course. Please consult the Policy document in Appendix E for further information.

Disclosure Statement and Criminal Background Investigation

Students in the School Psychology Program must complete and submit an *Academic Background Information and Disclosure Authorization and Waiver Form* to the Education Academic Services office in the Education Building. This form is available online at <https://www.education.wisc.edu/docs/WebDispenser/soe-documents/disclosure-and-waiver-nov-2012.pdf?sfvrsn=2>. On the form, students complete a disclosure statement indicating (a) whether they have been admitted to, then withdrawn from, asked to withdraw from, or been dropped from a student teaching, clinical experience, or other intern/practicum program, and (b) if they have ever been placed on probation or disciplined by any college or university for academic dishonesty.

A criminal background investigation (CBI) must also be conducted for each student enrolled in a UW-Madison School of Education program that includes field experiences, including the School Psychology Program. These CBIs include an intensive residency check and checks with the appropriate departments in each state of residence. Results of criminal background checks may be shared with other agencies when required by state code, or with a cooperating school or other agency in which the student has been assigned to complete field experiences. Criminal background checks may also be run on students by school districts. Students should be aware that criminal background checks may be initiated by other agencies or organizations when they are seeking employment or a professional license. Field site administrators have the right to determine the appropriateness of a student placement. Students must also arrange and pay for a CBI arranged through the School of Education and administered through Castlebranch Inc.; there is a fee (\$45.00) that students are responsible for. To complete this CBI, go to the website <https://www.castlebranch.com/>, click on "Place Order," and enter UC30 as the "package code" and then complete the requested information. Note that students may not participate in any field-based practicum or applied experience without verification that a CBI has been run by Castlebranch Inc.

DEPARTMENT DEGREE REQUIREMENTS

Requirements for the MS Degree

To obtain an MS degree from the Department, students must complete a program of coursework as well as comprehensive literature review. Students should work out their program of course work in consultation with their advisor. Here are details of some requirements.

Graduate credit and course distribution. The University requires students to complete at least 30 credits of graduate course work to be eligible for the MS degree. The Department has several rules governing the distribution of these credits:

1. Students must complete at least 12 credits of course work (excluding 990 or 999 credits) in their program area in the Department. School psychology students complete at least 60 credits through required courses.
2. At least 15 credits must be courses other than independent reading or research courses (i.e., Ed Psych 699, 990 and 999, and their equivalent in other departments).
3. The percentage of total credits taken as an MS candidate that can be earned in independent reading courses (Ed Psych 699, 999, and equivalents in other departments) is limited to 25% of the total number of credits accumulated upon completion of MS degree requirements.

Program area course requirements. Each student is enrolled in a specific program area of the Department (e.g., School Psychology, Human Development, etc.). Each area may have course requirements above and beyond those required by the Graduate School or the Department. The required course sequence for School Psychology students is shown in Table 2 of this handbook.

Comprehensive Literature Review. All students must complete a comprehensive literature review to obtain the MS degree. Details of the literature review should be discussed with your advisor. Important dates and steps include:

- a. Students must submit a brief concept paper of their plans for completing a comprehensive literature review to their advisor by May 31 of Year 1 to be eligible for the Clinic Practicum in the following Fall Semester (Year 2)
- b. Students must complete their comprehensive literature review by May 31 (Year 2) prior to beginning the Field Practicum in the following Fall Semester (Year 3).
- c. Upon submittal of the final version to the student's advisor, the advisor seeks approval of the comprehensive literature review from the school psychology faculty at the next scheduled area meeting. The student should complete the Comprehensive Literature Review Approval Form, which is contained in Appendix F, with the final version of the literature review that is submitted to the student's advisor.
- d. Following approval of the comprehensive literature review by the School Psychology Program faculty and after the student has completed all coursework requirements for the MS degree (typically at the end of Fall Semester, Year 3), the student's

advisor places the student's name on the agenda for the next Department of Educational Psychology faculty meeting. At this department meeting, the student's admission to the PhD program is considered.

Requirements for PhD Degree

To obtain a doctoral degree, students must complete additional course work (beyond what is required for the MS degree), pass a major preliminary examination, complete a Graduate School minor, and successfully conduct and defend a dissertation based on an original piece of empirical research. School Psychology students also are required to complete a 2000-hour internship in a program-approved site. Students develop their program of course work in consultation with advisors to meet these requirements. Doctoral requirements are described below.

Admission to the PhD program. After completion of the MS degree requirements, students must be formally admitted to the PhD program at a regularly scheduled Department meeting. This occurs after having satisfied all requirements for the MS degree (or after entering the Department with an MS degree from another institution). Students are responsible for reminding advisors to place this item on the agenda. (Note: Admission to the PhD Program is required before registration for the Preliminary Examination.) Normally, students who have an MS degree from another institution or another department within the University are not considered for admission to the PhD program until they have completed at least one semester of course work at UW-Madison. Because a comprehensive literature review is required for the MS degree, students who obtained a masters degree from another institution or another department within the University may provide a copy of their thesis or other literature review for consideration to meet the area requirement. The decision to use a prior document to meet this literature review requirement is made in consultation with the faculty advisor. If a thesis or other project was not required as part of their master's degree, students then follow the normal requirements for the comprehensive literature review under the supervision of a faculty advisor.

Course and credit requirements. In addition to program requirements, the Graduate School and the Department have course and credit requirements. These include:

1. Graduate School Requirements:

Graduate Minor Program. An organized program of course work must be completed outside of one's area of specialization or department. Two options are available:

Option A (external):

Requires students to complete a minimum of 10 credits of graduate course work (500-level and above) in a single department/major field of study other than Educational Psychology (some departments may require more than 10 credits). Selection of this option requires the approval of the minor department or field. Each department has guidelines and regulations governing the distribution of course work for its minor program. Some require a comprehensive examination in addition to the course work. Students must have a minor advisor (faculty member in the minor department) who will assist in selecting appropriate courses. Completion of Minor A is certified by the minor advisor. The Prevention and Intervention Sciences minor is considered an Option A minor program.

Option B (distributed):

Requires students to complete a minimum of 10 credits in one field or area of specialization other than the major area of study in their own department. Some of the course work may be in the student's own department, providing the courses are not required for the student's major area of study. The student will write a brief statement of coherence of the minor program and attach it to the form. Option B requires three signatures: major advisor, area chair approving the statement of coherence, and the Department Chair.

To assure that the minor is a coherent body of coursework thoughtfully prepared by the student and faculty advisors students are required to file a Minor Agreement Form that details the program of courses to be taken for the minor. This must be completed by the end of the second year of enrollment in the program. Refer to the Department Graduate Student Handbook regarding the minor.

Graduate School Time Limit. Doctoral students have five years from the date of passing the preliminary examination to take the final oral examination and deposit the dissertation. Note that the Department has a more stringent time limit for degree completion.

2. Program Requirements:

In addition to meeting graduate school and department requirements, students must meet program requirements and time lines. These requirements are:

- a. Students must submit a brief concept paper of their plans for completing a comprehensive literature review to their advisor by May 31 of Year 1.
- b. Students must complete their comprehensive literature review by May 31 (Year 2) prior to beginning the Field Practicum in the following Fall semester (Year 3).
- c. Students must complete at least 1025 hours of supervised practicum (315-840), with approximately 125 hours in Beginning Practicum, 300 hours in Clinic Practicum and 600 hours in Field Practicum. 370 of these hours must be in direct service.

The Program strongly advises students to complete non-required practicum experiences related to their specific professional areas of interest. In addition, the Program recommends that students complete a minimum of 1200 total practicum hours, with a minimum of 125 hours in assessment activities and a minimum of 500 hours in intervention activities.

- d. To pursue Plan A (dissertation completed prior to internship), students must submit a dissertation concept paper for approval by their advisor by December 1 (Year 3).
- e. To complete their preliminary exam in spring (Year 3), students must be admitted by the Department into the PhD program by Jan (Year 3) to register for prelims.
- f. Students must have an approved dissertation proposal by May 31 (Year 3) if intending to follow Plan A (complete dissertation during Year 4 prior to internship).

- g. If students intend to complete their Portfolio Preliminary Exam in fall (Year 4), they must be officially admitted by the Department into the PhD program by July (Year 3) to register for prelims.
- h. Students must pass the Preliminary Examination in School Psychology prior to applying for internships. If students do not successfully complete their preliminary exam prior to an application deadline, they must request permission to apply for internships in writing to their advisor and the Program Director. The Program Director will write a letter (a) indicating that the student's program approval for applying to internship and (b) designating the date by which the student must successfully complete the Preliminary Exam.
- i. If students pursue Plan B (dissertation completed during or subsequent to internship), they must submit a concept paper of their dissertation for approval by their advisor by December 1 (Year 4).
- j. Students must have their dissertation proposal approved by May 31 (Year 4) prior to beginning their internship if choosing Plan B (stated above).
- k. Students who do not elect to complete their dissertation prior to going on internship are expected to complete their dissertation within one year of completing their internship and defend during the academic year (Plan B).
- l. Exceptions to these requirements may be approved by the School Psychology Program faculty. **Students who want exceptions must prepare a written request which is, first, approved by their advisor and, then, submitted to the Program Director for review/approval by the School Psychology area.** Requests must be submitted in time to be discussed during an area meeting before the deadline for meeting the requirement has passed.
- m. Note that the School Psychology Program faculty members are on 9-month contracts and, therefore, it is the policy of the faculty that **there will be no student committee meetings (preliminary exams or dissertation hearings) between May 31 and the beginning of the Fall semester, which typically is the last week of August.** If students anticipate any special circumstances that require a meeting between May 31 and the beginning of the Fall semester (e.g., need to complete dissertation defense prior to postdoctoral position), **they need to submit a request to their advisor prior to the April faculty meeting of that academic year. The request will be considered by the faculty at the April faculty meeting.**

Requirements Summary

In summary, the following is a list of steps toward completion of a PhD with an emphasis in School Psychology.

1. Admission to Department of Educational Psychology and School Psychology area; assignment of advisor.
2. Admission to Graduate School.
3. Meet with advisor to plan program; begin developing your portfolio of competencies.

4. Admission to PhD program:
 - a. For those with master's degree, submit thesis.
 - b. For those without master's degree, complete Comprehensive Literature Review by the end of Year 2 and before beginning Field Work.
5. All required coursework:
 - a. School Psychology area required coursework and practicum.
 - b. Department of Public Instruction licensure requirements.
 - c. APA breadth requirements.
 - d. Minor coursework.
6. Completion of minor [prior to taking preliminary exam].
7. Major preliminary exam [completed before applying to internship and after being admitted to PhD program].
8. Dissertation proposal approved by May 31 of Year 3, and defended by May 31 of Year 4 (prior to internship, Plan A) to qualify for \$0 tuition cost for internship year. As indicated previously when describing the internship placement, qualifying for and enrolling in the \$0 tuition internship course (995) will not qualify you for financial aid for your internship year. You have the option of enrolling in the 943 course for 3 credits for any of the semesters during internship if you require financial aid.
9. Dissertation proposal approved by May 31 of Year 4 before beginning internship (Plan B). Enrolling in 943 internship course (3 credits) for 3 both summers, as well as Fall and Spring semesters.
10. Enroll in 943/995 internship credits for 2 summers, 1 fall semester, and 1 spring semester to correspond with your internship placement (e.g., begin July 1, 2016; enroll in Summer 2016, Fall 2016, Spring 2017, Summer 2017).
11. Internship.
12. Dissertation defense. Note: Dissertations may be defended before (Plan A) or during/after internship (Plan B).

PROCEDURES FOR COMPLETING THE MAJOR PRELIMINARY EXAMINATION IN SCHOOL PSYCHOLOGY

Introductory Comments

Preliminary Examinations are required by the Graduate School; however, the form of the examination is determined by the department. The School Psychology area faculty believes a preliminary examination should be an intellectually challenging endeavor that calls for the integration and application of knowledge and skills acquired over the course of one's graduate experiences. A valid examination in School Psychology must focus on the program's outcome competencies, and be sensitive to the knowledge and skills expected by external certification, authorities and employers. The outcome competencies valued by the program represent seven domains of knowledge: (1) Research and Evaluation, (2) Professional Issues and Human Relations, (3) Assessment, Screening, and Progress-Monitoring, (4) Evidence-Based Prevention and Intervention, (5) Consultation and Supervision, (6) Human Abilities and Diversity, and (7) Schools and Schooling.

