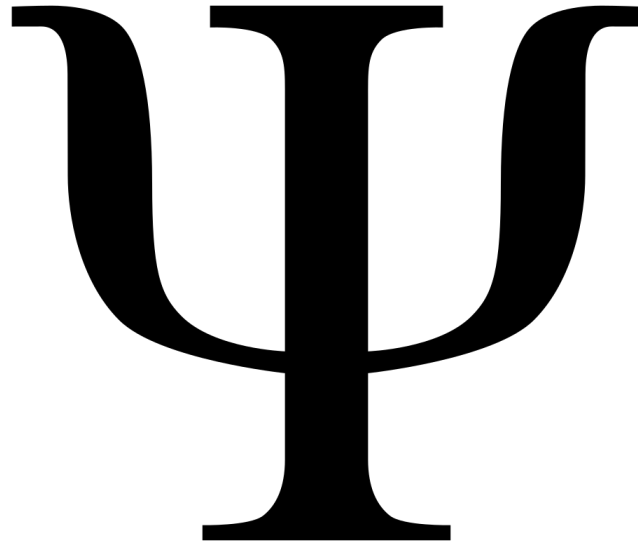


PROGRAM HANDBOOK

SCHOOL PSYCHOLOGY DOCTORAL PROGRAM



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

(Effective Fall 2019)

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.

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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 September 5, 2019. Changes in policies are announced through the SPSA List Serve. In addition, changes are reiterated through a variety of channels, include the advisor, school psychology courses, and on our web site at <https://edpsych.education.wisc.edu/academics/school-psychology/>.

This handbook is designed to make your experience in the School Psychology Doctoral Program organized and productive. Please read all sections of the handbook to become thoroughly familiar with the program and department. 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 Non-Required Practica Handbook, 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 or any of the School Psychology Program faculty and staff. We hope that your educational career at the University of Wisconsin-Madison is exciting, challenging, and educationally profitable.

The history of school psychology within Wisconsin and school psychology training at UW-Madison is described in Appendix A.

DISCLOSURE STATEMENT AND CRIMINAL BACKGROUND INVESTIGATION

Students in the School Psychology Doctoral 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. Students are responsible for the \$45.00 CBI-related fee. 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.

PROFESSIONAL TRAINING MODEL

Statement of Program Philosophy

The School Psychology Doctoral 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 health-service 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.

Program Aims

The primary aim of the School Psychology Doctoral Program at the University of Wisconsin-Madison is to develop health-service psychologists whose activities support the educational and psychological well-being of children and youth. To accomplish this, the Program has three specific aims:

1. To prepare health service psychologists who are competent in the foundations of individual and cultural diversity; professional behaviors, interpersonal skills, communication, and reflective practice; and ethical, legal, and professional standards.
2. To prepare health service psychologists who are competent in assessment, evidence-based prevention and intervention, indirect service delivery and collaboration, and supervision.
3. To prepare health service psychologists who are competent in the science of psychology, including research, measurement, and evaluation; the basic content areas in scientific psychology; and scientific psychology in schools and schooling.

Overview of Training Model

The School Psychology Doctoral Program at the University of Wisconsin-Madison prepares school psychologists for entry level-level practice careers in schools, clinical settings, advocacy settings, policy positions, and research/training settings. The program is accredited by the APA and approved by 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 for health service psychologists, which the program includes as curriculum requirements. These domains include discipline-specific knowledge, profession-wide competencies, and other learning and curriculum elements required by the profession.

Discipline-specific knowledge relates to history and systems of psychology, basic content areas in scientific psychology (i.e., affective, biological, cognitive, development, and social aspects of behavior), research and quantitative methods, and advanced integrative knowledge in scientific psychology. *Profession-wide competencies* include research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills. *Other learning and curriculum elements* required by the professional include knowledge regarding effective teaching methods, knowledge of effective classroom environments, knowledge of school psychological service delivery systems, and knowledge of strategies to engage students' families and other stakeholders. In addition, program students are required to complete a minor area of specialization (typically 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 and Application of the Training Model

The doctoral program at the University of Wisconsin-Madison has evolved from the scientist-scholar-practitioner model. The three training components within the model – scientist, 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 Doctoral 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 Doctoral 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 Doctoral Program is monitored regularly, at both the program and individual faculty/student level. The department's Diversity and Inclusion Association (DIA; formerly Diversity Committee, established in 2000) serves an advisory and consultative role for the program. The committee includes both students and faculty. Among its activities, DIA 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 (now DIA) 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.

ADVISING

The advisor-advisee relationship is a cornerstone of graduate training. Students and advisors share responsibility for promoting a productive advisor-advisee relationship. Advisors are actively involved in students' program of study and decision making by sharing resources, making connections, and providing recommendations. Students are empowered to make decisions in collaboration with their advisor about issues that impact their graduate training and program of study. The student's advisor is a primary point of contact for program information and decisions about their program of study and future goals. The student's advisor is often also the student's primary mentor. Students may contact any faculty member with questions or to discuss program planning, but the student's advisor should be kept apprised.

Effective communication is a hallmark of a positive advisor-advisee relationship and can be a primary facilitator in maintaining satisfactory progress in the program. Advisors and students are respectful and professional with each other, and they communicate honestly and openly about program and related professional issues. Advisors and students meet at least twice each year to discuss program benchmarks and assess progress. Email communication is a common approach advisors and advisees can use to communicate. However, email may not be an appropriate form of communication in every instance. For example, email communication may be appropriate to schedule meetings, provide brief information, and clarify program requirements but would not be appropriate to discuss significant issues or changes to a program of study. Students and advisors use communication methods that align with the subject matter to discuss. Unless there are extenuating circumstances, faculty and students will respond to emails within 1 week (excluding weekends and times when faculty are not on contract).

Advisors and students collaborate to address several program benchmarks, as reviewed below and described in other sections of this handbook.

- Students are expected to develop their program of coursework in consultation with their advisor.
- Students develop plans to meet the minor requirement with their advisor.
- Students discuss the comprehensive literature requirement with their advisor and work with their advisor to meet program deadlines (e.g., for the concept paper)
- In Fall of Year 1, advisors review the portfolio and preliminary exam requirement with Year 1 students.

- Students present their evolving portfolio to advisors in December of their first year, and in September of subsequent years until passing the preliminary exam. Advisors provide students with feedback about their submitted portfolio the following January of the first year, and by November of subsequent years.
- Students consult with advisors to discuss the timeline for registering for the preliminary exam. Students consult regularly with advisors as they finalize their portfolio.
- Advisors and students work together to develop a suitable dissertation and plan in advance to meet program deadlines (e.g., dissertation concept paper). Students work closely with their advisor during the dissertation development, research, and writing stages.

SCHOOL PSYCHOLOGY COMPETENCIES AND ELEMENTS

The School Psychology Doctoral Program is structured to provide course work and practicum experiences relevant to ten broad competencies of knowledge and skills consisting of 32 elements. Competencies 1-3 are classified as Foundation Competencies, 4-7 are classified as Practice Competencies, and 8-10 are classified as Science Competencies.

Note: These competencies and elements are applicable to students who entered the program in Fall 2017 or later. For students who entered in Fall 2016 or earlier, you have the option of using the competencies listed here, or alternatively, the second set of competencies starting on page 75 in Appendix B.

Foundation Competencies

Competency #1 <i>Individual and Cultural Diversity¹</i>
Elements
1A: Demonstrate (a) awareness of one's personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself; (b) ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own; and (c) awareness of equity and/or disparity within and between individuals and groups.
1B: Demonstrate understanding of current theory and research related to addressing diversity in all professional activities.
1C: Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.

¹ Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, social economic status.

Competency #2 <i>Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice</i>
Elements
2A: Demonstrate awareness of professional values and attitudes of health-service psychology, including respect for human diversity and social justice.

2B: Demonstrate professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.
2C: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.
2D: Demonstrate self-awareness regarding one's personal and professional functioning to maintain and improve performance, well-being, and professional effectiveness.

Competency #3 <i>Ethical, Legal, and Professional Standards</i>
Elements
3A: Demonstrate awareness of how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines.
3B: Demonstrate understanding of contributions of history and systems, theory, and research to ethical, legal, and professional guidelines.
3C: Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.

Practice Competencies

Competency #4 <i>Assessment</i>
Elements
4A: Explain basic principles and best practices that guide one's assessment activities at the individual, group, and system levels.
4B: Apply methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity ¹ characteristics.
4C: Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.

¹ Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, social economic status.

Competency #5 <i>Evidence-Based Prevention and Intervention</i>
Elements
5A: Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.

5B: Conceptualize treatment goals and develop evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.
5C: Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.

Competency #6 <i>Indirect Service Delivery and Collaboration</i>
Elements
6A: Explain basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.
6B: Conceptualize assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and system levels.
6C: Select and appropriately implement indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and system levels.

Competency #7 <i>Supervision</i>
Elements
7A: Demonstrate knowledge of supervision models and practices.
7B: Promote one's own professional practice through active participation and supervision as a trainee.
7C: Provide effective supervision to promote professional practices of others.

Science Competencies

Competency #8 <i>Research, Measurement, and Evaluation</i>
Elements
8A: Demonstrate knowledge and application ² of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base.
8B: Demonstrate knowledge of and apply the theory, science, and techniques of psychological measurement.
8C: Demonstrate knowledge of and apply (a) program evaluation methods and (b) accountability systems ³ in applied settings.

² Application refers to both conducting and consuming research, measurement, and evaluation data.

³ Examples include disproportionality determinations, state and district assessment programs, etc.

Competency #9	
<i>Basic Content Areas in Scientific Psychology</i>	
Elements	
9A:	Demonstrate knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.
9B:	Apply knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.
9C:	Integrate two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.

Competency #10	
<i>Scientific Psychology in Schools and Schooling</i>	
Elements	
10A:	Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of all learners.
10B:	Demonstrate knowledge of effective classroom environments that enhance academic learning and behavior of all learners.
10C:	Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all learners.
10D:	Demonstrate knowledge of strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.

DEGREE REQUIREMENTS

Graduate School and Department 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. The School Psychology Doctoral Program has additional degree requirements above and beyond those required by the Graduate School or the Department. The typical course sequence for School Psychology students is shown in Table 1 of this handbook.

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., EP 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 (EP 699, 999, and equivalents in other departments) is limited to 25% of the total number of credits accumulated upon completion of MS degree requirements.

School Psychology Doctoral Program Requirements for the MS Degree

In addition to the Graduate School and Department requirements for the MS Degree as described above, students are required to complete a comprehensive literature review before being awarded the MS degree.

Comprehensive Literature Review

All school psychology students must complete a comprehensive literature review to obtain the MS degree. Details regarding the literature review requirements for students enrolled in the school psychology program are described in more detail in the *Program Requirements* section below.

Graduate School and Department Requirements for the PhD Degree

In addition to the School Psychology Doctoral Program requirements (described more below), the Graduate School and the Department have various course and credit requirements (for more information regarding Graduate School policies, procedures, and requirements, see <https://grad.wisc.edu/acadpolicy/>). These include:

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 monthly 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 requesting that advisors 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 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.

Graduate Minor Requirements

An organized program of course work must be completed outside of one's area of specialization or department. Two general 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.

Minor in Prevention and Intervention Sciences. The graduate minor in Prevention and Intervention Sciences is an Option A minor, which is formally recognized by the Graduate School; 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:

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 Sciences. 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.

More information about the Prevention and Intervention Science program is available at <https://preventionscience.wisc.edu/>, from your advisor, or from the department representative on the Prevention and Intervention Science Steering Committee (Chair - Craig Albers). Appendix C includes a list of "frequently asked questions and answers" related to the Prevention and Intervention Science Minor and Certificate Program.

Option B (Distributed). Option B 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 dissertation examination and deposit the dissertation. Note that the Department has a more stringent time limit for degree completion.

School Psychology Doctoral Program Requirements for the PhD Degree

Graduate study in School Psychology at UW–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 competencies in (a) discipline-specific knowledge (i.e., history and systems of psychology, basic content areas in scientific psychology, advanced integrative knowledge of basic discipline-specific content areas, and research and quantitative methods, (b) profession-wide competencies (i.e., research; ethical and legal standards; individual and cultural diversity; professional values attitudes, and behaviors; communication and interpersonal skills; assessment; intervention; supervision; and consultation and interprofessional/interdisciplinary skills), and (c) and scientific psychology in schools and schooling.

MS Degree in Educational Psychology

Students in the School Psychology Doctoral Program earn an MS degree on the way to obtaining the PhD. All candidates for the MS degree must complete the required coursework and prepare a publication-quality comprehensive literature review.

Coursework. 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: EP 540, 541, 726, 740, 741, 742, 743, 761, 762, 844, 942, 947, 948, and 840 (5 semesters). Table 1 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.

Comprehensive literature review. All school psychology students must complete a comprehensive literature review to obtain the MS degree. Details of the literature review should be discussed with your advisor; this paper is intended to become the focus of the dissertation research project in subsequent years.

Important dates and steps associated with the literature review 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 submit their comprehensive literature review to their advisor by May 31 (Year 2) prior to beginning the Field Practicum in the following Fall Semester (Year 3). If an advisor suggests revisions, a revised draft must be resubmitted by October 1 (Year 3). Advisors may not be available to review literature reviews during the summer. Students should work with their advisor in Fall of Year 2 to work out a mutually agreeable timeline to have a draft of the comprehensive literature review submitted by the May 31 deadline.

- c. Upon submission 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 (see [Appendix D](#)) 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.

PhD Degree in Educational Psychology (School Psychology Emphasis)

To obtain a doctoral degree, students must complete (a) additional course work (beyond what is required for the MS degree); (b) complete American Psychological Association breadth requirements; (c) complete a Graduate School minor; (d) pass a major preliminary examination; (e) successfully propose, conduct, and defend a dissertation based on an original piece of empirical research; and (f) complete a 2000-hour internship in a program-approved setting. Students develop their program of course work in consultation with advisors to meet these requirements.

1. **Additional course work beyond what is required for the MS degree:** Table 2 identifies all required course work for the MS degree and for the PhD degree.
2. **Discipline-Specific Knowledge requirements:** Completion of the following graduate courses (or equivalent courses approved by the Department and the Program):
 - a. Biological aspects of behavior: EP 542 Biological Bases of Behavior
 - b. Cognitive and affective aspects of behavior: EP 533 Thinking, Feeling, & Learning
 - c. Social aspects of behavior: CP 729 Advanced Social Psychology
 - d. History and systems: CP 737 History and Systems of Psychology
 - e. Psychological measurement: EP 761 Statistical Methods Applied to Education II and EP 948 Research and Measurement Seminar in School Psychology
 - f. Research methodology: EP 762 Introduction to the Design of Educational Experiments; EP 743 Single-Case Design; EP 948 Research and Measurement Seminar in School Psychology
 - g. Techniques of data analysis: EP761 Statistical Methods Applied to Education II; EP 743 Single-Case Design.
3. **Academic residency requirement and length of program:** To provide sufficient opportunities and time for faculty, training staff, supervisors, and administrators to execute their professional, ethical, and potentially legal obligations to promote student development, socialization and peer interaction, as well as faculty role modeling and the development and assessment of student competencies, the doctoral program is designed to consist of a minimum of four full-time academic training years (i.e., course work and applied experiences) or the equivalent thereof, as well as completion of a 12-month (2000 hour) pre-doctoral internship.

For students who transfer from another university or from another academic unit on the UW–Madison campus, at least two full-time academic years or the equivalent thereof must be completed within the UW–Madison School Psychology Doctoral Program. Additionally, the completion of a 12-month (2000 hour) pre-doctoral internship is required.

Academic residency provides students with mentoring and supervision regarding their development and socialization into the profession, as well as continuous monitoring and assessment of student development through live face-to-face, in-person interaction with faculty and students. These obligations cannot be met in programs that are substantially or completely online. Consequently, at least one of the four academic years (not including internship) must be in full-time residence within the UW–Madison School Psychology Doctoral Program and on the UW–Madison campus.

4. **Minor requirement:** Students must file paperwork (by May 31, Year 2) and complete requirements for the Graduate School minor prior to completing the preliminary examination requirement. 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. More information regarding the Graduate School minor requirement is provided starting on page 12 of this handbook. See the department graduate coordinator for the forms needed to complete your minor.
5. **Preliminary examination requirement:** The preliminary examination is a significant milestone in a doctoral student's academic career. It is given to assess knowledge of areas within the academic discipline. Passing of the preliminary area exam, obtaining approval of the minor if the major program requires it, and completing all the major course requirements culminate in admission to candidacy for the doctoral degree.

UW–Madison Graduate School policy states that students have five years from the date of passing their preliminary examination to complete their final oral examination and submit their dissertation. Failure to complete their degree within this 5-year period may result in their having to retake the preliminary examination and be re-admitted to candidacy. The Graduate School preliminary examination policy can be found here: <https://grad.wisc.edu/documents/preliminary-examinations/>.

More details about the School Psychology Program preliminary examination requirement and process are provided later in this document (see page 24, **Procedures for Completing the Major Preliminary Examination in School Psychology**).

6. **Internship requirement:** The American Psychological Association 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. This committee will evaluate the proposed internship and consider such factors as relevance for training in school psychology, quality and appropriateness of supervision, breadth of experiences, and whether it aligns with American Psychological Association requirements. It is recommended that students complete the internship requirement during their last year of graduate study. **Students must complete the preliminary examination before applying for internship.**

Students have two options (i.e., Plan A and Plan B) available relating to the status of their dissertation and the connection to their internship.

Plan A. Plan A previously was negotiated with the Graduate School for students who defended a dissertation *before* the internship begins. It is intended to encourage completion of all other doctoral degree requirements prior to beginning one's internship, thus shortening time-to-degree, allow the student intern to focus solely on the internship experience, and removes the additional tuition burden incurred during internship.

Students who have completed and successfully defended a PhD dissertation before beginning a required, pre-doctoral internship enroll in a zero-credit internship course (i.e., EP 995), but will not pay tuition to UW-Madison while completing their post-defense/pre-degree internship requirement (note: segregated fees are still assessed and the financial responsibility of the student). Students may register for EP 995: Pre-doctoral Internship in Psychology (0 credit) beginning the semester following successful completion of the dissertation. For example, a student who defends and completes all degree work, including a successful dissertation defense, during the first semester of internship will enroll but not pay tuition during subsequent semesters of the internship. **FOR STUDENTS TO BE ELIGIBLE FOR PLAN A DURING THE FIRST SUMMER OF INTERNSHIP, THE DISSERTATION MUST BE DEFENDED NO LATER THAN MAY 31.** See Appendix E for additional information.

Note that the Plan A 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 may also impact when repayment of student loans must begin. This option and enrolling for "0" credits (i.e., EP 995) 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 course you can still elect to register for credits under EP 943 (Plan B see below) for any of the 4 semesters (2 summers, 1 fall, 1 spring). The EP 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-doctoral internship requirement. Students who have not successfully defended their dissertation prior to May 31 (for summer tuition purposes) or during the first semester of internship should enroll in EP 943: Internship in School Psychology (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 EP 995 OR EP 943 credit. Enrollment is required during the period of internship. For example, students who begin their internship on July 1, 2018 enroll in Summer 2018, Fall 2018, Spring 2019, and Summer 2019 to cover the time period of July 1 to June 30. ONLY for students beginning their internship on September 1 or later, enrollment for the summer preceding internship is not required.**

All program requirements, including completion of the internship experience (i.e., as evidenced by receipt of a final performance evaluation from the internship site, documentation of hours) must be completed successfully prior to the doctoral degree being awarded. Having completed the required 2000 internship hours prior to the official end of the internship does not fulfill UW–Madison School Psychology Doctoral Program requirements for graduation.

7. **Praxis School Psychology Examination (Test Code 5402) requirement:** All students are required to complete the NSCP exam that is administered by Praxis (<https://www.ets.org/praxis/nasp/requirements>) and obtain a passing score (147) prior to graduation. Evidence of successfully completing the Praxis School Psychology examination must be submitted to the department graduate coordinator prior to graduation.
8. **Dissertation requirement.** More details about the School Psychology Program preliminary examination requirement and process are provided later in this document (see page 33, **Dissertation Guidelines**).

Table 2 serves as a checklist for monitoring progress toward completing doctoral degree requirements. Appendix F 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 1

SCHOOL PSYCHOLOGY DOCTORAL PROGRAM COURSE SEQUENCE AND PROGRAM BENCHMARKS

YR	FALL SEMESTER	SPRING SEMESTER	SUMMER	PROGRAM BENCHMARKS
1	540 Intro Schl Psych (2 cr) 541 Applied Behavior Analysis (3 cr) 725 Theories & Issues in Human Dev (3 cr) 742 Assess & Intervention for Academic Skill Problems (3 cr) 840 Beg Practicum (1 cr) 844 Psychopathology (3 cr)	740 Cognitive Assessment (3 cr) 743 Single Case Design (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) AND/OR XXX minor or elective (if available)	<ul style="list-style-type: none"> ■ See Graduate Coordinator to obtain forms for Minor Agreement (Oct) ■ Attend Portfolio Orientation (Oct) ■ Consult with advisor about portfolio structure and format ■ Collect information and begin portfolio ■ Present portfolio to advisor (Dec) as part of Year 1 mid-year review ■ 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) XXX Minor (2-3 cr)	726 Development of Ethnic & Racial Minority Children (3 cr) 840 Clinic Practicum (3 cr) 942 Consultation (3 cr) XXX Minor (2-3 cr)	990 Research/Thesis (3 cr) ² XXX Minor (2-3 cr) 270-737 History & Systems of Psychology (3 cr) OR 820-729 Advanced Social Psych (3 cr)	<ul style="list-style-type: none"> ■ Complete documents for annual review of student progress (Sep) ■ Meet with advisor regarding feedback following the annual review ■ Collect information for inclusion in portfolio ■ Consult with advisor about material for inclusion in portfolio ■ Present portfolio to advisor (Sept) ■ Complete annual progress review (Oct/Nov) ■ 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)

3	533 Thinking, Feeling, & Learning (3 cr) 840 Field Practicum (6 cr) 948 Research and Measurement Seminar in School Psychology (3 cr) XXX Minor (2-3 cr)	840 Field Practicum (6 cr) 946 Advanced Assessment & Intervention (3 cr) XXX Minor (2-3 cr)	XXX Minor (2-3 cr)	<ul style="list-style-type: none"> ■ Complete documents for annual review of student progress (Sept) ■ Present portfolio to advisor (Sept) ■ Meet with advisor regarding feedback following annual progress review (Oct/Nov) ■ Complete requirements for the MS degree¹ ■ Admission to PhD Program (<u>before</u> registering for prelims); admission typically occurs at the January department meeting ■ 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) ■ 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 Praxis examination (recommended to provide registration or scores in portfolio; required for graduation from program) ■ Apply for funding for following year
4 ³	990 Research/Thesis (3 cr) XXX Minor (2-3 cr)	990 Research/Thesis (3 cr)	943 Internship (3 cr) AND/OR 990 Research/Thesis (1-3 cr) OR	<ul style="list-style-type: none"> ■ Complete documents for annual review of student progress (Sept) ■ Present portfolio to advisor (Sept) Meet with advisor regarding feedback following annual progress review (Oct/Nov) ■ Complete major preliminary examination (early Fall and <u>before</u> applying to internship) ■ Complete Praxis examination if not completed during Year 3

			995 Predoctoral Internship in Psychology (0 cr) ⁴	<ul style="list-style-type: none"> ■ 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 ■ 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 the Chair of the Internship Committee (i.e., Director of Clinical Training) for review and approval
5	943 Internship (3 cr) OR 995 Predoctoral Internship in Psychology (0 cr) ⁴	943 Internship (3 cr) OR 995 Predoctoral Internship in Psychology (0 cr) ⁴	943 Internship (3 cr) OR 995 Predoctoral Internship in Psychology (0 cr) ⁴	<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.

¹ 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: 540, 541, 726, 740, 741, 742, 743, 761, 762, 844, 942, 947, 948, and 840 (5 semesters). ² Taking 990 Research or Thesis credits during the semester indicated above is optional. ³ If prelims are completed during Year 3 Spring semester, you will be considered a dissertator during Year 4 and will not be able to enroll in coursework aside from EP 990 (dissertation credits) and EP 995 (internship credits). The only exception to this is if the course is directly related to the dissertation research (e.g., methods/statistics courses) and approved by the advisor (see <https://grad.wisc.edu/documents/enrollment-requirements/>). If you complete prelims during Year 4 Fall semester, you will be able to enroll in credits beyond EP 990 and EP 995 during the Fall semester. ⁴ Students may register for 995 Internship (0 credit) beginning the semester following successful completion of dissertation.