The Major Preliminary Examination in School Psychology is comprised of eight required components:

- Table of Contents
- Introduction to Student (personal biographical statement) (1-2 pages)
- Personal Competency Statement (including explanation of personal theoretical orientation) (4-6 pages)
- Personal Specialization Paper (25 pages excluding references)
- Best Sample of Work
- Evidence Summaries (1-3 pages per domain)
- Best Practices Reading List
- Portfolio of Evidence Sources

Optional elements may include:

- Introduction to Portfolio (explanation of organization and structure of portfolio content)
- Evidence Summary Tables (to accompany narrative evidence summaries for each domain)
- Transcript
- Vita
- NCSP Exam Results

Description and Fundamental Assumptions

The major preliminary examination in School Psychology is similar to the production of a dissertation where a student works over a significant time period to produce a product that he or she later defends orally before an Examining Committee. In the case of the preliminary examination, students are expected to produce a portfolio of their work over a 3-year period and to present it to the faculty as evidence of their accomplishment of the program's outcome competencies. After the faculty has reviewed the portfolio, an oral interview is scheduled to follow up on aspects of the portfolio and to evaluate each student's ability to integrate and synthesize his or her knowledge and experiences.

Several critical assumptions concerning the preliminary examination process have guided the development of these procedures.

1. The preliminary examination is a collaborative process between faculty and students over the course of 3 years in the program. Specific components of the process may at various times be either student-directed (Portfolio Conference) or faculty-directed (Oral Interview). The overall process, however, is conceptualized as a continuous reciprocal interaction between faculty and students. Table 4 provides an overview of the major activities involved in and products resulting from this preliminary examination.
2. A major objective of the preliminary examination is to enable students to achieve and demonstrate integration of knowledge and skills in seven fundamental competency domains. Students play a major role in deciding how to document and demonstrate their competencies given there are many possible forms of evidence which attest to a specific competency.
3. The Oral Interview is a summative evaluation of students' learning over multiple years of training (including course work, research participation, and clinical experiences). As such, the interview represents the conventional "examination" component of the process.
4. The Examining Committee for the preliminary exam is chaired by the student's advisor; the remaining two committee members are School Psychology faculty/staff.

Major Steps and Timelines for Producing a Portfolio

Year 1

1. New students attend an orientation meeting in the Fall semester (October) during which the Outcome Competencies are discussed along with basic steps for documenting accomplishments and organizing evidence that will be presented in a portfolio. Students sign an attendance sheet to show they attended the orientation meeting.
2. Students consult with their advisors to begin developing a portfolio. Students and advisors may seek opportunities to familiarize themselves with the portfolio/prelim process, such as area presentations or meetings of the School Psychology Student Association. (Table 4 contains a checklist to help students organize and present their portfolios.)
1. Students present their evolving portfolios to their advisors two times, once in December/January and once in May.

Year 2

1. Students present their evolving portfolios to their advisors as part of the Annual Review of Student Progress (January) and again in May. General feedback from the faculty to students is provided by advisors.
2. Students consult with their advisors to refine the format of the portfolio and to monitor accomplishments relevant to the program's outcome competencies.

Year 3

1. Students present their portfolios to their advisors as part of the Annual Review of Student Progress (January). General feedback from faculty to students is provided by advisors.
2. School Psychology faculty finalizes the spring (Year 3) Examining Committees by Jan 31 and the fall (Year 4) Examining Committees by May 31. To do so, faculty meet in closed session and randomly determine portfolio committee members. The student's advisor (i.e., the committee chair) is one of the members. The other two members are determined (at random) taking into consideration faculty load; the intent is to limit the number of committees for each faculty/staff member to no more than three per exam period. Students are notified (by their advisor) of their committee members following the January or May area meeting. Students have until March 1 to indicate to their advisor and the faculty if they decide not to participate in the spring preliminary exam; they have until July 1 to indicate if they will not participate in the fall preliminary exam.
3. If students opt for a spring (Year 3) preliminary exam, they will participate in a Portfolio Conference and Oral Interview in accordance with the procedures described below.

Year 4

1. If students opt for a fall (Year 4) preliminary exam, they will participate in a Portfolio Conference and Oral Interview in accordance with the procedures described below.

Major Steps in Portfolio Conference

1. Students may register for their preliminary exam if they have (a) completed a comprehensive literature review, (b) earned their MS degree, (c) been admitted to the doctoral program, (d) no incompletes on their transcripts, and (e) completed their minor course work. Students must pass their preliminary exam before applying for internships.
2. Preliminary examinations are offered in the Fall semester and in the Spring semester. One exam period occurs during each semester. Additional dates may be scheduled, as needed, on a case-by-case basis.
 - a. Exam dates specify two meetings with the Examining Committee: (a) Portfolio Conference (10 minutes) to occur at least three weeks prior to the interview, and (b) Oral Interview (90 minutes).
 - b. Students must complete the preliminary examination registration procedures. Currently, exam registration occurs 5 to 6 weeks prior to the exam period. On the registration form, students should indicate the composition of the committee.
 - c. The Department Graduate Coordinator sends confirmation of the conference, including interview times and location, to the student and Examining Committee.
3. At least three weeks prior to the Oral Interview, students present the following materials to each Examining Committee member during a Portfolio Conference:

- a. Portfolio. A portfolio is a systematic and organized collection of evidence concerning a student's professional competencies and personal growth within the seven domains. The portfolio of evidence can take several forms, and evidence may be organized and sequenced in different ways. Each evidence source should be accompanied by a brief description of the context for the work (e.g., when it was created, for what purpose, whether it was evaluated, etc.) and a rationale for including it as evidence (i.e., why the artifact demonstrates the student's competence in the specific domain or sub-domain). Commonly, this information is presented through the use of a hard copy binder for some materials, as well as a USB thumb drive with all materials including each piece of evidence. Program faculty recommend that a maximum of 25 pieces of evidence across all domains are selected.
- b. Evidence Summaries. A short (1-3 pages) summary is prepared for each domain to provide an overview of all evidence included for the domain. Students may include an evidence summary table for each domain to accompany the narrative summaries.
- c. Personal Competency Statement. The Personal Competency Statement is a written self-description of one's competencies focusing on areas of expertise and boundaries or limits of practical skills. This statement must be based on course work, research, and clinical experiences. The statement should represent a succinct, integrative summary of one's skills and interests with consideration of general service delivery parameters (e.g., age range of clients, service settings, types of problems/disorders). The statement should also include a section in which students describe and briefly explain their overall theoretical orientation to science and practice in school psychology. Of all the components of a portfolio, this document should represent the best succinct definition of "who you are and what you can do" as a developing professional psychologist. This statement should be 4-6 double-spaced pages in length.
- d. Personal Specialization Paper. The Personal Specialization Paper is a detailed, insightful account of an area in which the student presently specializes (e.g., has specialized knowledge, clinical experiences, research expertise, etc.). In most cases, students will have completed course work, clinical work, original research, and possibly attended professional workshops as background to their specialization. The specialization paper includes four parts: (a) definition/explanation of the specialization area; (b) explanation of one's personal development of the area as a specialization, (c) discussion of the importance and application of the specialization area to the practice of school psychology; and (d) discussion of needed research that would advance knowledge and understanding of the specialization area. In writing this paper, students are expected to actualize the scientist-scholar-practitioner model under which they have been trained. The paper must be written according to APA style and should not exceed 25 double-spaced pages (excluding references).
- e. Best Sample of Work. This is a student-selected work sample that is accompanied by a brief statement of rationale or explanation regarding why the student considers this to be his/her best work sample. Specifically, the rationale statement should explain why the work sample is a reflection of the student's "best practices" performance.

- f. Best Practices Reading List. This is a student's personal reference list organized according to the seven competency domains. It should reflect the interests and orientation of the student and be limited to readings (i.e., books, chapters, articles) that represent the student's perception of best professional practices. The reading list should also include a section on theory, in which students list 3-5 key resources that have influenced their theoretical orientation to research and practice.
 - g. National Certification in School Psychology (NCSP) Examination. Although the NCSP exam is not a required portfolio element, students are strongly encouraged to take the NCSP exam near the end of or after completing their third year (i.e., three years of courses and required practica). Results showing a successful outcome provide evidence of program competencies in ethics and other domains. Information about the NCSP exam is available from the Testing and Evaluation Office (Room 373 Educational Sciences Bldg; 262-5863) and at the Praxis website (<http://www.ets.org/praxis/nasp/requirements>). [Note: successful completion of the NCSP Exam is a graduation requirement.]
4. The Portfolio Conference is directed by the student and is informative, not evaluative. Typical conferences last 5-10 minutes. The goal is to ensure that each member of the Examining Committee has an overview of the student's work and to coordinate a subsequent review of the student's materials among individual faculty.
 5. Students will be judged on the materials presented at the Portfolio Conference. Materials may not be edited, added to, or removed from portfolios once the Portfolio Conference has begun. Students who begin a Portfolio Conference may not withdraw from a preliminary exam. That is, any student who withdraws or does not complete the process after initiating a Portfolio Conference will be considered to have failed the preliminary examination in all domains. Students may then have one retake in all seven domains (see below).
 6. Following the Portfolio Conference, the Examining Committee reviews the contents of the portfolio and generates questions to ask during the Oral Interview. The student's advisor is designated as the Examining Committee Chair for the student's Oral Interview. This chair requests two written questions from each member of the Examining Committee (and the relevant outcome competency domain[s] to which each question is directed). The chair is responsible for monitoring duplication of questions and managing the Oral Interview.

Major Steps in Oral Interview

1. Oral Interviews are conducted with only the Examining Committee and student examinee present.
2. At least 10 days prior to the interview, the student receives a list of questions (typically three questions) to address during the interview. There is at least one question from each member of the Examining Committee; questions are compiled and communicated to the student by the chair of the committee. This list does not reflect the entire content of the interview, but allows the student to prepare for at least one issue/topic from each faculty member.
3. The Oral Interview generally lasts approximately 90 minutes, with the following divisions of time:
 - a. 5 minutes for student summary of portfolio (as needed)
 - b. 45-60 minutes for questions from Examining Committee
 - c. 10 minutes for a closed discussion among the Examining Committee to determine the student's evaluation (see below)
 - d. 10 minutes for feedback to the student
4. It is important to provide some immediate feedback to the student, although more descriptive feedback is provided in writing by the Examining Committee Chair. Therefore, the student must leave the room for 10 minutes so the Examining Committee can coordinate reactions and comments. The student returns, and a brief feedback session (led by the Chair) occurs. Written feedback is provided to the student (by the Chair) within two weeks of the conclusion of the interview.

Ratings and Outcomes

1. The portfolio document and interview are evaluated by each member of the Examining Committee using a 4-point rating scale. (See Appendix G for rating form.) The following ratings may be given:
 - 4 = outstanding performance: The evidence reflects performance that exceeds expectations and demonstrates exceptionally strong skills relative to this competency.
 - 3 = adequate or expected level of competence: The evidence reflects performance that meets expectations for mastery of this competency.
 - 2 = inconsistent or questionable competence: The evidence is inconsistent and reflects questionable mastery of this competency.
 - 1 = competence not achieved: The evidence reflects insufficient mastery of this competency.
2. Based on an analysis/review of the materials submitted during the Portfolio Conference and the student's defense at the Oral Interview, each member of the Examining Committee provides a rating and brief written feedback for each of the 37 competencies and seven competency domains:

- Domain #1: Research and Evaluation
- Domain #2: Professional Issues and Human Relations
- Domain #3: Assessment, Screening, and Progress-Monitoring
- Domain #4: Evidence-Based Prevention and Intervention
- Domain #5: Consultation and Supervision
- Domain #6: Human Abilities and Diversity
- Domain #7: Schools and Schooling

3. A mean rating of 3.0 or higher in each domain is needed for a student to pass the Oral Interview. A mean rating less than 3.0 but greater than or equal to 2.0 in any domain will require the student to elaborate the portfolio materials in the specific domain(s) of concern. The committee will set a time and date for continuation of the Oral Interview, and direct the student with respect to issues and concerns. A mean rating less than 2.0 in any domain will result in a failure of that domain, and will require an exam retake, with another Portfolio Conference and Oral Interview in the domain(s) that was failed.
4. A student may have only one retake in any domain. Retakes must be scheduled according to the same procedures as used for the first Portfolio Conference and Oral Interview. The student must achieve a mean rating of 3.0 or higher to successfully complete each domain retake. Failure to pass the retake of any domain will result in an overall failure of the examination and termination from the degree program.