Table 2

SCHOOL PSYCHOLOGY DOCTORAL PROGRAM/COURSE REQUIREMENTS

I. School Psychology Area Requirements*

<u>Course Number and Description</u>		<u>Semester Taken</u>
533	Thinking, Feeling, & Learning	_____
540	Introduction to School Psychology	_____
541	Applied Behavioral Analysis in Classroom Management	_____
542	Biological Bases of Behavior	_____
725	Theories and Issues in 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	Introduction to Single-Subject Research Methodology	_____
760	Statistical Methods I (Optional)	_____
761	Statistical Methods II	_____
762	Experimental Design	_____
844	Child and Adolescent Psychopathology	_____
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 (II)	_____
	Field (I)	_____
	Field (II)	_____
943/995	Internship: (Summer)	_____
	(Fall)	_____
	(Spring)	_____
	(Summer)	_____

II. Comprehensive Literature Review _____
 (date approved)

III. Minor Coursework

Minor area:

Minor agreement form completed: _____
Date

IV. Preliminary Examination (Portfolio): _____
Date

V. Praxis School Psychology Examination: _____
(date completed)

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

*A grade of B or better is necessary in all courses, except credit/no-credit classes, for "satisfactory" progress. If a grade less than B is obtained, the student and program faculty will develop a student support (remediation) plan that articulates how this grade will be rectified. Area approval is necessary if a specific course requirement is waived or if an alternative course is taken (substituted) in lieu of the course listed.

MAJOR PRELIMINARY EXAMINATION (PORTFOLIO) IN SCHOOL PSYCHOLOGY

Introductory Comments

Major preliminary examinations are required by the UW–Madison Graduate School; however, the form of the examination is determined by individual departments. The School Psychology Area faculty believe that a major 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 doctoral program's 10 competencies include (1) Individual and Cultural Diversity; (2) Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice; (3) Ethical, Legal, and Professional Standards; (4) Assessment; (5) Evidence-Based Prevention and Intervention; (6) Indirect Service Delivery and Collaboration; (7) Supervision; (8) Research, Measurement, and Evaluation; (9) Basic Content Areas in Scientific School Psychology; and (10) Scientific Psychology in Schools and Schooling.

The UW–Madison School Psychology Doctoral Program's major preliminary examination is comprised of eight required components:

- Introduction to Portfolio (explanation of organization and structure of portfolio content)
- 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 Summary Tables (to accompany narrative evidence summaries for each domain)
- Evidence Summaries (1-3 pages per competency)
- Best Practices Reading List
- Portfolio of Evidence Sources
- Transcript
- Vita
- Praxis (#5402) 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 major preliminary examination, students are expected to produce a portfolio of their work developed 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 or more 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 3 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 ten broad competencies consisting of 32 different elements. 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 preliminary examination defense represents the conventional "examination" component of the process.
4. The Examining Committee for the major preliminary exam is chaired by the student's advisor; the remaining two committee members consist of School Psychology Program 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 program's competencies and elements 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 3 contains a checklist to help students organize and present their portfolios.)
3. Students present their evolving portfolios to their advisors in December as part of the Year 1 mid-year review.

Year 2

1. Students present their evolving portfolios to their advisors as part of the Annual Review of Student Progress (September). 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 evolving portfolios to their advisors as part of the Annual Review of Student Progress (September/October). General feedback from the 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 Examining 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 examination 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 Year 3 spring preliminary examination, 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) have 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 three weeks prior to the defense, and (b) Oral Defense (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 defense times and location, to the student and Examining Committee.
3. 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 ten competencies. 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, or more recently Box, with all materials including each piece of evidence. Program faculty recommend that a total maximum of 25-30 pieces of evidence across all competencies and elements 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 reflective of the student's "best practices" performance.
- f. **Best Practices Reading List.** This is a student's personal reference list organized according to the ten broad competencies. 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. **Praxis School Psychology Examination.** Although the Praxis School Psychology examination is not a required portfolio element, students are strongly encouraged to take the examination 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 examination is available at the Praxis website (<http://www.ets.org/praxis/nasp/requirements>). (Note: successful completion of the Praxis examination 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 examination. 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 ten competencies. Students may then have one retake in all ten competency areas (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 competencies 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. The Oral Interview associated with the portfolio is conducted with only the Examining Committee and student examinee present.
2. At least 10 days prior to the Oral Interview, the student receives a list of questions (typically three questions) to address during the interview. Typically, 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

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, vote on whether the portfolio and associated defense was satisfactory, and discuss feedback 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 associated defense 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 during the Oral Interview, each member of the Examining Committee provides a rating and brief written feedback for each of the 32 elements and ten competency domains (students entering in Fall 2016 or earlier have the option of using these new competencies, or alternatively, the older competencies as listed starting on page 77 of Appendix B):
 - Competency 1: Individual and Cultural Diversity
 - Competency 2: Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice
 - Competency 3: Ethical, Legal, and Professional Standards
 - Competency 4: Assessment
 - Competency 5: Evidence-Based Prevention and Intervention
 - Competency 6: Indirect Service Delivery and Collaboration
 - Competency 7: Supervision
 - Competency 8: Research, Measurement, and Evaluation

Competency 9: Basic Content Areas in Scientific School Psychology

Competency 10: Scientific Psychology in Schools and Schooling.

3. A mean rating of 3.0 or higher in each competency is needed for a student to pass the portfolio process and associated Oral Interview. A mean rating less than 3.0 but greater than or equal to 2.0 in any competency will require the student to elaborate the portfolio materials in the specific competency(ies) of concern. The committee will set a time and date for continuation of the oral defense, and direct the student with respect to issues and concerns. A mean rating less than 2.0 in any competency will result in a failure of that competency, and will require an exam retake, with another Portfolio Conference and Oral Interview in the competency(ies) that was/were not passed.
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 competency retake. Failure to pass the retake of any competency will result in an overall failure of the examination and termination from the degree program.

Table 3

TIMELINE FOR MAJOR ACTIVITIES AND PRODUCTS FOR PORTFOLIO

<u>Year</u>	<u>Activity</u>	<u>Product</u>
1	A. Orientation Meeting to discuss Competencies, Elements, 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 (Dec) as part of Year 1 mid-year review	Portfolio
2	A. Submit portfolio to advisor as part of Annual Review of Student Progress (September)	Annual Progress Report/Feedback
	B. Consult with advisor about material for inclusion in portfolio	Portfolio
	C. Continue to collect information for inclusion in portfolio	Portfolio
3	A. Submit portfolio to advisor as part of Annual Review of Student Progress (September)	Annual Progress Report/Feedback
	B. Faculty determine members for your Examining Committee	Faculty determination
	C. Take the NCSP Examination (strongly recommended)	Evidence of having taken exam
	D. For Spring exam, develop final portfolio (confer with advisor)	Final Portfolio
	E. Complete Portfolio Conference for Spring exam	Portfolio Conference
	F. Complete Oral Interview for Spring exam	Oral Interview
4	A. Submit portfolio to advisor as part of Annual Review of Student Progress (September)	Annual Progress Report/Feedback
	B. For Fall exam, develop final portfolio (confer with advisor)	Final Portfolio
	C. Complete Portfolio Conference (Fall exam)	Portfolio Conference
	D. 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. Dissertation committee membership is regulated by Graduate School and Department requirements. Whereas the Graduate School requires a minimum of four committee members, the Department of Educational Psychology requires that a majority of members on any committee need to be tenure-line faculty from the Department of Educational Psychology and chaired by a tenure-line faculty member. Proposed committee members who are not part of the University Graduate Faculty must be approved by the Department's Executive Committee prior to being added to the committee. There must be a minimum of three faculty members from the Educational Psychology Department. At least one committee member 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, a dissertation document, 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 ensure that 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 <https://research.wisc.edu/compliance-policy/human-research-protection-program/education-and-social-behavioral-science-irb/>.

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. 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 E 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 the majority of members on the committee need to be tenure-line faculty from the Department of Educational Psychology, chaired by a tenure-line faculty member, and consist of at least four members. Proposed committee members who are not part of the University Graduate Faculty must be approved by the Department's Executive Committee prior to being added to the committee.
3. You must be registered at the University during the semester in which the dissertation defense occurs.
4. Department requirements and guidelines for the dissertation defense include:

Preparation

- You should schedule the final oral examination in cooperation with committee members at least 1 month prior to the date for the examination. Candidate will arrange with Department staff for a place for the Presentation and Committee Examination sessions to be held.
- 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.

- You should prepare an abstract of the dissertation as well as a brief (1-page) description of the research suitable for an informed lay audience. These will be presented to the dissertation secretary at least 10 days prior to the examination.
- Department staff will post announcements of the examination (with abstract and research description) on the Department website and on building bulletin boards. Department staff will also send an announcement of the examination via e-mail to department faculty and students.

Presentation

- Individuals will gather for the public portion of the oral examination. All members of the University community and guests of the candidate are invited. Educational Psychology faculty and students are especially encouraged to attend.
- Light refreshments will be served, courtesy of the Department.
- The candidate's advisor will introduce the candidate and format for the presentation.
- The candidate will present a report of the dissertation project (~ 40 minutes)

Question Period

- After the candidate's presentation, there will be an open question period (~ 15-20 minutes). All in attendance are welcome to ask questions or make comments on the candidate's project.
- At the end of this period, everyone except the candidate and dissertation committee will be excused. They can grab the refreshments and continue conversation elsewhere.

Committee Examination

- In private, the dissertation committee will continue questioning the candidate for as long as needed.
- The candidate will then be asked to step out of the room so that the committee can deliberate about the examination.
- At the end of their deliberations, the committee will again meet briefly with the candidate to announce their decision and, as appropriate, congratulate the candidate and/or provide feedback on the dissertation study and examination.

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

SUMMARY OF IMPORTANT PROGRAM REQUIREMENT TIMELINES

1. 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.
2. 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).
3. 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.
4. Students have the option to complete non-required practicum experiences related to their specific professional areas of interest. The Program recommends that students complete a minimum of 1200 total practicum hours (including clinic, field, and non-required practica), with a minimum of 125 hours in assessment activities and a minimum of 500 hours in intervention activities.
5. 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).
6. 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.
7. 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).
8. 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.
9. 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.
10. 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).
11. Students must have their dissertation proposal approved by May 31 (Year 4) prior to beginning their internship if choosing Plan B (stated above).
12. 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).

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 and consideration for 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.

*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) when faculty are not on contract. The faculty contract year is available at <https://secfac.wisc.edu/academic-calendar/> (typically mid-August to mid-May).** If a student experiences or anticipates any extenuating circumstances (e.g., extended illness or injury)) that may require a meeting when faculty are not on contract, **they must submit a request to their advisor by April 1 of that academic year. The request will be considered by the faculty at the April faculty meeting.** If a student experiences a personal crisis (e.g., death of a family member) that may require a defense when faculty are not on contract that is unknown by April 1, the student should notify their advisor as soon as possible after the crisis with a request for a new meeting date. The advisor will bring the request to the area faculty for consideration. Extenuating circumstances (for the April 1 deadline) and personal crises do not include delays in data collection, delays in the writing schedule, a postdoctoral position start date, and other similar circumstances. Students and advisors must work together to develop mutually agreeable timelines to meet program deadlines.*

Similarly, faculty may have limited availability to provide feedback on the comprehensive literature review, dissertation proposals, and other documents during the summer months. Please remain in touch with your advisor regarding their availability during this period.

SATISFACTORY PROGRESS AND STUDENT EVALUATION

Department 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.

NOTE: Students determined to not be making satisfactory progress will participate in the development of a **Student Support Plan** designed to bring the student back into compliance with Department and Program requirements.

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

Assessment of Satisfactory Progress within Department of Educational Psychology

The School Psychology Program faculty conduct an annual review of students' progress in September/October of each year; for new students, a Year 1 mid-year review occurs in January. For students who do not meet one or more of the Department criteria listed in the previous section, the faculty will deem that the student is making unsatisfactory progress. Additionally, students' progress toward meeting Department learning goals are evaluated. First, students provide a self-assessment of their progress in achieving the learning goals; concurrently, each student's faculty advisor evaluates the student's progress toward achieving the learning goals. The student and advisor then compare the two ratings, discuss the student's progress, and set goals for the upcoming year. The Department's learning goals and corresponding assessment rubric are provided in [Appendix I](#).

Students are notified in writing of the faculty's annual assessment of their progress. The faculty also make 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 within School Psychology Area

Shortly after the start of the Fall semester begins, the School Psychology area faculty and staff meet as a group to review the progress (Department criteria and School Psychology Area) of school psychology students in Year 2 and above. This evaluation covers students' progress within the time period from the Fall Semester of the previous academic year through August 31 of the current year. 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 August/September. Also, students present their evolving portfolios to their advisors as part of the annual review process. Typically, students meet with their advisors during the Fall semester, and faculty complete the annual review of student progress in September/October.