Table 4

TIMELINE FOR MAJOR ACTIVITIES AND PRODUCTS FOR PORTFOLIO

<u>Year</u>	<u>Activity</u>	<u>Product</u>
1	A. Orientation Meeting to discuss Outcome Competencies and Portfolio Development Organizer	Initial Portfolio
	B. Consult with advisor about portfolio structure and format; collect information and begin portfolio	Portfolio
	C. Submit portfolio to advisor as part of Annual Review of Student Progress (January), and again in May	Annual Progress Report/Feedback
2	A. Collect information for inclusion in portfolio	Portfolio
	B. Consult with advisor about material for inclusion in portfolio	
	C. Submit portfolio to advisor as part of Annual Review of Student Progress (January), and again in May	Annual Progress Report/Feedback
3	A. Continue to build and update portfolio	Portfolio
	B. Continue to consult with advisor about material for inclusion in portfolio	
	C. Submit portfolio to advisor as part of Annual Review of Student Progress (January)	Annual Progress Report/Feedback
	C. Faculty determine members for your Examining Committee	Faculty determination
	E. Take the NCSP Examination (strongly recommended)	Evidence of having taken exam
	F. For Spring exam, develop final portfolio (confer with your advisor)	Final Portfolio
	G. Complete Portfolio Conference for Spring exam	Portfolio Conference
	H. Complete Oral Interview for Spring exam	Oral Interview
4	A. For Fall exam, develop final portfolio (confer with advisor)	Final Portfolio
	B. Complete Portfolio Conference (Fall exam)	Portfolio Conference
	C. Complete Oral Interview (Fall exam)	Oral Interview

DISSERTATION GUIDELINES

All candidates for the PhD degree must successfully prepare a research-based dissertation and pass an oral examination covering the dissertation and, often, other aspects of the candidate's program of studies. The dissertation committee is composed of at least five legal faculty members. Verify faculty members' eligibility with the graduate coordinator. There must be a minimum of three faculty members from the Educational Psychology Department. At least one of the remaining two committee members must be from outside the department. A copy of the final version of the dissertation, as approved by the dissertation committee, must be submitted to both the **Graduate School and the Department**. The dissertation must meet the format specifications established by the Graduate School.

The successful completion of a dissertation includes three major requirements: dissertation proposal, dissertation, and final dissertation defense.

Please note that **faculty members are not available for proposal or defense meetings during the summer months** (i.e., June, July, and August), as they are either not on contract, or are limited to grant-related work during this time period.

Dissertation Proposal

1. In consultation with your dissertation advisor and other committee members (as appropriate), you must develop a dissertation concept paper by December 1 of Year 3 [for Plan A] or Year 4 [for Plan B]. Your dissertation must be defended by May 31 of Year 4 prior to starting your internship for Plan A; for Plan B, your proposal must be approved by May 31 of Year 4 prior to starting your internship.
2. You should meet with your doctoral committee to review, modify (if necessary), and gain written approval of the dissertation proposal. Your proposal document should be disseminated to your committee members approximately 10-14 days prior to the proposal meeting. Failure to disseminate this document in time may result in your meeting having to be rescheduled.
3. You must complete (10 days prior to the proposed meeting) the required paperwork from the Department indicating the topic you are researching, date/time and place of your proposal meeting, along with your research abstract.
4. You must get Institutional Review Board (IRB) approval of your research procedures. Note: The IRB approval process takes time. Start as early as you can to insure you secure approval. You may not collect any data without approval. The University requires all people conducting research to complete a training course (online) prior to conducting research. Information regarding the Human Research Protection Program Policies and submission instructions can be found at <http://www.grad.wisc.edu/research/hrpp/>.

Dissertation Document

1. You should use the Educational Psychology Department's Graduate Student Handbook as a guide in writing the dissertation.
2. You should work in close relationship with advisor(s) and other committee members during research and writing stages.
3. You should prepare an abstract (600 words or less) of the completed dissertation.
4. You must have the final copy of the dissertation approved by the committee.

Final Dissertation Defense

The final examination is an oral defense of the dissertation and is governed by the following guidelines:

1. You should meet with the Graduate Coordinator to verify that departmental course requirements have been completed, preliminary exams passed and Preliminary Examination Warrant signed, Graduate School minor program completed, and all grades of "Incomplete" are replaced with letter grades. This should be done at least three weeks prior to your defense. See the Department's Graduate School Handbook for more information regarding this procedure. You are responsible for verifying that all requirements are completed. For Plan A you must complete your dissertation prior to beginning your internship (see Appendix H for further information.) For Plan B you must complete your dissertation within one year following completion of your internship, and schedule the defense during the academic year (Fall or Spring Semester).
2. The Department of Educational Psychology requirement for the dissertation is that **at least three tenure-track faculty from the department** must make up the five-member committee.
3. You should schedule the final oral examination in cooperation with committee members at least 1 month prior to the date for the examination. You are responsible for scheduling the date, time, and place for your defense. Your defense document needs to be disseminated to your committee members 10-14 days prior to the proposal meeting. Failure to disseminate this document in time may result in your meeting having to be rescheduled.
4. You should be registered at the University during the semester in which the dissertation defense occurs.
5. You should, upon successful completion of the oral defense, make requested changes, if any, in the dissertation.
6. If you do not file your dissertation within the semester that you defended (e.g., for Plan A in which the defense occurs prior to internship, you may not deposit your dissertation until the semester in which your internship ends), you will need to be registered during the semester your dissertation is filed with the Graduate School. The exception is the degree window period. The "Window Period" is the time between the end of one degree period and the beginning of the next. **You must have been registered for the previous semester (Fall, Spring, or Summer)**. If all degree requirements are met by the end of the window period,

your degree will be granted for the following semester; however, you will not have to register or pay fees for the next semester. See the graduate coordinator for more information.

Appendix I includes additional departmental forms related to proposing and defending a dissertation.

SATISFACTORY PROGRESS AND STUDENT EVALUATION

Criteria for Maintaining Satisfactory Progress

All students pursuing an MS or PhD degree in the Department of Educational Psychology are expected to maintain satisfactory progress toward their degree. Criteria for assessing satisfactory progress for students in the MS and PhD degree programs are listed below:

1. Full-time students are expected to complete their MS degree within six semesters (i.e., 3 years) of matriculation (excluding summer sessions). Part-time students are expected to complete their MS degree within 8 semesters (i.e., four years) of matriculation.
2. Full-time students are expected to complete their PhD degree within four semesters (i.e., 2 years) after receiving their MS degree (excluding internship year).^{*} PhD students who do not attend full-time are expected to complete their PhD degree within 8 semesters (i.e., four years) of completion of their MS degree.
3. Some PhD students who enter the Department with an MS or MA degree from another institution are required to complete (or have completed) a Comprehensive Literature Review before being admitted to the PhD program. These students are expected to complete their PhD degree within seven semesters of matriculation if enrolling full time, or 10 semesters (five years) of matriculation if enrolling part time.
4. Students are expected to maintain a cumulative grade-point average of at least 3.25 in all courses taken at the University of Wisconsin-Madison, excluding independent reading or research credits.
5. If students incur a grade of Incomplete in a course, they will be expected to complete all work necessary to remove the Incomplete by the end of the following semester, discounting the summer session. Incompletes incurred in the summer session are expected to be removed by the end of the following Fall semester.
6. A total of three or more un-removed Incompletes on a student's record, or a pattern of incurring Incompletes (e.g., one or more for each of three consecutive semesters), will be considered evidence of unsatisfactory progress.
7. Students are expected to refrain from exhibiting or engaging in unprofessional, unethical, and/or unlawful behavior in course work and degree-related activities.

^{*}Exceptions to this policy may occur as in situations where the student completes the study early in the program.

Assessment of Satisfactory Progress

The School Psychology Program faculty conducts an annual review of students' progress in January of each year (Note: at some future time, the area may move this review to the Fall). For students who do not meet one or more of the criteria listed in the previous section, the faculty determines that they are making unsatisfactory progress. Students are notified in writing of the faculty's annual assessment of their progress. The faculty also makes an annual report to a regularly scheduled department meeting on the number of students who are and are not making satisfactory progress in their area. This report does not detail the situation of any specific student.

Annual Review of Student Progress

Near the beginning of Semester II of each academic year (early January), the School Psychology area faculty and staff meet as a group to review the progress of every school psychology student. This evaluation covers students' progress within the time period from Semester II of the previous academic year through Semester I of the current academic year (i.e., the preceding Spring, Summer, and Fall semesters). Students are notified beforehand of the date and time of this evaluation meeting. Students are required to have written input into this evaluation process by completing a "Student Review of Progress" form and submitting it to their advisors in December. Also, students present their evolving portfolios to their advisors as part of the annual review process. Typically, students meet with their advisors near the end of the Fall semester, and faculty complete the annual review of student progress in January.

The progress of each student is reviewed in four general areas: academic, clinical, other coursework/requirements, and professional behavior and development. These areas are subsumed under our program competencies. Progress in each area is evaluated on the basis of four criteria:

1. Grades in relevant academic, clinical, or research courses.
2. Feedback/input from advisors, course instructors, and clinical supervisors.
3. Accruing evidence of competency mastery (that is, progress towards developing a portfolio to address the program competencies; see Appendix J for evidence log).
4. Extent to which program and/or individual benchmarks (specified in the student's letter regarding progress from the previous year) have been met.

Within each general area, progress is classified as "unsatisfactory" or "satisfactory," and general comments or recommendations are provided on a student feedback form for each student (see Appendix J for criteria and forms related to student progress).

If a student has an advisor who is outside of the School Psychology area, then a special meeting can be arranged to review the student when his/her advisor is present. These special meetings may also take place during the first 2 weeks of Spring Semester classes.

Two to three weeks following the faculty/staff evaluation meeting, advisors meet with their advisees individually to provide feedback and discuss their progress. Subsequent to these individual feedback meetings, the evaluation forms (signed by students) are placed in the students' files in the Department of Educational Psychology office. Students may request a re-consideration of their progress after meeting with their advisors. Re-consideration requests are made in writing and submitted directly to the Director of the School Psychology Program (within 30 days following the feedback session). Requests are acted on accordingly. Students also receive an official letter from the Department Chair that (a) summarizes their progress, and (b) details benchmarks either for maintaining satisfactory progress or for remediation of progress that is deemed unsatisfactory.

Program Advising Checklist

To help students (and their advisors) monitor progress through the many requirements of the program, you may use the checklist in Appendix C. This checklist details most of the program requirements and the approximate dates by which you need to meet these expectations to move through the program successfully.

Termination of Enrollment

Except in unusual cases, enrollment in the Department's graduate degree programs may be terminated for any student in any of the following circumstances:

1. Withdraws or fails to register during any Fall or Spring semester, without an approved leave of absence.
2. Fails to complete any course work (including independent reading and research credits) in three or more consecutive semesters (discounting summer sessions and internship year). Students should note that grades of "I" and "P" in independent reading and research courses indicate that course work has not been completed.
3. Is considered to be making unsatisfactory progress for more than one consecutive semester. For students determined to be making unsatisfactory progress, a semester-by-semester review will occur.
4. Has been denied admission to the PhD program.
5. Cannot find a faculty member in the Department who will agree to serve as his/her major professor (advisor).
6. Fails or is terminated from pre-doctoral internship.
7. Fails comprehensive exam after attempting retake.