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 September/October.

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. Students determined to not be making satisfactory progress will participate in the development of a remedial plan (see Student Support Plans) designed to bring the student back into compliance with Department and Program requirements.

Year 1 Mid-Year Review of Progress

Faculty review progress for first-year students in January as part of a mid-year review. The mid-year review includes three steps. First, students present their evolving portfolio to their advisors. Second, the program area chair contacts affiliate and other contributing faculty (e.g., adjunct faculty who teach a course in which first-year students enroll) to inquire about student progress with a request for feedback. Third, first-year student advisors review student course progress through the MyUW portal and progress in their evolving portfolio. Fourth, during the January program area meeting, the program area chair leads a discussion about progress for each student which includes (a) any information provided from affiliate and other contributing faculty, (b) advisor feedback, and (c) faculty discussion. If concerns arise that are consistent with developing a Student Support Plan, advisors take the lead in developing a plan with the student.

Student Support Plans

A Student Support Plan may be developed for a student should there be (a) areas of concern in a student's skills or performance within any of the UW–Madison School Psychology Program's competencies and elements, (b) areas of concern relating to the student becoming an effective health-service psychologist or provider of services to children and youth, (c) reasons associated with not making satisfactory progress (e.g., course grade of C or lower, incomplete in a course, not obtaining the necessary number of practica hours, not adhering to program benchmarks), or (d) academic or nonacademic misconduct. The Student Support Plan may include input from the student's academic advisor, the program director, the Department of Educational Psychology's Chair, other faculty, and/or field supervisors. The student's academic advisor has primary responsibility for designing, implementing, and monitoring the Student Support Plan. The plan specifies a series of remediation objectives, actions, and responsibilities related to those objectives, how objectives will be assessed, and a timeline for completion.

The decision about whether a student is placed on a Student Support Plan, and ultimately probation, is made in collaboration with School Psychology Program faculty, who will also approve the final plan. Failure to make timely and adequate progress on a Student Support Plan could lead to termination of enrollment. Instances of academic and nonacademic misconduct may include a Student Support Plan, and are governed by procedures described in University of Wisconsin System Chapter 14 and Chapter 17, respectively. Disciplinary procedures for academic and nonacademic misconduct include a range of possible outcomes from a written reprimand to expulsion.

Chapter 14: https://docs.legis.wisconsin.gov/code/admin_code/uws/14

Chapter 17: https://docs.legis.wisconsin.gov/code/admin_code/uws/17

Development and Enactment of the Student Support Plan

1. Placement on probation and development of a Student Support Plan is the result of a serious concern about a student's performance. Students are placed on probation (as opposed to termination of enrollment) when the faculty determines that the student likely will be able to address the difficulty that led to the probation if appropriate remediation is provided. If the School Psychology Program faculty adopts a recommendation for probation and remediation, the student and advisor work with related faculty and/or field supervisors to formulate a Student Support Plan including explicit goals and deadlines for evaluation of their attainment. In the procedures described below, the student's academic advisor will collaborate with other relevant faculty, field supervisors, and the student to implement and evaluate the plan.
2. The student's academic advisor informs the student in writing of the identified problem area(s) and schedules a meeting with the student as soon as possible to discuss next steps.
3. The advisor meets with the student to discuss the identified problem area(s) and to formulate a Student Support Plan. This plan will:
 - a. Define the identified problem areas(s).
 - b. Identify the expected behavior and/or goals.
 - c. Specify methods to be used to reach these goals. This may include repeating a course, repeating clinic or fieldwork, self-structured behavior change, additional academic course work or practica, additional supervision, or other solutions, as appropriate. (Please note: these steps can have a substantial impact on time to degree, given the structured sequence of courses and fieldwork.)
 - d. Specify how goal attainment and competence in the problem area(s) will be demonstrated.
 - e. Set a date for reevaluation of the student's progress and competence.
4. The plan will be submitted to the School Psychology Program faculty for review, possible modification, and approval.
5. If the plan has been modified, the student's academic advisor and the student will meet to review the modified plan.
6. The plan will be signed and dated by the student, the advisor, the Program Director, and the relevant faculty/supervisors. A copy of the approved plan will be provided to the student and the original will be retained in the student's file.
7. A decision to initiate a Student Support plan is made only after careful consideration and is done so with the best interests of the student in mind. The initiation of a Student Support Plan will hopefully be viewed as a way to help the student continue to make progress in the program, but if a student disagrees with the need for a Student Support plan, the student has recourse to grievance procedures.
 - a. Grievance procedures include first addressing concerns directly with the individual(s) involved. If the student is uncomfortable making direct contact with the individual(s) or if the concern is not resolved satisfactorily through direct

contact, the student should contact the Program Director. If the student is uncomfortable bringing the issue to the attention of the Program Director or if it relates to the Program Director, the student should contact the Chair of the Department of Educational Psychology. In addition to procedures in the department, there are also administrative offices at the University level that have procedures for addressing concerns. University grievance procedures are described at <https://grad.wisc.edu/documents/grievances-and-appeals/>.

8. Three weeks prior to the reevaluation date the student will present to the advisor available documentation of progress in the identified problem area(s) and completion of the Student Support Plan.
9. One week prior to the reevaluation date the student's progress will be reviewed by the School Psychology Program faculty, in consultation with the student's academic advisor. The School Psychology Program faculty will decide among three possible outcomes:
 - a. Continuation in the program. The identified concern(s) no longer present a significant problem and the student is no longer on probation.
 - b. Continued probation and continuation of the Student Support Plan: The student has made progress in addressing the identified concern(s), but has not yet attained the expected degree of competence in one or more problem areas. The Student Support Plan can be modified, with a date set to re-evaluate the modified Student Support Plan.
 - c. Termination of enrollment: The student has failed to attain the identified goals and there is no expectation that they can reasonably attain them in the near future.
10. When the decision is ratified, the student's academic advisor will notify the student in writing of the reevaluation decision and will request that the student make an appointment for feedback concerning the decision. At this meeting, the student will have the opportunity to provide feedback regarding the Student Support Plan process.
11. A copy of the reevaluation decision, signed and dated by the student, will be retained in the student's file.
12. If termination of enrollment is recommended, the student will be given 30 calendar days from the date of receiving this notification to:
 - a. Prepare and present to the School Psychology Program faculty, a written response to the notification; and
 - b. Request in writing, if the student so desires, a review of the termination recommendation by the School Psychology Program faculty.
13. If the student requests such a review, they will be invited to the next scheduled faculty meeting to present their case to the School Psychology Program faculty.
14. Following the student's presentation, the full faculty will meet to render a decision as to whether the dismissal recommendation is to be upheld. The student's academic advisor will provide written notification of this decision to the student.

15. If the decision to terminate is upheld by the full faculty, the student has recourse to grievance procedures. Grievance procedures are described above in #7 above. Information about grievance procedures at the University level are available at <https://grad.wisc.edu/documents/grievances-and-appeals/>

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.

ADDITIONAL ITEMS OF INTEREST

Research, Professional, and Scholarly Activities

Students are encouraged to actively engage in research, professional, and scholarly activities related to their professional goals and objectives. Activities may include pursuing publication in peer-reviewed journals, presentations at professional conferences, and professional development sessions for educators. Students in the program must obtain permission and be supervised in any research, professional, and scholarly endeavor while they are a student in the program. For example, if a student wishes to propose a presentation for a professional conference, the student must obtain permission and a faculty member must agree to review the proposal and presentation. Faculty should be contacted at least one month before a due date. Any full-time faculty member may serve in this capacity (lecturers and adjunct faculty cannot serve in this capacity).

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 (NRP) 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 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.

Students must obtain program approval prior to accruing NRP hours. First, students meet with their advisors to discuss options for NRP experiences and determine the appropriateness of

each experience in the context of their professional development. Second, students complete the Non-Required Practicum Approval Form (Appendix K) for each setting in which they will complete NRP hours. Third, advisors review and approve the final NRP request form and forward the request to the Program Director. Students receive formal approval to count the NRP activities toward the total number of pre-internship practicum hours from the academic advisor. Two documents related to NRP are included in [Appendix K](#) (School Psychology Practicum Policy and Non-Required Practicum Approval Form).

Students participating in a NRP must be evaluated using the *Non-Required Plan and Evaluation Form* ([Appendix K](#)); site supervisors should complete this form and students should submit to the advisor upon completion of the practicum. Supervisors are required to base final evaluations, in part, on direct observation of the student over the course of the practicum. Failure to submit this evaluation form to your School Psychology Program advisor or the Program director will result in not being able to count the practicum hours accrued during this placement.

The University currently provides liability coverage to all students who participate in course-based practicum experiences as part of a graduate program. 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) 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 NRP policy document, 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 document in [Appendix K](#) for further information.

Services to Support Students with Academic, Financial, Health, and Personal Issues

The University of Wisconsin–Madison’s *Division of Student Life* (<https://students.wisc.edu/>) is designed to help students navigate the university experience and to assist students with a wide variety of issues that often arise. Within the Division of Student Life, the *Dean of Students Office* (<https://doso.students.wisc.edu/student-assistance/>) provides resources to students struggling with a variety of issues and is intended to be the “go to” spot for student assistance on campus. The Dean of Students Office helps students experiencing a broad array of difficulties, including academic issues, bias incidents, non-academic complaints, DACA/undocumented student issues, death of a friend or family member, family crises, employment concerns, financial issues (including the need for short-term loans), food insecurity, mental health concerns, physical health issues, sexual harassment and assault, pregnancy, and student misconduct, among others.

For students experiencing academic difficulties, we encourage students to work closely with the course instructor, the student’s advisor, and the Program Director. Students are also encouraged to utilize services offered by the *University’s Writing Center* (<https://writing.wisc.edu/>), which offers non-credit workshops for undergrads, graduate and professional students, instructors, faculty, and academic staff. The Writing Center’s staff assist graduate students at any stage of the writing process—from choosing a topic to drafting and revising—for any writing project. Support for graduate students with special needs (e.g., learning disabilities, vision and hearing impairment) is provided by the *McBurney Disability Resource Center* (<https://mcburney.wisc.edu/>).

Students who are experiencing financial difficulties are supported by the *Office of Student Financial Aid*. Emergency short-term loans are available to qualified students experiencing an unanticipated financial crisis. Students may contact the Dean of Students Office or the Office of Student Financial Aid for more information about these loans. To be considered for a short-term loan, students must be currently enrolled, complete a short-term loan application, and meet with an assistant dean in the Division of Student Life or with a financial aid counselor in the Office of Student Financial Aid.

University Health Services (UHS) is the go-to spot for students' health and general well-being. UHS provides no-cost mental health services, including individual, couple/partner, group counseling, campus-based programming, stress management, and psychiatry. With two locations on campus, UHS addresses concerns relating to colds, the flu, injuries, stress, and gynecologic care, as well as provide health consultations for international travel and trans health care services. Clinics within UHS include allergy and immunization, athletic training, behavioral health, laboratory, occupational medicine, person wellness, physical therapy, primary care, sexual health, trans health, travel, and women's health. The *Campus Health Initiatives and Prevention Services* unit provides population-based prevention and health promotion services to the UW–Madison community, working to reduce high-risk behaviors and create an environment where people are safe, included, and connected to one another. UHS prevention specialists and communication professionals work to address important campus health issues such as sexual assault, sexual harassment, dating violence and/or stalking, high-risk alcohol, tobacco and drug use, suicide, wellness, health equity, and social justice. UHS Violence Prevention is dedicated to preventing violence before it happens and helping address the needs of victims of sexual assault, sexual harassment, dating violence, domestic violence, and stalking after it happens. Survivor Services provides confidential support to UW–Madison student victims/survivors of sexual assault, sexual harassment, dating violence, domestic violence, and/or stalking. UHS also provides services to assist students in dealing with stress, anxiety, and sleep difficulties.