Students are encouraged to refer to the Graduate School Academic Policies and Procedures for more information regarding Grievances and Appeals and Satisfactory Progress (<https://grad.wisc.edu/acadpolicy/>).

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION LICENSURE IN SCHOOL PSYCHOLOGY

Graduate students who complete a master's degree and meet the requirements outlined in Table 2 will be eligible for Wisconsin Department of Public Instruction Licensure in School Psychology. School Psychology faculty advise their students throughout their professional training sequence concerning necessary coursework and practicum experiences for meeting licensure requirements. All students are reviewed by School Psychology faculty and supervisors who evaluate their progress toward licensure, including performance of practicum and field work. A grade of B or better in every school psychology course is necessary for adequate progress toward licensure.

FOUNDATIONAL SKILLS

Domain 1: Communication, Collaboration, and Leadership Skills

- Content knowledge and interpersonal skills necessary to effectively communicate, collaborate, and lead.
- Communicate in a supportive, problem-solving fashion using active listening, flexibility, and effective facilitation.
- Use empirically supported consultation methodologies to improve learning at the individual, group, and systems levels.
- Work effectively as change agents, offering leadership and professional development to staff, schools, districts, and systems.
- Understand the organization, development, management and content of collaborative and mutually supportive pupil services programs in schools.

Domain 2: Competence in All Aspects of Diversity

- Recognize when, where, and how issues of diversity are manifest.
- Address diversity in service delivery.
- Recognize occasions when issues of diversity affect the manner and nature of interactions with other people and organizations and work to address those issues as necessary.

Domain 3: Technological Competence

- Use technology and databases in evidence based practice, decision-making, program evaluation, assessment, and progress monitoring.
- Help students, parents, and teachers know how and where to access relevant technologies, as well as how to enhance learning with appropriate technologies.

Domain 4: Legal/Ethical Practice, Public Policy, and Professional Development

- Understand and meet all relevant ethical, professional, and legal standards to ensure high quality services and protect the rights of all parties.
- Have a knowledge base of the history and foundations of their profession and engage in ongoing professional development.
- Support policy development that creates safe and effective learning environments.
- Understand regular and special education legal requirements at both the state and federal level, and ensure compliance with these requirements.
- Have knowledge about relevant research, and directly and indirectly apply research to practices in schools.

PROCESSES

Domain 5: Assessment, Decision-Making, and Accountability

- Define and use a wide variety of effective assessment and evaluation methods at the individual, group, and system levels.
- Gather, analyze, and utilize data that aid in understanding strengths and needs, in choosing interventions, and in assessing outcomes as part of a decision-making process.
- Understand and use research, research methods, statistical analyses, and program evaluation techniques.
- Understand the implications and analysis of large-scale assessments, and use those data to help schools meet accountability requirements.
- Collect, analyze, and report data to stakeholders relating to the effectiveness of psychological services.

Domain 6: Relationships Among and Between Systems

- Understand the influence of home, community, and school systems on student success, and develop evidence-based prevention and intervention programs consistent with this understanding.
- Promote safe and nurturing school environments, with positive climates and high expectations for all students.
- Perform needs assessment to identify service requirements.

OUTCOMES

Domain 7: Effective Instruction and Development of Cognitive and Academic Skills

- Use and support others in the use of evidence-based prevention and intervention programming to develop competencies.
- Apply cognitive psychology and learning theory to improve instruction.
- Help to develop cognitive and academic goals for all students, adjust expectations for individual students, implement alternative methods, and monitor progress.
- Assist State and Local Education Agency personnel who design state and local accountability systems.

Domain 8: Wellness, Mental Health and Development of Life Competencies

- Use knowledge about human development to design and implement prevention and intervention programs to promote wellness.
- Help schools develop behavioral, affective, and adaptive goals for all students.
- Be prepared for and able to respond to a wide variety of crisis situations.
- Be able to work as a skilled mental health practitioner in the schools, performing accurate assessment of mental health disorders, implementing empirically-based interventions with individuals and groups, and closely monitoring outcomes.

Appendix K lists the website for obtaining an application form for School Psychology Licensure and for accessing a description of the general requirements for School Psychologist (License 62) and Provisional (License 61) licensure.

COMMITTEE STRUCTURE AND EVALUATION OF SCHOOL PSYCHOLOGY PROGRAM

The School Psychology area has a committee structure for organizing and sharing the responsibilities of the program. Each committee has responsibility for specific aspects of the program and is composed of one or two faculty members and at least two graduate students in School Psychology. Specific activities associated with each committee are outlined below.

School Psychology Student Association

1. Organize social events (e.g., picnics, etc.).
2. Serve as liaison between students and faculty; represent students at area meetings.
3. Establish a constitution and by-laws (make appropriate revisions when necessary).
4. Assist with orientation/mentoring of new students and with Admissions Interview planning and activities.

Program Development and Evaluation Committee

1. Assist in preparation of materials (documentation) associated with program reviews.
2. Organize, conduct, and summarize surveys of graduate students in the program.
3. Conduct regular follow-up evaluation of program graduates.
4. Conduct regular evaluations of the Preliminary Examination process.

Internship Committee

1. Prepare and update guidelines for internship.
2. Review internship plans.
3. Develop and revise materials for intern evaluation.

Practicum Committee

1. Review and make recommendations on policies of the Clinic Practicum.
2. Update clinical and field practicum manuals.
3. Review and make recommendations related to practicum training/experiences.

Diversity Committee

1. Monitor the quality and degree of diversity training in School Psychology, at the program, committee, and individual levels.
2. Organize colloquia and other activities related to diversity issues.
3. Promote awareness of diversity in professional activities.
4. Promote involvement of all department areas at annual Diversity Summit events.

PROFESSIONAL SCHOOL PSYCHOLOGY ORGANIZATIONS

Professional school psychologists must maintain knowledge of current trends and developments in the field of school psychology. Therefore, students must strive to do the same. One way to do this is through various professional organizations. We encourage students to be involved in these organizations, and to become familiar with the procedures and philosophies of the various associations. The two major voices in the area of school psychology are Division 16 of the American Psychological Association (APA), and the National Association of School Psychologists (NASP). Student membership in these organizations is strongly encouraged.

American Psychological Association (Division 16, School Psychology) (www.apa.org)

The APA is the major national organization devoted to the advancement of psychology as a science, as a profession, and as a means of promoting human welfare. With more than 90,000 members, APA fosters communication among psychologists and the public through publishing psychological journals, holding annual meetings, disseminating psychological literature, and working toward improved standards for psychological training and service. Through more than 50 divisions, psychologists interested in specific areas may more easily join with others to promote research, practice, and the discussion of important psychological issues.

The Division of School Psychology (Division 16) is composed of scientific-practitioner psychologists whose major professional interests lie with children, families, and the schooling process. The Division represents the interests of psychologists engaged in the delivery of comprehensive psychological services to children, adolescents, and families in schools and other applied settings. The Division is dedicated to facilitating the professional practice of school psychology and actively advocates in domains, such as education and health care reform, which have significant implications for the practice of psychology with children. Members receive the journal *School Psychology Quarterly* and the quarterly newsletter *The School Psychologist*.

Wisconsin Psychological Association (www.wipsychology.org)

The WPA is the official state affiliate of the APA. Its members represent all parts of Wisconsin and all settings in which psychologists teach, conduct research, administer programs and provide direct services to the public. The mission of WPA is to advance psychology as a profession which promotes human welfare through the ethical application of psychological principles in research, teaching and practice. WPA provides a professional identity for psychologists by maintaining active affiliation with APA and advocating on behalf of the profession and the interests of its members.

National Association of School Psychologists (www.nasponline.org)

NASP was established through the initiative of the profession it represents to undertake a resolution of the needs of professional school psychology. NASP has developed into a viable professional organization, continuously involved in solving the problems of school psychology. NASP is committed to enhancing psychological services to children and youth by improving the effectiveness and stature of school psychologists everywhere in the country. NASP also publishes a professional journal, the *School Psychology Review*, and a newsletter, the *Communiqué*.

Wisconsin School Psychologists Association (<http://www.wspaonline.net>)

The Wisconsin School Psychologists Association (WSPA) met for the first time in Milwaukee, Wisconsin in 1954. It has since grown to a membership of over 550, representing a majority of the practicing school psychologists in Wisconsin. WSPA has served the profession as a voice with legislators and the State Department of Public Instruction. Recent accomplishments include gaining access to administrative accreditation for practitioners in the state and advocating for generous state reimbursement schedules for districts that hire school psychologists. WSPA sponsors a spring and fall convention each year, offers generous reductions in student registration fees, and offers various annual research awards.

SCHOOL PSYCHOLOGY STUDENT ASSOCIATION

The School Psychology Student Association (SPSA) is a student-run organization that represents the needs of the graduate students in school psychology to the area faculty, the Department, and the University. The SPSA sponsors colloquia, an annual conference, and social events for students and faculty. Students are encouraged strongly to be an active member of this group. For more information on this association, see the SPSA Constitution and By-Laws available in the main office of the Department.

EDUCATIONAL PSYCHOLOGY STUDENT ASSOCIATION

The Educational Psychology Student Association (EPSA) was formed in 1997 to build student cohesiveness and facilitate student involvement in department governance. The association meets throughout the academic year to discuss issues related to the Department (e.g., course requirements, funding, and committee updates). All students are encouraged to join. EPSA is a great opportunity for participation in many aspects of department life – social as well as academic. EPSA plans social events for students and faculty, such as bowling and end-of-semester parties.

REFERENCES

- Bardon, J. I. (1971, June). *Report of site visit to the School Psychology Program*. Madison, WI: University of Wisconsin-Madison.
- Blakley, B. (1965-1966). A history of early public school services for mentally retarded children in Wisconsin. *Wisconsin Department of Public Instruction Bureau Memorandum*. Madison, WI: Author.
- Davidson, R. (1977). *Report and recommendations of the School Psychology Study Committee*. Madison, WI: University of Wisconsin-Madison.
- Fagan, T. K. (1986). The historical origins and growth of programs to prepare school psychologists in the United States. *Journal of School Psychology, 24*, 9-22.
- Geibink, J. W., & Ringness, T. A. (1970). On the relevancy of training in school psychology. *Journal of School Psychology, 8*, 43-47.
- Kaufman, J. (1980, July). *Evaluation of School Psychology Program* (report prepared for the faculty). Madison, WI: UW-Madison.
- Kirk, S. A. (1940). Psychological services in Wisconsin schools. *Wisconsin Journal of Education, 73*, 41-42.
- Kratochwill, T. R. (1985). *Status of the School Psychology Program and recommendations for the future*. Madison, WI: UW-Madison.
- Kratochwill, T. R., Braden, J. P., Elliott, S. N., Gettinger, M., McGivern, J., & Propper, C. (1995). School Psychology at the University of Wisconsin-Madison - Revisited. *Register Report*.
- Kratochwill, T. R., Gettinger, M., Reynolds, W. M., & Doll, E. J. (1988). School psychology at the University of Wisconsin-Madison. *Professional School Psychology, 3*, 93-107.
- Kratochwill, T. R., Shernoff, E. S., & Sanetti, L. (2004). Promotion of academic careers in school psychology: A conceptual framework of impact points, recommended strategies, and hopeful outcomes. *School Psychology Quarterly, 19*, 342-364.
- Little, S. G., Akin-Little, K. A., & Tingstrom, D. H. (2004). An analysis of school psychology faculty by graduating university. *School Psychology Quarterly, 19*, 299-310.
- Moscinski, D. (1989). History of Wisconsin school psychology. In E. J. Doll & S. Mulhern (Eds.), *School psychology in Wisconsin: Programs and practices* (pp. 2-12). Madison, WI: Wisconsin Department of Public Instruction.
- Ringness, T. A. (1968). *Mental health in the schools*. New York, NY: Random House.
- Tindall, R. H. (1983). I didn't aspire to be a school psychologist: Reflections. *Journal of School Psychology, 2*, 79-89.

NOTE: Many of the documents contained in the appendices are available on the Department website and other sites as noted on the document/form.

APPENDIX A

School Psychology Student Funding Guidelines

School Psychology Student Funding Guidelines (Adopted March 10, 2003)

Introduction

In the recent past, we have enjoyed substantial funding for students from a variety of sources, including funds controlled by school psychology faculty (e.g., research and training grants) and funds not controlled by our faculty (e.g., fellowships, awards, projects controlled by project investigators outside of school psychology). Current indications suggest, however, that funding will not be as abundant nor as available in the future. Therefore, the School Psychology Program adopted a policy to guide the allocation of funds that we control. The purpose of having a policy is to ensure effective use of resources, to communicate to students the guidelines by which we will allocate funding, and to encourage effective decisions and planning by all (faculty and students). Nothing in the policy is intended to limit or prevent students from obtaining funding; rather, the purpose is to provide as much support as possible to as many students as possible.

This policy is intended to maximize funding to as many students as possible, not to minimize or reduce funding. We will work with students to obtain the maximum amount of support that is possible and reasonable for students. In times when funding allows, we will increase support for students to the maximum possible short of interfering with student progress.

Funding Framework

School psychology faculty will use available funds for student support to achieve the priorities below. The guidelines apply only to funds directly under faculty control. Faculty will continue to work with current and prospective students to garner funding from external sources (e.g., fellowships, awards), and will consider those levels of funding when allocating resources. The guidelines for funding are as follows:

1. Fund as many program students as possible at or above 33.33% for the academic year, with priority given to advanced students.
2. Reduce/eliminate summer funding.
3. Fund first-year students at 33.3% (minimum).
4. Fund students in subsequent years at 50%.
5. Encourage students beyond their first year to seek funding on projects outside the program.
6. Fund students for four years (assuming satisfactory progress every year).
7. Secure available funding from sources not controlled by school psychology faculty (e.g., fellowships, awards, other projects) whenever possible, even if it exceeds funding guidelines.
8. Coordinate funding across multiple sources to achieve funding goals.

Exceptions to these priorities will be made primarily to meet grant, project, fellowship, or award requirements (e.g., specialized work by an individual in excess of the parameters above; awards and fellowships that provide funding for students after the fourth year, such as dissertator awards).

Rationale

Three primary justifications drive the funding framework. First, revenues for student support are likely to shrink rather than sustain or increase in the future. Given the uncertain long-term funding climate, and reduced support for students from departmental and other resources, it is essential that resources are allocated carefully to best meet as many needs as possible.

Second, disparities in student funding create a climate of inequity among students. Current allocations vary widely, with some students earning more than twice what other students earn. Inequities erode a cooperative, collaborative relationship among students, and may undermine effective relationships between students and faculty.

Third, students' progress through the program is threatened when they work long hours. That is, funding patterns (e.g., more than 50%) may inhibit appropriate progress through the program. The cap on four years of funding also encourages students to progress in a timely manner through the program, and encourages the pursuit of funded internships in external settings during the fifth year.

This framework for funding ensures that the broadest number of students are supported and involved in research and teaching, reduces inequities and competition, and increases the likelihood that students will progress through the program in a timely manner. Exceptions to the framework will be made on a case-by-case basis according to the needs of the funding source, faculty member, and student.

APPENDIX B

School Psychology Program Training Goals, Objectives, and Targeted Students Competencies

School Psychology Program Training Goals, Objectives, and Targeted Students Competencies

Program Training Goal #1
Prepare psychologists who are skilled researchers and consumers of research and evaluation data.
Training Objectives: To provide training, supervised experience, and individual mentoring to promote development of knowledge and skills pertaining to: (a) research design and methodology; (b) evaluation and monitoring of treatment effects; and (c) communication of research results.
Student Competencies
1A: Demonstrate knowledge of various research methods and designs used in clinical, applied, and empirical investigations.
1B: Conceptualize research questions or issues and develop methods to address them.
1C: Design a plan for evaluating the effectiveness of psychological services provided in school or applied settings.
1D: Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.
Program Training Goal #2
Prepare psychologists who practice in accordance with professional, legal, and ethical guidelines.
Training Objectives: To provide training and supervised practicum experiences to promote development of knowledge and skills pertaining to: (a) professional, legal, and ethical issues that influence the practice of school psychology; (b) effective communication; and (c) self-assessment of one's own professional strengths and weaknesses.
Student Competencies
2A: Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology.
2B: Demonstrate an understanding of the major legal issues that influence the profession and practice of school psychology.
2C: Demonstrate an understanding of the major ethical issues that influence the profession and practice of school psychology.
2D: Behave in accordance with professional, legal, and ethical guidelines.
2E: Demonstrate command of effective writing and speaking methods for communicating with educators, parents, and fellow professionals.
2F: Demonstrate command of technologies necessary to support professional practice.
Program Training Goal #3
Prepare psychologists with expertise related to assessment, screening, and progress-monitoring.
Training Objectives: To provide training and supervised practicum and/or research experience to promote development of knowledge and skills concerning: (a) fundamental principles and psychometric issues underlying measurement and assessment; (b) use of assessment, screening, and progress-monitoring tools in a non-biased, reliable, and valid manner; and (c) interpretation and application of assessment information to guide decision-making.
Student Competencies
3A: Explain basic principles and best practices that guide assessment, screening and progress-monitoring activities.

3B: Demonstrate an understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.
3C: Demonstrate knowledge of the use of a broad range of methods for assessing, screening, and monitoring children's social-emotional behavior.
3D: Demonstrate knowledge of the use of a broad range of methods for assessing, screening, and monitoring children's cognitive and academic functioning.
3E: Conceptualize and implement assessments to facilitate design of interventions.
Program Training Goal #4 Prepare psychologists with expertise related to evidence-based prevention and intervention approaches.
Training Objectives: To provide training and supervised practicum and/or research experience to promote development of knowledge and/or skills concerning: (a) theories underlying prevention and intervention approaches; (b) evidence-based, multi-tiered prevention and intervention approaches; and (c) implementation and evaluation of evidence-based prevention and interventions.
Student Competencies
4A: Explain basic principles and best practices that guide prevention/intervention activities.
4B: Conceptualize treatment goals and develop intervention plans to accomplish these goals across diverse populations.
4C: Demonstrate understanding of the theoretical and procedural similarities and differences of various evidence-based approaches to prevention and interventions for school-related social-emotional problems.
4D: Demonstrate understanding of theoretical and procedural similarities and differences of evidence-based approaches to prevention and intervention for academic problems.
4E: Demonstrate command of methods for monitoring treatment progress and evaluating the integrity and effectiveness of interventions.
4F: Demonstrate understanding of the theory and practice of preventing and intervening for school-related problems.
4G: Demonstrate understanding of the theory and practice of preventing and responding to school-related crises.
Program Training Goal #5 Prepare psychologists to be able to engage effectively in problem-solving and indirect service delivery.
Training Objectives: To provide training and supervised practicum and/or research experience to promote development of knowledge and skills related to: (a) effective consultation with educators, families, and other professional, community- or school-based service providers; and (b) engagement in collaborative, team-based problem-solving with educators, families, and service providers.
Student Competencies
5A: Demonstrate skills for conducting consultation interviews with teachers or parents with diverse backgrounds.
5B: Conceptualize assessment issues and intervention goals within an indirect service delivery model.
5C: Design methods for monitoring the consultation or supervision process and measuring outcomes.
Program Training Goal #6 Prepare psychologists with both understanding and skills to be able to work effectively with clients with diverse characteristics and abilities.

<p>Training Objectives: To provide training and supervised practicum and/or research experience to promote development of knowledge and skills related to: (a) awareness of human abilities, diversity, and disability; (b) major diagnostic systems; and (c) skills needed to work effectively with individuals from diverse backgrounds.</p>
<p>Student Competencies</p>
<p>6A: Demonstrate knowledge, skills, and appreciation for diversity (cultural, linguistic, and socioeconomic) and disabilities.</p>
<p>6B: Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for your work.</p>
<p>6C: Demonstrate knowledge of the major diagnostic criteria and systems used to classify children's and adolescents' psychological problems and special education needs.</p>
<p>6D: Demonstrate knowledge of the efficacy of a variety of treatments for children with specific disabilities.</p>
<p>6E: Demonstrate competence to work with children from specific socio-cultural backgrounds.</p>
<p>Program Training Goal #7</p> <p>Prepare psychologists with an understanding of the schooling process and skills to work effectively in the context of applied school settings.</p>
<p>Training Objectives: To provide training and supervised practicum and/or research experience to promote development of knowledge and skills related to: (a) effective and evidence-based educational and instructional practices; (b) delivery of multi-tiered services and interventions in school settings; and (c) systems-level, school reform initiatives.</p>
<p>Student Competencies</p>
<p>7A: Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of diverse learners.</p>
<p>7B: Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all students.</p>
<p>7C: Demonstrate knowledge of major learner-generated strategies or activities that enhance academic performance.</p>
<p>7D: Summarize major federal and state legislative acts that influence the practice of psychology in schools and specify practical implications of these acts for school psychologists.</p>
<p>7E: Identify roles and activities that families, and in particular parents, can take in the enhancement of children's schooling.</p>

APPENDIX C

School Psychology Program Benchmarks and Deadlines

School Psychology Program Benchmarks and Deadlines

NAME OF STUDENT:

YEAR 1

Fall Semester

- | | | |
|--------------------------|---|----------|
| <input type="checkbox"/> | Attend portfolio orientation | October |
| <input type="checkbox"/> | Attend practicum orientation | October |
| <input type="checkbox"/> | Consult with advisor about portfolio structure and format | |
| <input type="checkbox"/> | Collect information and begin portfolio | |
| <input type="checkbox"/> | Present portfolio to advisor | December |
| <input type="checkbox"/> | Complete documents for annual review of student progress | December |
| <input type="checkbox"/> | Begin seeking funding opportunities for following year | |

Spring Semester

- | | | |
|--------------------------|---|----------|
| <input type="checkbox"/> | Schedule annual review feedback meeting with adviser | February |
| <input type="checkbox"/> | Pursue funding for following year | |
| <input type="checkbox"/> | See Dept. Administrator to obtain Minor Agreement forms | May |
| <input type="checkbox"/> | Present portfolio to advisor, if necessary | May |
| <input type="checkbox"/> | Present concept paper for literature review to advisor | May 31 |

YEAR 2

Fall Semester

- | | | |
|--------------------------|--|----------|
| <input type="checkbox"/> | Collect information for inclusion in portfolio | |
| <input type="checkbox"/> | Consult with advisor about material for inclusion in portfolio | |
| <input type="checkbox"/> | Present portfolio to advisor | December |
| <input type="checkbox"/> | Complete documents for annual review of student progress | December |
| <input type="checkbox"/> | Begin seeking funding opportunities for following year | |

Spring Semester

- | | |
|--|----------|
| <input type="checkbox"/> Schedule annual review feedback meeting with adviser | February |
| <input type="checkbox"/> Present portfolio to advisor, if necessary | May |
| <input type="checkbox"/> Submit literature review paper to advisor to be assigned to and begin field placements for Year 3 | May 31 |
| <input type="checkbox"/> File minor agreement form | May 31 |

YEAR 3

Fall Semester

- | | |
|---|------------|
| <input type="checkbox"/> Continue to build and update portfolio | |
| <input type="checkbox"/> Continue to consult with advisor about portfolio | |
| <input type="checkbox"/> Present portfolio to advisor | December |
| <input type="checkbox"/> Complete documents for annual review of student progress | December |
| <input type="checkbox"/> Submit dissertation concept paper for advisor approval if selecting Plan A | December 1 |
| <input type="checkbox"/> Take PRAXIS Exam | |
| <input type="checkbox"/> Begin seeking funding opportunities for following year | |

Spring Semester

- | | |
|---|---|
| <input type="checkbox"/> Admission to PhD Program (before spring preliminary exam) | |
| <input type="checkbox"/> Internship preparation/orientation meeting | February |
| <input type="checkbox"/> Schedule annual review feedback meeting with adviser | February |
| <input type="checkbox"/> Register for preliminary exam | Early spring for spring exam; late summer for fall exam |
| <input type="checkbox"/> Complete minor course requirements (before spring preliminary exam) | |
| <input type="checkbox"/> See Dept. Administrator for paperwork for dissertation proposal [Plan A] | |
| <input type="checkbox"/> Complete Portfolio Conference and Oral Interview | |

(spring preliminary exam)

- Present portfolio to advisor, if necessary May
- Complete dissertation proposal hearing if selecting Plan A May 31

YEAR 4

Fall Semester

- Complete minor course requirements (before fall preliminary exam)
- Complete Portfolio Conference and Oral Interview (fall preliminary exam)
- Complete PRAXIS Exam
- Complete internship applications
- Submit dissertation concept paper for advisor approval before accepting internship [Plan B] December 1
- Complete APA breadth requirements

Spring Semester

- Schedule annual review feedback meeting with adviser February
- See Dept. Administrator for paperwork for dissertation proposal [Plan B] or dissertation defense [Plan A]
- Complete dissertation proposal hearing before starting internship [Plan B] May 31
- Complete dissertation defense before starting internship [Plan A] May 31
- Submit internship plan to advisor for review/approval

YEAR 5

- Submit final internship plan to Internship Committee Chair (Program Director) for approval within 30 days of beginning internship placement
- Complete internship and graduate requirements
- Register for Summer Session credits if completing 12-month Internship (both summer prior to and following academic year)
- Complete dissertation within one year of completing internship [Plan B]

APPENDIX D

Frequently Asked Questions about the Graduate Program in Prevention and Intervention Science

Frequently Asked Questions about the Graduate Program in Prevention and Intervention Science

What is the Prevention and Intervention Science Program?