The University of Wisconsin–Madison provides additional services for students from a wide variety of backgrounds and for students experiencing a wide variety of difficulties. Some of these additional services include:

- The *Office of Diversity, Inclusion and Funding* (<https://grad.wisc.edu/diversity/>) plays a central role in creating an inclusive and multicultural educational landscape through the retention and recruitment of diverse students, especially those of domestic minority and low-income/first generation college backgrounds, who have been traditionally under-represented in graduate education. The Office works to promote a shared campus-wide commitment to an inclusive climate for all UW–Madison graduate students through programs such as the Advanced Opportunity Fellowship, Graduate Research Scholars communities and the Edward Alexander Bouchet Graduate Honor Society. In addition, the unit oversees the Graduate School's fellowship and funding competitions, serves as the coordinating unit for multiple external fellowships, and provides assistance to graduate students, staff, and faculty on campus-wide funding issues.
- The *Veteran Services & Military Assistance Center* (<https://veterans.wisc.edu/>) is a joint effort between the Office of the Registrar and the Division of Student Life. The Center assists with the transition to campus, handles the certification of education benefits, and connects military-affiliated students with needed resources to achieve academic success.
- The *Multicultural Student Center* (<https://msc.wisc.edu/>) strives to collaboratively strengthen and sustain an inclusive campus where all students, particularly students of

color and other historically underserved students, can realize an authentic Wisconsin Experience.

- The *Multicultural Graduate Network* (<https://grad.wisc.edu/diversity/multicultural-graduate-network/>), located in the Graduate School, Office of Diversity, inclusion, and Funding, brings together graduate students from across UW–Madison to foster community and relationships. We seek to address the needs of students of color through professional development opportunities, social networking, and continued dialogue.
- The School of Education's *Education Graduate Research Scholars* (Ed-GRS; <https://www.education.wisc.edu/soe/about/resource-service-units/student-diversity-programs/education-graduate-research-scholars>) program is a community of first-generation students and ethnically underrepresented students who are receiving an Advanced Opportunity Fellowship in the School of Education. In addition to tuition remission, monthly stipend, and health care benefits, the program strives to assist fellows with first year transition, community building, and professional development opportunities.
- *International Student Services* (ISS) (<https://iss.wisc.edu/>) offers a wide variety of services and programs to international students at the University of Wisconsin-Madison. The ISS staff provides information and programs to international students about the campus and community and provide support and assistance concerning visas and related immigration issues.
- The *Gender and Sexuality Campus Center* (<https://lgbt.wisc.edu/>) provides education, outreach, advocacy, and resources for UW-Madison student communities and their allies to improve campus climate and their daily intersectional experiences.
- *Testing and Evaluation Services* (<https://testing.wisc.edu/>), in conjunction with the McBurney Disability Resource Center, provides special test accommodations for students with disabilities.
- The *Tenant Resource Center* (http://www.tenantresourcecenter.org/uw_madison) advocates for and protects tenant rights of students, who are a protected class in Madison and discrimination against them is illegal.
- The *Office of Child Care and Family Resources* (<https://occfr.wisc.edu/parent-resources/>) promotes the academic and professional goals of the University of Wisconsin community through the administration of early education and family support programs.

GRADUATE SCHOOL GRIEVANCES AND APPEALS

The official grievance and appeals policies of the UW-Madison Graduate School can be located at <https://grad.wisc.edu/documents/grievances-and-appeals/>. These policies are reprinted here:

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the university offers several avenues to resolve the grievance. Students' concerns about unfair treatment are best handled directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should contact the advisor or the person in charge of the unit where the action occurred (program or department chair, section chair, lab manager, etc.). All graduate programs, departments and schools/colleges have established specific procedures for handling such situations; check their web

pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first.

In addition, the following administrative offices have procedures available for addressing various concerns:

Dean of Students Office (for all grievances involving students)

70 Bascom Hall
608-263-5700

Office for Equity and Diversity (for discrimination or harassment issues)

179A Bascom Hall
608-262-2378

Employee Assistance (for conflicts involving graduate assistants and other employees)

256 Lowell Hall
608-263-2987

Ombuds Office for Faculty and Staff (for graduate students and post-docs, as well as faculty and staff)

523-524 Lowell Center
608-265-9992

Graduate School (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)

217 Bascom Hall
500 Lincoln Drive
Madison, WI 53706-1380
608-262-2433

Graduate School Appeal Process

If a student believes that his/her grievance was not appropriately handled or resolved at the program/department or school/college level or through consultation with other resources listed above, the student may file an appeal with the Graduate School.

If the student wishes to file an official appeal of a grievance decision, the student should consult with the Graduate School's Director of Academic Services and send the following information to the Graduate School Office Academic Services:

- A detailed written statement on the events that resulted in the grievance and any efforts to resolve the matter prior to the appeal;
- Copies of any relevant communications regarding the events that resulted in the grievance; and
- Any determinations or actions taken by the program/department/School/College or other resource office on campus regarding the events that resulted in the grievance.

Upon receipt of all of the above materials:

- The Director of Academic Services will forward the formal grievance to an appropriate Associate Dean of the Graduate School for review.

- The student will be notified in writing, within 5 business days after the materials arrive in the Graduate School, acknowledging receipt of the formal appeal and giving the student a time line for the review to be completed.
- If necessary, the Associate Dean will request additional materials relevant to the issues raised in the student's grievance from the student and/or the program/department (i.e., departmental handbook explaining grievance procedures).
- If necessary, the Associate Dean will arrange a meeting with the student and an appropriate designee of the Graduate School's Office of Academic Services.
- If necessary, the Associate Dean will arrange a meeting with the student's advisor and/or program/department chair and the Director of Academic Services.
- The Associate Dean will convene a meeting with the Graduate School Leadership Team to vote on whether to uphold or reverse the decision of the program/department/School/College on the student's initial grievance. If the student wishes, s/he may present his/her case at this meeting and faculty and/or staff affiliated with the program whose decision is being appealed may also present their case at this meeting, if they wish. Neither the student nor the non-Graduate School faculty and staff may be present when the Graduate School Leadership Team deliberates. The Associate Dean will attend this meeting.
- The Associate Dean will notify the student, the advisor and/or program/department chair, in writing, of the decision, with a copy to the Graduate School's Office of Academic Services within 45 business days of the submission of the appeal by the student.

Graduate School Final Appeal Process

If a student is not satisfied with the initial appeal to the Graduate School Associate Dean, s/he may make a final appeal to the Dean of the Graduate School within 30 calendar days of date of the above written decision. This process will proceed as follows:

- The student should send a request for a final appeal to the Associate Dean, asking s/he reopen the case. No new information may be submitted at this time.
- The Associate Dean will forward the complete file to the Dean of the Graduate School within 10 business days after receipt of the request to reopen the case.
- The Dean of the Graduate School will bring the appeal to the Graduate School Academic Planning Council (GSAPC) to review the appeal. The GSAPC is a Graduate Faculty Executive Committee (GFEC) subcommittee of five faculty from among its elected members, one from each division and the fifth member at large.
- The Dean of the Graduate School will issue an official charge and an appropriate time frame (30 days within the fall and spring semester; appeals received in the summer may take up to 60 days) for completing a review.
- The GSAPC will review the student's final appeal, including all materials previously submitted, and will determine if additional information and/or a meeting with the student and/or program/department is needed.
- The GSAPC will report its recommendation at the next appropriate GSAPC meeting. GSAPC meetings occur six times during the fall and spring semesters. The Dean of the Graduate School may call additional GSAPC meetings if review of an appeal is necessary during the summer semester. The full GSAPC, excluding the Dean of the Graduate School and the Associate Dean(s) of the Graduate School, will vote on the

appeal and advise the Dean of the Graduate School of its recommendation. The Dean of the Graduate School will then consider the GSAPC recommendation and all other pertinent material provided as part of the appeal. The final decision will be conveyed in writing by the Dean of the Graduate School to the student and the program, with a copy to the Director of Academic Services, within 20 business days after the GSAPC meeting.

- No further appeals will be considered by the Graduate School.

PROGRAM PERSONNEL

University Staff. University staff provide administrative and clerical support to the department and associated programs.

BARB LIENAU, Student Status Examiner Senior. Provides administrative support to the School Psychology Program for the completion of APA reports, internship documentation and other program functions; provides information to current students regarding authorization for enrollment, degree milestones, and graduation, as well as any other information required; and advises potential applicants on program details, answers questions regarding applying to the program, and oversees the admissions process. Supports the work of the Recruitment, Admissions, Fellowships and Awards Committee in the admissions process and administration of fellowships and scholarships.

Faculty. 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.

KATIE EKLUND, PhD; Counseling, Clinical, and School Psychology, 2011, University of California, Santa Barbara

Teaching topics: Professional issues; consultation; cultural diversity; school crisis prevention and response; cognitive, behavior, and social-emotional assessment and intervention; advocacy and public policy

Research interests: school mental health; early identification and intervention for children with behavioral and social-emotional concerns; social emotional learning; school safety; school climate; equity and cultural responsiveness

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 Science; Prevention programs; Tiered systems; Translational research

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 KILGUS, PHD; Educational Psychology, 2011, University of Connecticut

Teaching topics: Social-emotional and behavioral assessment; Evidence-based assessment and intervention; Psychometrics; Research design

Research interests: Social-emotional and behavioral assessment; Targeted intervention for at-risk students; Universal prevention strategies

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 McCARY, 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 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 [SAS]) who experience learning difficulties. This PA is responsible for conducting assessments and providing direct and indirect intervention services for these clients.

TRAINING 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.

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/>.

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/>.

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.

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/>.

PROGRAM SCHOLARSHIPS, AWARDS, AND STUDENT FUNDING

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 \$6,000 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 late fall of each year for details.

Student Funding

The majority of school psychology students work as PAs or TAs for department faculty and/or for other units on campus (e.g., Waisman Center, WCER), receive funding through participation in training grants, or are on University or other fellowships. Funding opportunities frequently are posted on the UW-Madison Student Job Center website (<https://jobcenter.wisc.edu/>). Appendix L details the School Psychology Program guidelines for student funding.

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 M 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 Planning 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.

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.

Recruitment, Retention, and Outreach Committee

1. Identify, create, and engage in activities to recruit and retain individuals to the School Psychology Program.
2. Identify, create, and engage in activities to recruit and retain individuals from diverse racial and ethnic backgrounds to the School Psychology Program.
3. Monitor Program and Department climate.
4. Expand the reach of the School Psychology Program; increase awareness of the Program and its activities.

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 (<https://wsps18.wildapricot.org/>)

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.

DIVERSITY AND INCLUSION ASSOCIATION

The Educational Psychology Diversity and Inclusion Association (DIA) is designed to promote a diversity of perspectives into teaching, research, professional development, and community-building activities. The purpose of DIA is to create spaces for dialogue, heighten awareness of minoritized communities, and provide opportunities for engagement in social and educational activities through departmental activities and engagement with local and campus communities. DIA organizes a variety of events including documentary/film screenings, book clubs, panel discussions, and presentations. DIA is committed to fostering equity and inclusivity within the Educational Psychology Department.

APPENDIX A

History of School Psychology in Wisconsin and at UW-Madison

History of School Psychology in Wisconsin¹ and at UW-Madison

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 school psychology training programs (Fagan, 1986).

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

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

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).

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:

...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. Upon the retirement of Maribeth Gettinger in 2018, Stephen Kilgus (Associate Professor) and Katie Eklund (Assistant Professor) were hired. Currently, the program includes five full-time faculty (Albers, Asmus, Eklund, Garbacz, and Kilgus), one 25% faculty member (Quintana), one clinical professor (Kelly), one academic staff lecturer (Racine Gilles), and three affiliates (Farley, Ershler, and McCary) associated with the Waisman Center.

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.

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 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 APA in August 2013. The next APA accreditation review and site visit will occur in 2019.

In the Fall of 2019, a new MS degree named option (Educational Specialist (EdS) in School Psychology) was added to the School Psychology Program.

Table 4

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)	2016-2019
Katie R. Eklund, Co-Director	(University of California-Santa Barbara)	2019-Present

S. Andrew Garbacz, Co-Director	(University of Nebraska-Lincoln)	2019-Present
Kristy K. Kelly, Director of Clinical Training	(University of Wisconsin-Madison)	2019-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
S. Andrew Garbacz	(University of Nebraska-Lincoln)	2016-present
Katie R. Eklund	(University of California-Santa Barbara)	2018-present
Stephen P. Kilgus	(University of Connecticut)	2018-present

Coordinators of the Clinic Practicum

Theodore L. Torgerson	(University of Chicago)	Established Clinic in 1939
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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

Coordinators of the Field Work Practicum

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

Directors/Coordinators of the Educational and Psychological Training Center**

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
Kristy Kelly****	(University of Wisconsin-Madison)	2016-2019

* 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

**** After the EPTC was dissolved as an entity, the clinic became an independent facility and named the School Psychology Training Clinic. The Student Assessment Services is embedded within this clinic.

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APPENDIX B

School Psychology Program Competencies and Elements

Note: Two sets of competencies are included:

1. Competencies for students who entered the program in Fall 2017 or later
2. Competencies for students who entered the program in Fall 2016 or earlier

School Psychology Program Competencies and Elements
(For students who entered the school psychology program in Fall 2017 or later)

Foundation Competencies

Competency #1 <i>Individual and Cultural Diversity</i> ¹
Elements
1A: Demonstrate (a) awareness of one's personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself; (b) ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own; and (c) awareness of equity and/or disparity within and between individuals and groups.
1B: Demonstrate understanding of current theory and research related to addressing diversity in all professional activities.
1C: Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.

¹ Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, social economic status.

Competency #2 <i>Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice</i>
Elements
2A: Demonstrate awareness of professional values and attitudes of health-service psychology, including respect for human diversity and social justice.
2B: Demonstrate professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.
2C: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.
2D: Demonstrate self-awareness regarding one's personal and professional functioning to maintain and improve performance, well-being, and professional effectiveness.

Competency #3 <i>Ethical, Legal, and Professional Standards</i>
Elements
3A: Demonstrate awareness of how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines.
3B: Demonstrate understanding of contributions of history and systems, theory, and

research to ethical, legal, and professional guidelines.
3C: Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.

Practice Competencies

Competency #4 <i>Assessment</i>
Elements
4A: Explain basic principles and best practices that guide one's assessment activities at the individual, group, and system levels.
4B: Apply methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity ¹ characteristics.
4C: Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.

¹ Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, social economic status.

Competency #5 <i>Evidence-Based Prevention and Intervention</i>
Elements
5A: Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.
5B: Conceptualize treatment goals and develop evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.
5C: Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.

Competency #6 <i>Indirect Service Delivery and Collaboration</i>
Elements
6A: Explain basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.
6B: Conceptualize assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and

system levels.
6C: Select and appropriately implement indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and system levels.

Competency #7 <i>Supervision</i>
Elements
7A: Demonstrate knowledge of supervision models and practices.
7B: Promote one's own professional practice through active participation and supervision as a trainee.
7C: Provide effective supervision to promote professional practices of others.

Science Competencies

Competency #8 <i>Research, Measurement, and Evaluation</i>
Elements
8A: Demonstrate knowledge and application ² of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base.
8B: Demonstrate knowledge of and apply the theory, science, and techniques of psychological measurement.
8C: Demonstrate knowledge of and apply (a) program evaluation methods and (b) accountability systems ³ in applied settings.

² Application refers to both conducting and consuming research, measurement, and evaluation data.

³ Examples include disproportionality determinations, state and district assessment programs, etc.

Competency #9 <i>Basic Content Areas in Scientific Psychology</i>
Elements
9A: Demonstrate knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.
9B: Apply knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.
9C: Integrate two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.

Competency #10	
<i>Scientific Psychology in Schools and Schooling</i>	
Elements	
10A:	Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of all learners.
10B:	Demonstrate knowledge of effective classroom environments that enhance academic learning and behavior of all learners.
10C:	Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all learners.
10D:	Demonstrate knowledge of strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.

**School Psychology Program Training Goals, Objectives, and
Targeted Student Competencies**
(For students who entered the school psychology program in Fall 2016 or earlier)

<p style="text-align: center;">Program Training Goal #1 Research and Evaluation Prepare psychologists who are skilled researchers and consumers of research and evaluation data.</p>
<p>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.</p>
<p style="text-align: center;">Student Competencies</p>
<p>1A: Demonstrate knowledge of various research methods and designs used in clinical, applied, and empirical investigations.</p>
<p>1B: Conceptualize research questions or issues and develop methods to address them.</p>
<p>1C: Design a plan for evaluating the effectiveness of psychological services provided in school or applied settings.</p>
<p>1D: Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.</p>
<p style="text-align: center;">Program Training Goal #2 Professional Issues & Human Relations Prepare psychologists who practice in accordance with professional, legal, and ethical guidelines.</p>
<p>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.</p>
<p style="text-align: center;">Student Competencies</p>
<p>2A: Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology.</p>
<p>2B: Demonstrate an understanding of the major legal issues that influence the profession and practice of school psychology.</p>
<p>2C: Demonstrate an understanding of the major ethical issues that influence the profession and practice of school psychology.</p>
<p>2D: Behave in accordance with professional, legal, and ethical guidelines.</p>
<p>2E: Demonstrate command of effective writing and speaking methods for communicating with educators, parents, and fellow professionals.</p>
<p>2F: Demonstrate command of technologies necessary to support professional practice.</p>
<p style="text-align: center;">Program Training Goal #3 Assessment Prepare psychologists with expertise related to assessment, screening, and progress-monitoring.</p>
<p>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-</p>

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 Prevention and Intervention 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 Consultation 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.

<p align="center">Program Training Goal #6 Human Abilities & Diversity Prepare psychologists with both understanding and skills to be able to work effectively with clients with diverse characteristics and abilities.</p>
<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 align="center">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 align="center">Program Training Goal #7 Schools & Schooling 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 align="center">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

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 Barb Lienau, Department of Educational Psychology, email balienau@wisc.edu.

APPENDIX D

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 E

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 pay tuition to UW-Madison (note: segregated fees are still assessed and are the financial responsibility of the student) 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 a successful dissertation defense during the first semester of internship, need not 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, including summers, that they are on internship. For example, if the internship begins July 1, 2018, the student registers for EP 995 for Summer 2018, Fall 2018, Spring 2019, and Summer 2019. To be eligible for 995 for the first summer of internship, the dissertation needs to be successfully defended no later than May 31.
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:
<https://grad.wisc.edu/current-students/doctoral-guide/>.

APPENDIX F

School Psychology Program Benchmarks and Deadlines

School Psychology Program Benchmarks and Deadlines

NAME OF STUDENT: _____

YEAR 1

Fall Semester

- | | |
|---|----------|
| <input type="checkbox"/> See Graduate Coordinator to obtain Minor Agreement forms | October |
| <input type="checkbox"/> Attend portfolio 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 Year 1 mid-year annual review of student progress | December |
| <input type="checkbox"/> Begin seeking funding opportunities for following year | |

Spring Semester

- | | |
|--|----------|
| <input type="checkbox"/> Schedule Year 1 mid-year review feedback meeting with adviser | February |
| <input type="checkbox"/> Pursue funding for following year | |
| <input type="checkbox"/> Present portfolio to advisor, if necessary | May |
| <input type="checkbox"/> Submit literature review concept paper to advisor as requirement to participate EP 840 (Clinic Practicum) during Year 2 | May 31 |

YEAR 2

Fall Semester

- | | |
|---|-------------------|
| <input type="checkbox"/> Present portfolio to advisor | September |
| <input type="checkbox"/> Complete documents for annual review of student progress | September |
| <input type="checkbox"/> Schedule annual review feedback meeting with adviser | September/October |
| <input type="checkbox"/> Continue collecting information for inclusion in portfolio | |
| <input type="checkbox"/> Consult with advisor about material for inclusion in portfolio | |

- ☐ Begin seeking funding opportunities for following year

Spring Semester

- ☐ Present portfolio to advisor, if necessary December/January
- ☐ Submit literature review paper to advisor as requirement to participate in 840 (Field Practicum in Year 3) May 31
- ☐ File minor agreement form May 31

YEAR 3

Fall Semester

- ☐ Present portfolio to advisor September
- ☐ Complete documents for annual review of student progress September
- ☐ Schedule annual review feedback meeting with adviser September/October
- ☐ Continue collecting information for inclusion in portfolio
- ☐ Submit dissertation concept paper for advisor approval if selecting Plan A December 1
- ☐ Take PRAXIS Exam
- ☐ Begin seeking funding opportunities for following year

Spring Semester

- ☐ Present portfolio to advisor, if necessary December/January
- ☐ Admission to PhD Program (before spring preliminary exam)
- ☐ Internship preparation/orientation meeting February
- ☐ Register for preliminary exam Early spring for spring exam; late summer for fall exam
- ☐ Complete minor course requirements (before spring preliminary exam)
- ☐ See Graduate Coordinator for paperwork for dissertation proposal [Plan A]
- ☐ Complete Portfolio Conference and Oral Interview

(spring preliminary exam)

- ☐ Complete dissertation proposal hearing if selecting Plan A May 31

YEAR 4

Fall Semester

- ☐ Present portfolio to advisor September
- ☐ Complete documents for annual review of student progress September
- ☐ Schedule annual review feedback meeting with adviser September/October
- ☐ Continue collecting information for inclusion in portfolio
- ☐ 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

- ☐ See Graduate Coordinator 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 preliminary 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 G

School Psychology Portfolio and Oral Interview Evaluation Form

School Psychology Portfolio and Oral Interview Evaluation Form
(for students entering the program in Fall 2017 or later or using new competencies)

Student: _____

Date: _____

Committee Chair (Advisor): _____

Rater: _____

Please use the following rating scale to communicate your evaluation of each of the competencies within the ten School Psychology Program competency 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.

Competency #1: Individual and Cultural Diversity

Overall rating: _____
[average across elements]

- ____ A. Demonstrate (a) awareness of one's personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself; (b) ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own; and (c) awareness of equity and/or disparity within and between individuals and groups.

Comments on evidence: _____

- ____ B. Demonstrate understanding of current theory and research related to addressing diversity in all professional activities.

Comments on evidence: _____

- ____ C. Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.

Comments on evidence: _____

Competency #2: Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice

Overall rating: _____
[average across elements]

- ___ A. Demonstrate awareness of professional values and attitudes of health-service psychology, including respect for human diversity and social justice.

Comments on evidence: _____

- ___ B. Demonstrate professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.

Comments on evidence: _____

- ___ C. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.

Comments on evidence: _____

- ___ D. Demonstrate self-awareness regarding one's personal and professional functioning to maintain and improve performance, well-being, and professional effectiveness.

Competency #3: Ethical, Legal, and Professional Standards

Overall rating: _____
[average across elements]

- ___ A. Demonstrate awareness of how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines.

Comments on evidence: _____

- ___ B. Demonstrate understanding of contributions of history and systems, theory, and research to ethical, legal, and professional guidelines.

Comments on evidence: _____

- ___ C. Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.

Competency #4: Assessment

Overall rating: _____
[average across elements]

- ___ A. Explain basic principles and best practices that guide one's assessment activities at the individual, group, and system levels.

Comments on evidence: _____

- ___ B. Apply methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity characteristics.

Comments on evidence: _____

- ___ C. Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.

Comments on evidence: _____

Competency #5: Evidence-Based Prevention and Intervention

Overall rating: _____
[average across elements]

- ___ A. Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.

Comments on evidence: _____

- ___ B. Conceptualize treatment goals and develop evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.

Comments on evidence: _____

- ___ C. Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.

Comments on evidence: _____

Competency #6: Indirect Service Delivery and Collaboration

Overall rating: _____
[average across elements]

- ___ A. Explain basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.

Comments on evidence: _____

- ___ B. Conceptualize assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and system levels.

Comments on evidence: _____

- ___ C. Select and appropriately implement indirect service delivery to assess, address, and

prevent problems and promote well-being at the individual, group, and system levels.

Comments on evidence: _____

Competency #7: Supervision

Overall rating: _____
[average across elements]

___ A. Demonstrate knowledge of supervision models and practices.

Comments on evidence: _____

___ B. Promote one's own professional practice through active participation and supervision as a trainee.

Comments on evidence: _____

___ C. Provide effective supervision to promote professional practices of others.

Comments on evidence: _____

Competency #8: Research, Measurement, and Evaluation

Overall rating: _____
[average across elements]

___ A. Demonstrate knowledge and application of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base.

Comments on evidence: _____

___ B. Demonstrate knowledge of and apply the theory, science, and techniques of psychological measurement.

Comments on evidence: _____

___ C. Demonstrate knowledge of and apply (a) program evaluation methods and (b) accountability systems in applied settings.

Comments on evidence: _____

Competency #9: Basic Content Areas in Scientific Psychology

Overall rating: _____
[average across elements]

___ A. Demonstrate knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.

Comments on evidence: _____

___ B. Apply knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.

Comments on evidence: _____

___ C. Integrate two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.

Comments on evidence: _____

Competency #10: Scientific Psychology in Schools and Schooling

Overall rating: _____
[average across elements]

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

Comments on evidence: _____

___ B. Demonstrate knowledge of effective classroom environments that enhance academic learning and behavior of all learners.