The Prevention and Intervention Science Program is an interdisciplinary program formally recognized by the Graduate School at the University of Wisconsin-Madison and housed within the Department of Educational Psychology. The program has two purposes: (1) the systematic study of efforts to reduce the incidence of maladaptive behavior, and (2) promoting adaptive behavior in populations across the life course through designing and evaluating interventions.

Who makes up the Prevention and Intervention Science Program committee?

Committee members come from four member schools/departments: Education (Educational Psychology Department); Human Ecology (Human Development and Family Studies Department); Nursing; and Social Work.

What does the program offer?

The program offers a minor and a Graduate Certificate in Prevention and Intervention Science. The program does not offer its own courses; all courses recognized for the minor and certificate programs are offered by existing UW-Madison departments. Students complete a course of study approved by the Prevention and Intervention Science Program Committee to earn the minor and/or certificate.

Does the program have distinct emphases?

Yes. The program has four distinct areas of concentration: (1) Interventions in Social Services, Health, and Education, (2) Social Policy, (3) Family and Community Studies, and (4) Methodology.

Why should I complete a minor or certificate in Prevention and Intervention Science?

You should complete a minor or certificate if your goals and interests are congruent with the program goals, and if you want to communicate your expertise and interests to others (e.g., employers, licensing boards). Currently, there are no agencies that require the minor or certificate for licensure or employment, but the formal designation conferred by the program may help you demonstrate your expertise to others.

What's the difference between a minor and a certificate?

A minor is required of all UW-Madison PhD students; the certificate may be earned by any UW-Madison graduate student, and is optional.

What are the general requirements for the minor?

The plan of study must be approved by the committee, and must contain at least 10 credits. The minor program requires students to complete the following: (1) an introductory seminar (3 credits); (2) a practicum experience (1-3 credits); (3) a capstone seminar (1 credit), and (4) other coursework reflecting one of the four concentrations.

What are the general requirements for the certificate?

All of the minor requirements plus 6 additional graduate credits consistent with one of the four concentrations for a minimum of 16 graduate credits are required for the certificate. The program committee must approve the plan of study.

What courses could I use to meet minor and/or certificate requirements?

A list of approved courses is provided on the program website (www.preventionscience.wisc.edu). However, students may propose other courses not yet on the approved list as part of the minor.

Can I count courses required for my major for the minor?

No. The Graduate School does not allow the same course to be counted toward your major course of study and your minor. So, even if the program recognizes a course required for your major as an “approved” course for the minor, you may not count that course towards your major *and* minor requirements. You must count it as either fulfilling a major *or* a minor requirement.

Can I count courses required for my major for the certificate?

Yes. There is no similar credit restriction for graduate certificates. Courses taken to complete a major or a minor requirement may also be counted toward the certificate.

Why would I complete the formal minor rather than an “Option B” minor?

Students may select courses that approximate or even duplicate the Prevention and Intervention Science minor, and apply for an Option B minor. However, the Graduate School will not allow students to call their Option B minor “Prevention and Intervention Science,” because that title is reserved exclusively for program-approved minors.

Are there any issues unique to my department relevant to the minor?

There may be. Different departments may have additional requirements to complete the minor. Therefore, you should check with your advisor and others in your department to be sure you meet departmental requirements.

How can I apply or get more information?

You may obtain an application form, and more information, from the program web site (www.preventionscience.wisc.edu), or by contacting Carol Aspinwall, School of Nursing Academic Affairs Office, 600 Highland Ave., CSC K6/146, Madison WI 53792; phone: 608-263-9109, email: caaspinwall@wisc.edu.

APPENDIX E

Documents Related to Practicum Experiences

1. School Psychology Program Practicum Policy
2. Non-Required Practicum Approval Form

**School Psychology Program
University of Wisconsin-Madison**

**SCHOOL PSYCHOLOGY PROGRAM PRACTICUM POLICY
Approved July 20, 2015**

I. Definitions

- A. Required practica. This term is used to describe the practica required for all students by the School Psychology Program (i.e., beginning, clinic, and field practica). These hours are automatically approved as program-sanctioned hours (see below).
- B. Non-required practica. This term is used in reference to all practica engaged in by School Psychology Program students that are not required by the School Psychology program, whether taken for credit or not. “Non-required practica” is being used in place of the term “non-course-based practica.” These practica require specific approval by the student’s advisor to be counted as program-sanctioned practicum hours (see below).
1. Advisor-credit practica. This term is being used for all practica that are taken for credit with the student’s advisor or temporary advisor.
2. Non-credit practica. This term is used for practica taken by students when they are receiving no credit for the practica but are seeking approval from the program to report the hours accrued as program-sanctioned practicum hours.
- C. Program-sanctioned practicum hours. These are hours that are approved by the program for reporting as practicum hours on internship applications and other reporting of students’ program-approved activities.

II. General Practicum Policies

- A. Students must be making satisfactory progress toward program benchmarks when requesting approval for participation in non-required practica.
- B. Exceptions to A (above) will be at the discretion of the student’s advisor.
- C. To report non-required practicum hours as practicum hours on internship applications or other reports of activities related to the School Psychology Program, students must have received approval of those hours as program-sanctioned hours.

III. Practicum Types and Specific Policies

- A. Required practica
1. Required practicum hours
- a. Beginning practicum. Required hours: 125 (50 direct service)
- b. Clinic practicum. Required hours: 300 (100 direct service)
- c. Field practicum. Required hours: 600 (220 direct service)

2. All practica are completed in clinical and field settings approved by the instructor.
3. All Field practica are completed in school settings.
4. All practica must be supervised by licensed psychologists or licensed school psychologists.
5. Students applying to competitive internship sites will need to acquire practicum hours beyond the hours required by the program. Students should aim to complete at least 1200 total hours of practicum with 500 intervention hours and 125 assessment hours across required and non-required practica before submitting internship applications.

B. Non-required practica

1. General requirements

- a. All non-required practica should be taken for credit with the student's advisor/temporary advisor unless there are extenuating circumstances (see non-credit practica below).
- b. All non-required practica must be supervised by licensed psychologists (strongly preferred) or licensed school psychologists.
- c. Students must obtain approval from their advisors for participation in non-required practica before beginning the practicum. Practicum approval forms with the site supervisors' signatures must be submitted to students' advisors no later than the semester before the practicum is to begin.
- d. Once the advisor approves the form, the advisor transmits the form to the Program Director, who generates a letter to the student approving the practicum. A copy of the letter is placed in the student's file.

2. Advisor-credit practica

- a. Students must submit Non-Required Practicum Approval to advisors no later than the semester before a practicum is to begin.
- b. The number of credits taken for a particular non-required practicum is negotiated between the student and advisor.
- c. All supervision of practicum activities is completed by the supervisor identified on the Non-Required Practicum Approval form.
- d. The advisor is responsible for 1) monitoring completion of the practicum with the supervisor, 2) assigning a grade to the student at the completion of each semester of the practicum, and 3) verifying the

student's practicum hours current hours tracking software).

3. Non-credit practica

a. Non-credit practica are taken only when there are circumstances that do not allow the student to take the practicum for credit with the advisor.

b. Examples of such circumstances include a student who is a dissertator and therefore cannot enroll in additional credits, a student who is already enrolled in the maximum number of credits, or a student whose site requires completion of an affiliation agreement that is under negotiation with UW and/or cannot be completed in a timely manner.

c. Students who take non-credit practica must have personal liability insurance. Students taking UW-Madison practica are technically exempt from this provision because they are covered by UW-Madison insurance, but personal liability insurance is still strongly recommended for all non-credit practica.

NASP provides information for a couple of insurance companies that provide professional liability insurance; this information can be found at <http://www.nasponline.org/membership-and-community/professional-liability-insurance>. If you have questions regarding the appropriateness of this coverage, please discuss this with your advisor and/or the School Psychology Program Director.

**School Psychology Program
University of Wisconsin-Madison**

**NON-REQUIRED PRACTICUM APPROVAL FORM
Approved July 20, 2015**

Student Name: _____ **Student Advisor** _____

Request number: _____

A. General Information

1. Name of Practicum Facility (practicum site): _____
2. Date request is being submitted: _____
3. Semester(s) during which practicum will be completed: _____
 *Beginning date: _____
 *Ending date: _____
4. Estimated total number of practicum hours to be completed: _____
5. Are you taking this practicum for credit or no credit? ___Credit ___ No credit
If for credit, number of credits of 840 to be completed (typically 1-3): _____
6. Is the Practicum Facility paying you for your work? ___Yes ___No
7. Does the Practicum Facility require you to sign a contract or agreement?
___Yes ___ No If yes, provide a copy with this proposal.

B. Student Progress in the School Psychology Program

1. Are you making satisfactory progress in the School Psychology Program?
___Yes ___No (If no, discuss practicum proposal with advisor before completing form)
2. What additional activities are you undertaking during the time of participation in the proposed practicum? (please list classes, dissertation activities, other research activities, other practica, work)
3. How many program-sanctioned practicum hours (required and non-required) have you accrued to date?
Total _____ Direct service _____

C. Description of Practicum Activity

1. Provide a brief description of the practicum activity, including name and location of Practicum Facility and specific activities.
2. What is the objective or intended outcome of the practicum experience in terms of your professional development?

3. Identify the School Psychology competencies to be addressed.

4. Describe the supervision of the practicum.
 - a. Name, title, and credentials of supervisor
 - b. Describe the supervision (frequency, hours, format [individual or group]).
 - c. Explain how supervision will facilitate the development of competencies listed in question #3.

5. How will your performance be evaluated?

D. Practicum Facility Requirements

1. What are the conditions of participation in the practicum (e.g., special training, applicable deadlines, and other conditions of participation)?

2. Indicate how/when you have met each condition. The student is responsible for meeting the requirements of the site.

Signatures:

Student: _____ Date: _____

Practicum Facility supervisor: _____ Date: _____

Student's University advisor: _____ Date: _____

After signing the document, the advisor transmits the form to the Program Director.

*Approval is for dates specified on this form.

APPENDIX F

Comprehensive Literature Review Approval Form

**SCHOOL PSYCHOLOGY AREA
COMPREHENSIVE LITERATURE REVIEW**

Master of Science Degree Requirement

**Department of Educational Psychology
University of Wisconsin-Madison**

Student Name: _____

Title of Literature Review: _____

Date of Submission to Advisor: _____

Date of Final Approval by Advisor: _____

(Attach dated letter of approval from advisor.)