Comments on evidence: _____

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

Comments on evidence: _____

___ D. Demonstrate knowledge of strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.

Comments on evidence: _____

APPENDIX H

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**
Print

_____ **Name Signature**
Print

_____ **Name Signature**
Print

_____ **Name Signature**
Print

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

_____ **Name Signature**

_____ **Name Signature**

_____ **Name Signature**

_____ **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 I

Department Learning Goals and Assessment Rubric

Assessment Rubric for Learning Goal Components

Department of Educational Psychology (October 15, 2016)

M.S. Degree

Learning goal or component	4 = Exemplary	3 = Proficient	2 = Progressing	1 = Initiating
A1. Foundation in theories, research, methods in student's program area	Excellent in all areas	Competent in all areas	Competent in some areas	Signs of building competence
A2. Acquainted with implications of human diversity	Excellent awareness	Adequately acquainted	Incomplete awareness	Signs of building awareness
B1. Learn fundamentals of re-search design and analysis through research activities	Strong evidence of knowledge of design / analysis fundamentals	Adequate knowledge of design / analysis fundamentals	Growing knowledge of design / analysis fundamentals	Limited knowledge of design / analysis fundamentals
B2. Able to identify key features of quality research/program design/implementation	Excellent grasp of key features of quality research/programming	Competent at identifying key features of quality research / programming	Able to identify some key features of quality research / programming	Limited awareness of key features of quality research / programming
C1. Effective writing and oral communication skills	Excellent written and oral skills	Adequate written and oral skills	Some deficits in one or both skill areas	Limited evidence of skills
D1. Know how to conduct ethical research / programs	Exceptional ethical standards maintained	Consistently meets ethical standards	Often meets ethical standards but not consistently	Meets some ethical standards, or meets standards sporadically

Ph.D. Degree

Learning goal or component	4 = Exemplary	3 = Proficient	2 = Progressing	1 = Initiating
A1. Foundation in theories, research, methods; use of critical thinking	Excellent in all areas	Competent in all areas	Competent in some areas	Signs of building competence
A2. Knowledge of and	Excellent knowledge	Adequate knowledge	Incomplete knowledge	Signs of building

sensitive-ty to diversity issues	and sensitivity	and sensitivity	and sensitivity	knowledge and sensitivity
B1. Information retrieval and assessment; hypothesis formation	Excellent retrieval and assessment of information and hypothesis formation	Adequate retrieval and assessment of information and hypothesis formation	Some evidence of information retrieval / assessment and/or hypothesis formation	Limited evidence of information retrieval / assessment and/or hypothesis formation
B2. Research/assessment design	Excellent design of feasible research/assessment, sensitive to target's backgrounds	Adequate design of feasible research/assessment, sensitive to target's backgrounds	Some ability to design feasible research/assessment, sensitive to target's backgrounds	Starting an effort to design feasible research/assessment, sensitive to target's backgrounds
B3. Efficacy conducting independent research	Excellent performance conducting independent research and analyzing/interpreting data	Adequate performance conducting independent research and analyzing/interpreting data	Partial success in conducting independent research and/or analyzing/interpreting data	Limited success in conducting independent research and/or analyzing/interpreting data
C1. Design of reports	Highly informative reports to various audiences	Adequately informative reports to various audiences	Reporting is somewhat informative or uneven among audiences	Marginally informative reports to various audiences
C2. Effective communication to students, collaborators, and/or clients	Highly effective communication	Reasonably effective communication	Somewhat effective communication	Communication skills just emerging
D1. Ethical conduct	Exceptional ethical standards maintained	Consistently meets ethical standards	Often meets ethical standards but not consistently	Meets some ethical standards, or meets standards sporadically

Student's name: _____ Date: _____ Evaluation by: ____ Student ____ Advisor

Ph.D. Learning Goals	4 (Exemplary)	3 (Proficient)	2 (Progressing)	1 (Initiating)
Knowledge				
A1. Students will acquire a strong foundation in current and past theories, research findings, and methodologies in their program area. They will use critical thinking skills to synthesize existing knowledge, evaluate strengths and limitations in existing theory and research, and identify issues in need of additional inquiry—including conceptual and method-logical approaches available to address these issues.				
A2. Students will demonstrate a knowledge of and sensitivity to human diversity in terms of individual abilities and orientations and sociocultural backgrounds.				
Research / Evaluation				
B1. Students will retrieve, evaluate, and interpret professional and scientific literature; they will use this information to develop or adapt theoretical frame-works and derive testable hypotheses or predictions for their own research / program evaluation projects.				
B2. Students will learn to design realistic and feasible research or assessment projects in their program area and to prepare necessary protocols that are sensitive to the backgrounds of				

individuals who are the focus of their work.				
B3. Students will conduct independent research and analyze and interpret resulting data.				
Communication / Consultation				
C1. Students will create clear and concise reports of their research or program evaluations that are appropriate to the intended audiences, which may include fellow scholars (via scholarly journals), practitioners (via practitioner journals or reports), and lay audiences (via online or other published reports).				
C2. Students will communicate effectively in collaborative work, instructional activities, and/or consultation settings with students and professional colleagues.				
Ethical Conduct				
D1. Students will conduct research or program implementation / evaluation in accordance with ethical standards established in their field of inquiry.				

APPENDIX J

Program Forms Related to Annual Review of Student Progress

1. Evidence Log for School Psychology Program Competencies and Elements
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 Competencies and Elements
(for students entering the program in Fall 2017 or later)

This evidence log and portfolio of evidence documentation for each competency should be submitted to your advisor prior to your annual review in September/October each academic year. Your advisor will review your evidence and provide feedback, which may include 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:

Competency	Elements	Cumulative Evidence
1. Individual and Cultural Diversity	___ A. Demonstrate (a) awareness of one's personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself; (b) ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own; and (c) awareness of equity and/or disparity within and between individuals and groups.	
	___ B. Demonstrate understanding of current theory and research related to addressing diversity in all professional activities.	
	___ C. Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.	

Competency	Elements	Cumulative Evidence
2. Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice	___ A. Demonstrate awareness of professional values and attitudes of health-service psychology, including respect for human diversity and social justice.	
	___ B. Demonstrate professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.	
	___ C. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.	
	___ D. Demonstrate self-awareness regarding one's personal and professional functioning to maintain and improve performance, well-being, and professional effectiveness.	
3. Ethical, Legal, and Professional Standards	___ A. Demonstrate awareness of how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines.	
	___ B. Demonstrate understanding of contributions of history and systems, theory, and research to ethical, legal, and professional guidelines.	
	___ C. Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.	
4. Assessment	___ A. Explain basic principles and best practices that guide one's assessment activities at the individual, group, and system levels.	
	___ B. Apply methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity characteristics.	
	___ C. Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.	

Competency	Elements	Cumulative Evidence
5. Evidence-Based Prevention and Intervention	___ A. Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.	
	___ B. Conceptualize treatment goals and develop evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.	
	___ C. Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.	
6. Indirect Service Delivery and Collaboration	___ A. Explain basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.	
	___ B. Conceptualize assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and system levels.	
	___ C. Select and appropriately implement indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and system levels.	
7. Supervision	___ A. Demonstrate knowledge of supervision models and practices.	
	___ B. Promote one's own professional practice through active participation and supervision as a trainee.	
	___ C. Provide effective supervision to promote professional practices of others.	
8. Research, Measurement, and Evaluation	___ A. Demonstrate knowledge and application of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base.	
	___ B. Demonstrate knowledge of and apply the theory, science, and techniques of psychological measurement.	

Competency	Elements	Cumulative Evidence
	___ C. Demonstrate knowledge of and apply (a) program evaluation methods and (b) accountability systems in applied settings.	
9. Basic Content Areas in Scientific Psychology	___ A. Demonstrate knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.	
	___ B. Apply knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.	
	___ C. Integrate two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.	
10. Schools and Schooling	___ A. Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of all learners.	
	___ B. Demonstrate knowledge of effective classroom environments that enhance academic learning and behavior of all learners.	
	___ C. Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all learners.	
	___ D. Demonstrate knowledge of strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.	

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 September 1, 20XX to August 31, 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 [September 1, 20XX – August 31, 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 Graduate Coordinator to have your file checked to make sure paperwork is in order.*

Date Completed

Date Expected

_____	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 (September 1, 20XX through August 31, 20XX).

PROGRESS SINCE 20XX 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 Graduate Coordinator 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

Documents Related to Practicum Experiences

1. School Psychology Program Practicum Policy
2. Non-Required Practicum Approval Form
3. Non-Required Practicum Planning and Evaluation Form

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

SCHOOL PSYCHOLOGY PROGRAM PRACTICUM POLICY

I. Definitions

- A. Required practicum. This term is used to describe a practicum required for all students by the School Psychology Program (i.e., beginning, clinic, and field practicum). These hours are automatically approved as program-sanctioned hours (see below).
- B. Non-required practicum. This term is used in reference to a practicum not required by the School Psychology Program, whether taken for credit or not. Non-required practicum (NRP) hours require specific approval by the student's advisor to be counted as program-sanctioned practicum hours (see below).
 - 1. Advisor-credit practicum. This term refers to NRP taken for credit (EP 840) with the student's advisor.
 - 2. Non-credit practicum. This term refers to NRP *not* taken for credit for which a student is 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.
- D. Practicum hours as defined by APPIC. See Section IV of this document for additional details from:
https://portal.appicas.org/applicants2012/instruction/ins_exp_intervention.htm

II. General Practicum Policies

- A. Students must be making satisfactory progress toward program benchmarks when requesting approval for participation in NRP.
- B. Exceptions to II.A. (above) will be reviewed by all School Psychology Program faculty.
- C. To report non-required practicum hours as practicum hours on internship applications or

III. Practicum Types and Specific Policies

A. Required practicum

- 1. Required practicum hours (1025 hours; 370 direct service 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 required practica are completed in clinical and field settings approved by the instructor.
 3. All Field Practicum hours are completed in school settings.
 4. All required 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 1025 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 practicum

1. General requirements
 - a. A NRP should be taken for credit with the student's advisor unless there are extenuating circumstances (see non-credit practicum below).
 - b. A NRP must be supervised by a licensed psychologist (strongly preferred) or licensed school psychologist.
 - c. Students should meet with their advisors to discuss NRP options **prior to** applying for and/or taking steps to set up a practicum placement. NRP.
 - d. Students must obtain approval from their advisors for a NRP **before** beginning the practicum. **NRP approval forms with the site supervisors' dated signatures must be submitted to students' advisors no later than the last day of classes of the semester before the practicum is to begin (e.g., last day of class of Fall Semester for a Spring Semester NRP, last day of summer courses for a Fall Semester).**
 - e. Once the advisor approves the form (dated signature), the advisor transmits the form to the School Psychology Program Director, retains a copy, and provides a copy to the student. A copy of the signed form is also placed in the student's file.
 - f. Students may start logging practicum hours for the approved NRP on or after the date of signed *advisor* approval.

- g. Students will be evaluated using the *Non-Required Plan and Evaluation Form*; site supervisors will complete this form, and students should submit to the advisor upon completion of each semester of the practicum. Note that failure to submit this form to your advisor at the conclusion of your practica will result in you not being able to count these hours on your internship applications.

2. Advisor-credit practicum

- a. Students must submit a *Non-Required Practicum Approval Form* to advisors no later than the last day of classes of the semester before a practicum is to begin.
- b. Students may register for 1-3 credit hours for each semester of a NRP, depending on the number of hours that will be accrued during the practicum. Each credit hour corresponds to a total of 100 practicum hours with an upper limit of 300 hours (3 credits) per semester. The number of credits taken for a particular NRP 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 (a) communicating with and monitoring completion of the practicum with the supervisor, (b) developing a NRP plan and evaluation process (see *Non-Required Practicum Planning and Evaluation Form*, (c) requesting an individualized evaluation form to be completed by the supervisor (based, in part, on direct observation) near the end of each semester, (d) assigning a grade to the student for each semester of the practicum, and (e) verifying the student's practicum hours on Time2Track.
- e. The practicum supervisor is responsible for (a) communicating with the student's advisor, (b) providing regular direct face-to-face supervision with the student, and (c) completing the individualized evaluation form based, in part, on direct observation (either live or electronically) of the student. Note that failure to submit this form to your advisor at the conclusion of your practica will result in you not being able to count these hours on your internship application.

3. Non-credit practicum

- a. A non-credit practicum is 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 (a) who is a dissertator and therefore cannot enroll in additional credits, (b) who is already enrolled in the maximum number of credits, or (c) 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 a non-credit practicum **must** have personal liability insurance. Students taking practica for UW-Madison credit are technically exempt from this provision because they are covered by UW-Madison insurance, but personal liability insurance is required for all non-credit practica.