Abstract: *Please attach an abstract of the Literature Review to this form.*

Advisor Name: _____

Return this completed form (with attachments) to your advisor. At the next closed session area meeting, the School Psychology faculty will vote to approve your literature review paper and to recommend that you continue for the PhD.

Does the School Psychology area approve the literature review paper? __ yes __ no

Does the School Psychology area recommend that the student continue for PhD? __ yes __ no

(Advisor Signature)

(Date of area approval)

Advisor: After approval by the School Psychology area, submit this signed form (with attachments) to the Graduate Coordinator, Room 852D, Educational Science Building.

APPENDIX G

**School Psychology Portfolio and Oral Interview
Evaluation Form**

School Psychology Portfolio and Oral Interview Evaluation Form

Student: _____

Date: _____

Committee Chair (Advisor): _____

Rater: _____

Please use the following rating scale to communicate your evaluation of each of the competencies within the seven School Psychology Program domains:

4 = Outstanding performance: The evidence reflects performance that exceeds expectations and demonstrates exceptionally strong skills relative to this competency.

3 = Adequate or expected level of competence: The evidence reflects performance that meets expectations for mastery of this competency.

2 = Inconsistent or questionable competence: The evidence is inconsistent and reflects questionable mastery of this competency.

1 = Competence not achieved: The evidence reflects insufficient mastery of this competency.

Evaluations are based on (a) review of the student's portfolio of evidence submitted during the Portfolio Conference, and (b) evaluation of the student's performance during the Oral Interview, including responses to questions submitted by members of the Examining Committee.

Domain #1: Research & Evaluation

Overall rating: _____

[average across competencies]

___ A. Demonstrate knowledge of various research methods and designs used in clinical, applied and empirical investigations.

Comments on evidence: _____

___ B. Conceptualize research questions or issues and develop methods to address them.

Comments on evidence: _____

___ C. Design a plan for evaluating the effectiveness of psychological services provided in school or applied settings.

Comments on evidence: _____

___ D. Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.

Comments on evidence: _____

Domain #2: Professional Issues and Human Relations

Overall rating: _____

[average across competencies]

___ A. Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology.

Comments on evidence: _____

___ B. Demonstrate an understanding of the major legal issues that influence the profession and practice of school psychology.

Comments on evidence: _____

___ C. Demonstrate an understanding of the major ethical issues that influence the profession and practice of school psychology.

Comments on evidence: _____

___ D. Behave in accordance with professional, legal, and ethical guidelines.

Comments on evidence: _____

___ E. Demonstrate command of effective writing and speaking methods for communicating with educators, parents, and fellow professionals.

Comments on evidence: _____

___ F. Demonstrate command of technologies necessary to support professional practice.

Comments on evidence: _____

Domain #3: Assessment, Screening, and Progress-Monitoring Overall rating: _____
[average across competencies]

___ A. Explain basic principles and best practices that guide assessment, screening, and progress-monitoring activities.

Comments on evidence: _____

___ B. Demonstrate an understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.

Comments on evidence: _____

___ C. Demonstrate knowledge of the use of a broad range of methods for assessing, screening, and monitoring children's social-emotional behavior.

Comments on evidence: _____

___ D. Demonstrate knowledge of the use of a broad range of methods for assessing, screening, and monitoring children's cognitive and academic functioning.

Comments on evidence: _____

___ E. Conceptualize and implement assessments that facilitate design of interventions.

Comments on evidence: _____

Domain #4: Evidence-Based Prevention and Intervention Overall rating: _____
[average across competencies]

___ A. Explain basic principles and best practices that guide prevention/intervention activities.

Comments on evidence: _____

___ B. Conceptualize treatment goals and develop intervention plans to accomplish these goals across diverse populations.

Comments on evidence: _____

___ C. Demonstrate understanding of the theoretical and procedural similarities and differences of various evidence-based approaches to prevention and interventions for school-related social-emotional problems.

Comments on evidence: _____

___ D. Demonstrate understanding of the theoretical and procedural similarities and differences of various evidence-based approaches to prevention and intervention for academic problems.

Comments on evidence: _____

___ E. Demonstrate command of methods for monitoring treatment progress and evaluating the integrity and effectiveness of interventions.

Comments on evidence: _____

___ F. Demonstrate understanding of the theory and practice of preventing and intervening for school-related problems.

Comments on evidence: _____

___ G. Demonstrate understanding of the theory and practice of preventing and responding to school-related crises.

Comments on evidence: _____

Domain #5: Consultation and Supervision

Overall rating: _____
[average across competencies]

___ A. Demonstrate skills for conducting consultation interviews with teachers or parents with diverse backgrounds.

Comments on evidence: _____

___ B. Conceptualize assessment issues and intervention goals within an indirect service delivery model.

Comments on evidence: _____

___ C. Design methods for monitoring the consultation or supervision process and measuring outcomes.

Comments on evidence: _____

Domain #6: Human Abilities and Diversity

Overall rating: _____
[average across competencies]

___ A. Demonstrate knowledge, skills, and appreciation for diversity (cultural, linguistic, socioeconomic) and disabilities.

Comments on evidence: _____

___ B. Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for assessment and intervention activities.

Comments on evidence: _____

___ C. Demonstrate knowledge of the major diagnostic criteria and systems used to classify children's and adolescents' psychological problems and special education needs.

Comments on evidence: _____

___ D. Demonstrate knowledge of the efficacy of a variety of treatments for children with specific disabilities.

Comments on evidence: _____

___ E. Demonstrate competence to work with children from specific socio-cultural backgrounds.

Comments on evidence: _____

Domain #7: Schools and Schooling

Overall rating: _____
[average across competencies]

___ A. Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of diverse learners.

Comments on evidence: _____

___ B. Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all students.

Comments on evidence: _____

___ C. Demonstrate knowledge of major learner-generated strategies or activities that enhance academic performance.

Comments on evidence: _____

___ D. Summarize major federal and state legislative acts that influence the practice of psychology in schools and specify practical implications of these acts for school psychologists.

Comments on evidence: _____

___ E. Identify roles and activities that families, and in particular parents, can take in the enhancement of children's schooling.

Comments on evidence: _____

APPENDIX H

Final Defense and Dissertation Deposit in APA-Accredited Programs "APA Delayed Deposit"

Final Defense and Dissertation Deposit in APA Accredited Programs "APA Delayed Deposit"

Background: The American Psychological Association (APA) requires doctoral students in accredited programs* to complete an internship prior to graduation. The following process has been negotiated in fairness to students who have defended a dissertation before the internship begins. It is intended to encourage completion of all degree requirements, thus shortening time-to-degree, and allow the students to focus solely on the internship with little to no interaction with their graduate programs.

Policy: Students who have completed and successfully defended a PhD dissertation before beginning an APA-required, pre-doctoral internship do not need to enroll and pay tuition to UW-Madison while completing their post-defense/pre-degree internship requirement, and no degree completion fee will be charged at the time of deposit. (Other degree deposit fees are required as usual.) Students who defend and complete all degree work including successful dissertation defense during the first semester of internship need not enroll or pay tuition during the second semester of the internship. This policy does not apply to students who defend their dissertations after the second semester of the internship has begun.

Process:

1. Following the usual enrollment process, the student registers and pays tuition for the semester of dissertation defense; the student contacts the department's graduate student coordinator three weeks prior to the dissertation defense. The department graduate student coordinator requests the PhD warrant from the Graduate School. The student defends the dissertation and makes any required corrections or changes; the PhD Dissertation Committee signs the Final PhD Warrant. The student's advisor submits a grade for the semester in which the student defends. The student then may go to the Graduate School for a pre-check of the dissertation format during this time. See the Graduate School's web page regarding the pre-check for days and times as well as location.
2. Instead of the student bringing the signed warrant and final copy of the dissertation to the Graduate School, the program sends a memo to the Graduate School Degree Coordinator requesting an "APA Delayed Deposit," with name of student, date of successful defense, and expected date of internship completion.
3. Program retains the completed dissertation manuscript and signed Final PhD Warrant until notified of the successful completion of internship.
4. The student enrolls in 995 *Pre-doctoral Internship* for zero credits for all terms that they are on internship. For example, if the internship begins July 1, 2016, the student registers for EP 995 for Summer 2016, Fall 2016, Spring 2017, and Summer 2017.
5. During the final semester (i.e., the semester in which internship concludes, often times the second summer session), the student uploads a full text version of the dissertation in PDF format to the ProQuest/UMI ETD website. The student pays the dissertation deposit fee at the Graduate School's fee payment website; this fee must be paid before submitting the dissertation electronically. The student must complete the Survey of Earned Doctorates (SED), as well as the Graduate School's Doctoral Exit Survey. It is optional to upload survey receipts as a PDF, or print the certificates to be deposited with the PhD warrant.

6. Upon completion of the internship, the student schedules an appointment with the Graduate School's Degree Coordinator to deliver the signed PhD warrant. The Graduate School Degree Coordinator clears the degree and notifies the Registrar of degree completion.
7. Provide a completed copy of your dissertation to your advisor and to the department.

The Graduate School Guide to Preparing your Doctoral Dissertation, which includes everything from formatting requirements to Information about your graduation, can be found at:

<http://grad.wisc.edu/currentstudents/doctoralguide#panel7>.

APPENDIX I

Department/University Forms Necessary for Proposing and Defending Dissertation

1. Doctoral Dissertation Proposal hearing (posting)
2. Dissertation Proposal Approval Form
3. Doctoral Dissertation Oral Examination (posting)
4. Degree Completion Form for PhD Orals

POSTING ANNOUNCEMENT

**DOCTORAL DISSERTATION
PROPOSAL HEARING**

Department of Educational Psychology
University of Wisconsin-Madison

Student Name: _____

Proposal Date: _____

Time: _____

Room Number: _____ Building Name: _____

Dissertation Title: _____

Committee Members: _____ Chair
(Print Names)

Return completed form to Rm. 852D Educational Sciences
one week before the proposal hearing.

Abstract: Please attach an abstract to this announcement form

All students and faculty are invited to attend.

**DISSERTATION
PROPOSAL APPROVAL**

Department of Educational Psychology
University of Wisconsin-Madison

Student Name: _____ **ID#** _____

Date of Proposal Meeting: _____

Dissertation Title: _____

Committee Signatures:

_____ **Chair/Advisor**
Print Name Signature

_____ **Name Signature**

_____ **Name Signature**

_____ **Name Signature**

_____ **Name Signature**

NOTE: You must have IRB approval BEFORE you begin your research.

Return this signed form promptly to Rm. 852D Ed Sciences



For Office Use Only: Date signed form was received _____

POSTING ANNOUNCEMENT

**DOCTORAL DISSERTATION
ORAL EXAMINATION**

**Department of Educational Psychology
University of Wisconsin-Madison**

Student Name: _____

Date: _____ **Time:** _____

Room Number: _____ **Building Name:** _____

Dissertation Title: _____

Committee Members: _____ **Chair**
(Print Names)

Return completed form to Rm. 852D Ed Sciences one week before the oral examination.

Abstract: Please attach an abstract to this announcement form.

All students and faculty are invited to attend.

Ph.D. DEGREE COMPLETION FORM

**Department of Educational Psychology
University of Wisconsin-Madison**

Student Name: _____ **ID#:** _____

Oral Examination Date: _____

Dissertation Title: _____

Future contact information

Home: _____ **Business:** _____

_____ **Title:** _____

Email address: _____

Committee Signatures:

_____ **Chair/Advisor**

Print

Name Signature

Print

Name Signature

Print

Name Signature

Print

Name Signature

Print

Name Signature

**Return this form, Ph.D. warrant, and a bound copy of your dissertation to:
Rm. 852D Educational Sciences Building**

For Office Use Only: UW degree date: _____

Date signed warrant received _____ **Bound copy dissertation received** _____

APPENDIX J

Program Forms Related to Annual Review of Student Progress

1. Evidence Log for School Psychology Program Competency Domains
2. Student Report of Progress toward Program Benchmarks
3. Annual Review of Student Progress
4. Criteria for Maintaining Satisfactory Progress

Evidence Log for School Psychology Program Competency Domains

This evidence log and portfolio of evidence documentation for each competency should be submitted to your advisor twice during each academic year (December and May). Your advisor will review your evidence and provide feedback and ratings for each competency:

- 1 = Needs attention; no evidence of competence*
- 2 = Emerging competence; partial or incomplete evidence of competence*
- 3 = Basic level of competence; minimally adequate evidence of competence*
- 4 = Proficient or high level of competence; strong evidence of competence*

Student:

Date of Submission:

Domains	Competencies	Cumulative Evidence
1. Research and Evaluation	___ A. Demonstrate knowledge and application of various research methods and designs used in clinical, applied, and empirical investigations.	
	___ B. Conceptualize research questions or issues and develop methods to address them.	
	___ C. Design a plan for evaluating the effectiveness of psychological services provided in schools or applied settings.	
	___ D. Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.	

Domains	Competencies	Cumulative Evidence
2. Professional Issues and Human Relations	___ A. Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology in various settings.	
	___ B. Demonstrate an understanding of the major legal issues that influence the profession and practice of school psychology in various settings.	
	___ C. Demonstrate an understanding of the major ethical issues that influence the profession and practice of school psychology in various settings.	
	___ D. Behave in accordance with professional, legal, and ethical guidelines.	
	___ E. Demonstrate command of effective writing and speaking methods for communicating with educators, parents, and fellow professionals.	
	___ F. Demonstrate command of technologies necessary to support professional practice.	
3. Assessment, Screening, and Progress Monitoring	___ A. Explain basic principles and best practices that guide your assessment, screening, and progress-monitoring activities (i.e., prepare a written statement).	
	___ B. Demonstrate understanding of basic measurement concepts and psychometric issues as they apply to assessment practices.	
	___ C. Demonstrate knowledge of the use of a broad range of methods for assessing, screening, and monitoring children's social-emotional behavior.	
	___ D. Demonstrate knowledge of the use of a broad range of methods for assessing, screening, and monitoring children's cognitive and academic functioning.	

Domains	Competencies	Cumulative Evidence
	___ E. Conceptualize and implement assessments to facilitate the design of interventions.	
4. Evidence-Based Prevention and Intervention	___ A. Explain basic principles and best practices that guide your prevention and intervention activities (i.e., prepare a written statement).	
	___ B. Conceptualize treatment goals and develop intervention plans to accomplish these goals across diverse populations.	
	___ C. Demonstrate understanding of the theoretical and procedural similarities and differences of various evidence-based approaches to prevention and intervention for school-related social-emotional problems.	
	___ D. Demonstrate understanding of the theoretical and procedural similarities and differences of various evidence-based approaches to prevention and intervention for academic problems.	
	___ E. Demonstrate command of methods for monitoring treatment progress and evaluating the integrity and effectiveness of interventions.	
	___ F. Demonstrate understanding of the theory and practice of preventing and intervening for school-related problems.	
	___ G. Demonstrate understanding of the theory and practice of preventing and intervening for school-related crises.	

Domains	Competencies	Cumulative Evidence
5. Consultation and Supervision	<input type="checkbox"/> A. Demonstrate skills for conducting consultation interviews with teachers or parents with diverse backgrounds.	
	<input type="checkbox"/> B. Conceptualize assessment issues and intervention goals within an indirect service delivery model.	
	<input type="checkbox"/> C. Design methods for monitoring the consultation and supervision process and measuring outcomes.	
6. Human Abilities and Diversity	<input type="checkbox"/> A. Demonstrate knowledge, skills, and appreciation for diversity (cultural, linguistic, and/or socioeconomic) and disabilities.	
	<input type="checkbox"/> B. Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for practice.	
	<input type="checkbox"/> C. Demonstrate knowledge of the major diagnostic criteria and systems used to classify children's and adolescents' psychological problems and special education needs.	
	<input type="checkbox"/> D. Demonstrate knowledge of the efficacy of a variety of treatments for children with specific disabilities.	
	<input type="checkbox"/> E. Demonstrate competence to work with individuals from different socio-cultural backgrounds.	
7. Schools and Schooling	<input type="checkbox"/> A. Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of diverse learners.	
	<input type="checkbox"/> B. Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all students.	

Domains	Competencies	Cumulative Evidence
	___ C. Demonstrate knowledge of major learner-generated strategies or activities that enhance academic performance.	
	___ D. Summarize major federal and state legislative acts that influence the practice of psychology in schools and specify practical implications of these acts for school psychologists.	
	___ E. Identify roles and activities that families, and in particular parents, can take in the enhancement of children's schooling.	

Additional Portfolio Components	Summary of Progress
Personal Specialization Paper	
Best Practices Reading List	
Best Sample of Work	
Personal Competency Statement	
Summary of Evidence	

Student Report of Progress toward Program Benchmarks

Name: _____ Date: _____

Advisor: _____ Year in School Psychology Program: _____

Check one: Pre-masters Post-masters/pre-prelims Post-prelims Internship

Please fill in the items below *from Jan 20XX to Dec 20XX*:

1. Number of books/articles in Professional or Scientific Journals:
2. Number of presentations and/or workshops at professional meetings:
3. Have you been a member of a professional or research society? Yes No
4. Have you been involved in grant-supported research? Yes No
5. Have you been involved in teaching? Yes No
6. Have you been involved part-time in supervised practicum training on/off campus?
 Yes No
7. Have you presented to a lay audience in the past year? Yes No
8. Have you performed any leadership roles or activities in professional organizations in the past year? Yes No

Provide a summary of your progress/performance in each of the following areas since the time of the last Annual Review of Student Progress [Spring Semester, 20XX - Fall Semester, 20XX].

COURSEWORK AND DEGREE REQUIREMENTS

List all courses you took in the past academic year, noting grades and any incompletes. Incompletes must be removed or changed by the following semester to avoid any problems with employment/enrollment/travel funding.

SCHOOL PSYCHOLOGY PROGRAM BENCHMARKS

The following is a comprehensive list of progress indicators or benchmarks across all years. Note that not all benchmarks are applicable for you and your cohort. In the left column, indicate which benchmarks you completed during the past year (Spring 20XX-Fall 20XX) and the date(s) completed. In the right column, indicate benchmarks that you plan to complete this coming year (Spring 20XX-Fall 20XX) and expected dates of completion. *Please remember at every milestone there is paperwork to fill out. Meet with Department Administrator to have your file checked to make sure paperwork is in order.*

<u>Date</u>	<u>Completed</u>	<u>Date Expected</u>
_____ Literature Review concept paper submitted – by May 31, Year 1	_____	_____
_____ Minor Agreement Form submitted (pink) – by May 31, Year 2	_____	_____
_____ Literature Review submitted – by May 31, Year 2	_____	_____
_____ MS requirements completed – by end of Fall Semester, Year 3	_____	_____
_____ Previous MS thesis accepted (fill out form and have dept. approval)	_____	_____
_____ Admitted to PhD Program at Department Faculty Meeting	_____	_____
_____ Completed minor course work requirements - before prelims	_____	_____
_____ Completed portfolio requirements – before applying to internship	_____	_____
_____ Dissertation concept paper submitted – by December 1, Year 3 or 4	_____	_____
_____ PhD dissertation proposal hearing – before internship	_____	_____
_____ Internship	_____	_____
_____ Expected date of PhD Degree	_____	_____

FUNDING

Indicate your source(s) of funding for graduate study during the current academic year (20XX-20XX). Please indicate the funding source (TA, PA), percentage of your appointment, and your supervisor. If you have a fellowship, just indicate the source and the percentage or dollar amount of the fellowship. Also, at this time, do you have funding for the 20XX-20XX academic year? If yes, please describe it.

PROFESSIONAL DEVELOPMENT

Describe professional development activities outside of School Psychology (e.g., grant work, employment, training programs, etc.).

PERSONAL DIVERSITY STATEMENT

Describe your development of diversity-related competencies.

NON-REQUIRED PRACTICUM HOURS

Submit an account of total number of program-approved practicum hours accrued during 20XX, including (a) date of approval for each practicum experience, (b) tally of total hours for each approved experience, and (c) grand total of practicum hours for 20XX. In accordance with the current policy, your advisor will write a letter verifying total practicum hours for the year.

PERSONAL GOALS

Identify 1-2 goals for yourself for the next calendar year (Spring Semester, 20XX through Fall Semester, 20XX).

PROGRESS SINCE 2013 ANNUAL REVIEW LETTER

Please refer to your 20XX annual review letter, and indicate your progress relative to each benchmark/area noted in that letter, as well as any additional issues that were raised in your letter from last year. [If you do not have a copy of your letter, please see Department Administrator to view a copy in your student file.]

PORTFOLIO SUBMISSION

Submit your current portfolio to your advisor for review.

Please attach an updated copy of the following for your student file:

- (a) Curriculum Vitae (CV)
- (b) Bio Sketch (see example below)

Annual Review of Student Progress
School Psychology Area
(To be placed in Student's Department File)

Date of Review: _____ Semesters _____ Year _____

Student: _____ Advisor: _____

I. Academic progress - School Psychology courses.

Comments:

II. Clinic progress - School Psychology practica.

Comments:

III. Progress in other coursework/requirements (e.g., thesis, prelims, etc.).

Comments:

IV. Professional behavior and development.

Comments:

V. Overall Progress: _____ Unsatisfactory _____ Satisfactory

VI. Student Feedback: I have received feedback on my progress and evaluation from my advisor.

Student _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Note: Department criteria for satisfactory progress on reverse side.

Criteria for Maintaining Satisfactory Progress

All students pursuing an MS or PhD degree in the Department of Educational Psychology are expected to maintain satisfactory progress toward their degree. Criteria for assessing satisfactory progress for students in the MS and PhD degree programs are listed below:

- _____ 1. Full-time students are expected to complete their MS degree within six semesters of matriculation. Part-time students are expected to complete their MS degree within four years of matriculation.
- _____ 2. Full-time students are expected to complete their PhD degree within four semesters after receiving their MS degree (excluding internship year). PhD students who do not attend full-time are expected to complete their PhD degree within four years of completion of their MS degree.
- _____ 3. Some PhD students who enter the Department with an MS or MA degree from another institution are required to complete an "in lieu of" paper before being admitted to the PhD program if they did not complete a thesis. These students are expected to complete their PhD degree within seven semesters of matriculation if enrolling full time, or five years of matriculation if enrolling part time.
- _____ 4. Students are expected to maintain a cumulative grade-point average of at least 3.25 in all courses taken at the University of Wisconsin-Madison, excluding independent reading or research credits. Students also are expected to achieve a grade of B or higher in all courses taken in their area of concentration.
- _____ 5. If students incur a grade of Incomplete in a course, they will be expected to complete all work necessary to remove the Incomplete by the end of the following semester, discounting the summer session. Incompletes incurred in the summer session are expected to be removed by the end of the following autumn semester.
- _____ 6. A total of three or more unresolved Incompletes on a student's record, or a pattern of incurring Incompletes (e.g., one or more for each of three consecutive semesters) will be considered evidence of unsatisfactory progress.
- _____ 7. Students are expected to refrain from exhibiting or engaging in unprofessional, unethical, and/or unlawful behavior in course work and degree-related activities.

A checkmark indicates that the criterion for making satisfactory progress has not been met.

(C:\program\studnt.eva)

APPENDIX K
Pupil Services Licensure

PI 34 Rules	Refer to website: http://dpi.wi.gov/tepd/programs/wisconsin-quality-educator-initiative
PRAXIS Test	Refer to website: http://dpi.wi.gov/sites/default/files/imce/tepd/pdf/TestingRequirements_EPP.pdf
Initial Educator (Pupil Services) Application Information	Refer to website: http://dpi.wi.gov/tepd/initial-educators
PDP Toolkit	Refer to website: http://dpi.wi.gov/sites/default/files/imce/tepd/pdf/pdpinitialeducator toolkit.pdf