IV. Information from APPIC regarding practicum hours

https://portal.appicas.org/applicants2012/instruction/ins_exp_intervention.htm

1. *You should only record hours for which you received formal academic training and credit or which were sanctioned by your graduate program as relevant training or work experiences (e.g., VA summer traineeship, clinical research positions, time spent in the same practicum setting after the official practicum has ended). Practicum hours must be supervised. Please consult with your academic training director to determine whether experiences are considered program sanctioned or not. The academic training director must be aware of and approve of the clinical activity. Academic credit is not a requirement in all cases. Other sections of this application will allow you an opportunity to summarize your supervision experiences, anticipated practicum experiences and support activities. Other relevant experience that does not fit into the above definition can be described on your Curriculum Vitae.*
2. *The experiences that you are summarizing in this section are professional activities that you have provided in the presence of a client. Telehealth, for the purposes of the AAPI, focuses on two-way, interactive videoconferencing as the modality by which telehealth services are provided. In order to count the hours delivered using this technology the focus of the clinical application should include diagnostic and therapeutic services. Clinical applications of telehealth encompass diagnostic, therapeutic, and forensic modalities across the lifespan. Common applications include pre-hospitalization assessment and post-hospital follow-up care, scheduled and urgent outpatient visits, psychotherapy and consultation. This does not include phone sessions or clinical supervision. All services must be appropriately supervised by a licensed clinician. Please note that not all states count these types of hours toward licensure and you should carefully review particular state regulations as needed.*
3. *A practicum hour is defined as a clock hour, not a semester/quarter hour. A 45-50 minute client/patient hour may be counted as one practicum hour.*
4. *You may have some experiences that could potentially fall under more than one category, but it is your responsibility to select the category that you feel best captures the experience. (For example, a Stress Management group might be classified as a group or as a Medical/Health-Related Intervention, but not both.) The categories are meant to be mutually exclusive; thus, any practicum hour should be counted only once.*

5. *Only include practicum experience accrued up to November 1 of the year in which you are applying for internship. You may describe the practicum experience that you anticipate accruing after November 1 in the section, "Summary of Doctoral Training."*
6. *When calculating practicum hours, you should provide your best estimate of hours accrued or number of clients/patients seen. It is understood that you may not have the exact numbers available. Please round to the nearest whole number. Use your best judgment, in consultation with your academic training director, in quantifying your practicum experience.*
7. *Please report actual clock hours in direct service to clients/patients. Hours should not be counted in more than one category.*
8. *For the "Total hours face-to-face" columns, count each hour of a group, family, or couples session as one practicum hour. For example, a two-hour group session with 12 adults is counted as two hours.*
9. *For the "# of different..." columns, count a couple, family, or group as one (1) unit. For example, meeting with a group of 12 adults over a ten-week period for two hours per week counts as 20 hours and one (1) group. Groups may be closed or open membership; but, in either case, count the group as one group.*

Note regarding the recording of "consultation" activities: Consultation activities may count as practicum hours only to the extent that this activity involves actual clinical intervention with direct consultation with the client (e.g., individual, family, organization) or an agent of the client (e.g., parent, teacher); this would be activity you would include in this "Intervention Experience" section. Consultation activities with other professionals regarding coordination of care (e.g., psychiatrist), without the client / patient present, should be counted in the "Support Activities" section.

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

NON-REQUIRED PRACTICUM APPROVAL FORM

Student Name: _____ **Student Advisor:** _____

A. General Information

1. Name of practicum facility (practicum site): _____
2. Date request is being submitted: _____
3. **Semester during which practicum will be completed: _____
 **Beginning date: _____
 **Ending date: _____
4. Estimated total number of practicum hours to be completed (maximum of 300): _____
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 (range is 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.

***Approval is for beginning and ending dates specified on this form for the semester indicated.*

B. Student Progress in the School Psychology Program

1. Are you making satisfactory progress in the School Psychology Program?
 _____ Yes _____ No If no, then this request for NRP must be approved by the
 School Psychology Program faculty.
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, etc.)
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 1-5 school psychology competency domains that will be addressed, and list the specific corresponding activities that will be facilitated during the practicum using the *Non-Required Practicum Plan and Evaluation Form*.
4. Describe the supervision of the practicum.
 - a. Name, title, and credentials of supervisor
 - b. Describe the supervision (frequency, hours, format [individual or group]). Regular face-to-face supervision is required.
 - c. Describe how the supervisor will provide direct observation during the experience (frequency, type).
 - d. Explain how supervision will promote development of competency in the domains listed in C.3.
5. Students will be evaluated using the *Non-Required Plan and Evaluation Form*; site supervisors will complete this form, and students should submit to the advisor upon completion of each semester of the practicum. Note that failure to submit this form to your advisor at the conclusion of your practica will result in you not being able to count these hours on your internship applications.

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 will meet each condition. The student is responsible for meeting the requirements of the site.

Signatures:

Student: _____ Date: _____

Practicum facility supervisor: _____ Date: _____

Practicum supervisor phone: _____ email: _____

Student's university advisor: _____ Date: _____

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

NON-REQUIRED PRACTICUM PLANNING AND EVALUATION FORM
(for students entering the program in Fall 2017 or later)

Student: _____

Beginning Date: _____

Placement: _____

Ending Date: _____

Supervisor: _____

This form serves as both a plan and evaluation tool for a non-required practicum. Each student should work with both the site supervisor and his or her advisor to develop an appropriate plan for training before the practicum begins. In doing so, each student should indicate **up to five program domains** that will be addressed during the training by **bolding each one** that is identified. Students should then identify, with assistance from their site supervisor, key activities that will be accomplished/facilitated during the training. This plan should be reviewed during supervision meetings held at the practicum site regularly to guide training and ensure student goal attainment. Site supervisors should also conduct a summative evaluation of student competence in the identified domains at the end of the semester. Please note that supervisors are not required to evaluate other program domains (those not in bold type). This form should then be submitted to the student advisor for review and documentation. Failure to submit this form to your advisor at the conclusion of your practica will result in you not being able to count these hours on your internship applications.

The following rating scale should be used for evaluation of student competence:

- 1 - Unsatisfactory: student's skills reflect insufficient mastery in this area; student needs additional course-based instruction in this skill
- 2 - Needs improvement: plans should be made to assure student gains extra practice in this skill prior to leaving the program
- 3 - Satisfactory: student's skills in this area are adequate for practice; student should continue to practice this skill under professional supervision
- 4 - Competent: student is comfortably independent in this skill
- 5 - Outstanding: student's skills in this area are exceptionally strong
- NA - Not Applicable: opportunity for this skill to be demonstrated was not provided

Domain	Site-specific Activities (student completes)	Evaluation Items	Rating (site supervisor completes)
1: Individual and Cultural Diversity		Demonstrates awareness of one's personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself	1 2 3 4 5 NA
		Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one's own;	1 2 3 4 5 NA
		Demonstrates awareness of equity and/or disparity within and between individuals and groups.	1 2 3 4 5 NA
		Demonstrates understanding of current theory and research related to addressing diversity in all professional activities.	1 2 3 4 5 NA
		Applies knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.	1 2 3 4 5 NA
2: Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice		Demonstrates awareness of professional values and attitudes of health-service psychology, including respect for human diversity and social justice.	1 2 3 4 5 NA
		Demonstrates professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.	1 2 3 4 5 NA
		Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.	1 2 3 4 5 NA

		Demonstrates self-awareness regarding one's personal and professional functioning to maintain and improve performance, well-being, and professional effectiveness.	1	2	3	4	5	NA
3: Ethical, Legal, and Professional Standards		Demonstrates awareness of how one's personal views may affect the understanding and application of ethical, legal, and professional guidelines	1	2	3	4	5	NA
		Demonstrates understanding of contributions of history and systems, theory, and research to ethical, legal, and professional guidelines.	1	2	3	4	5	NA
		Behaves in accordance with professional, legal, and ethical guidelines in all professional activities	1	2	3	4	5	NA
4: Assessment		Explains basic principles and best practices that guide one's assessment activities at the individual, group, and system levels.	1	2	3	4	5	NA
		Applies methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity characteristics.	1	2	3	4	5	NA
		Interprets and communicates assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.	1	2	3	4	5	NA
5: Evidence-Based Prevention and Intervention		Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.	1	2	3	4	5	NA
		Conceptualizes treatment goals and develops evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.	1	2	3	4	5	NA
		Uses data-driven methods to select, implement, and						

		evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.	1	2	3	4	5	NA
6: Indirect Service Delivery and Collaboration		Explains basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.	1	2	3	4	5	NA
		Conceptualizes assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and system levels.	1	2	3	4	5	NA
		Selects and appropriately implements indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and system levels.	1	2	3	4	5	NA
7: Supervision		Demonstrates knowledge of supervision models and practices.	1	2	3	4	5	NA
		Promotes one's own professional practice through active participation and supervision as a trainee.	1	2	3	4	5	NA
		Provides effective supervision to promote professional practices of others.	1	2	3	4	5	NA
8: Research, Measurement, and Evaluation		Demonstrates knowledge and application of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base	1	2	3	4	5	NA
		Demonstrates knowledge of and apply the theory, science, and techniques of psychological measurement. Demonstrates knowledge of and applies (a) program evaluation methods and (b) accountability systems in	1	2	3	4	5	NA

		applied settings.	
9: Basic Content Areas in Scientific Psychology		Demonstrates knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.	1 2 3 4 5 NA
		Applies knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.	1 2 3 4 5 NA
		Integrates two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.	1 2 3 4 5 NA
10: Schools and Schooling		Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of all learners.	1 2 3 4 5 NA
		Demonstrates knowledge of effective classroom environments that enhance academic learning and behavior of all learners.	1 2 3 4 5 NA
		Demonstrates knowledge of school psychological service delivery systems that facilitate the learning and behavior of all learners.	1 2 3 4 5 NA
		Demonstrates knowledge of strategies to engage students' families and stakeholders to enhance learning and behavior of all learners.	1 2 3 4 5 NA

Qualitative Feedback (Please note any additional feedback you would like to share about the student's work in your site):

Hours Summary (Student should complete):

Number of Total Hours: _____

Number of Intervention Hours: _____

Number of Assessment Hours: _____

Number of Supervision Hours: _____

Number of Support Hours: _____

I verify that this evaluation is based in part on direct observation (either live or electronic) of the trainee.

Supervisor Signature

Date

NON-REQUIRED PRACTICUM PLANNING AND EVALUATION FORM
(for students entering the program in Fall 2016 or earlier)

Student: _____ Beginning Date: _____

Placement: _____ Ending Date: _____

Supervisor: _____

This form serves as both a plan and evaluation tool for a non-required practicum. Each student should work with both the site supervisor and his or her advisor to develop an appropriate plan for training before the practicum begins. In doing so, each student should indicate **up to five program domains** that will be addressed during the training by **bolding each one** that is identified. Students should then identify, with assistance from their site supervisor, key activities that will be accomplished/facilitated during the training. This plan should be reviewed during supervision meetings held at the practicum site regularly to guide training and ensure student goal attainment. Site supervisors should also conduct a summative evaluation of student competence in the identified domains at the end of the semester. Please note that supervisors are not required to evaluate other program domains (those not in bold type). This form should then be submitted to the student advisor for review and documentation. Failure to submit this form to your advisor at the conclusion of your practica will result in you not being able to count these hours on your internship applications.

The following rating scale should be used for evaluation of student competence:

- 1 - Unsatisfactory: student's skills reflect insufficient mastery in this area; student needs additional course-based instruction in this skill
- 2 - Needs improvement: plans should be made to assure student gains extra practice in this skill prior to leaving the program
- 3 - Satisfactory: student's skills in this area are adequate for practice; student should continue to practice this skill under professional supervision
- 4 - Competent: student is comfortably independent in this skill
- 5 - Outstanding: student's skills in this area are exceptionally strong
- NA - Not Applicable; Opportunity for this skill to be demonstrated was not provided

Domain	Site Specific Activities (student completes)	Evaluation Items	Rating (site supervisor completes)
1: Research and Evaluation		Evaluates all available data, alternatives, and implications when making recommendations about client intervention	1 2 3 4 5 NA
		Evaluates effectiveness of consultation through progress monitoring and outcome evaluation	1 2 3 4 5 NA
		Evaluates the effectiveness of intervention techniques through progress monitoring and outcome evaluation	1 2 3 4 5 NA
		Communicates results of evaluation and research in terms that are understandable to educators and parents	1 2 3 4 5 NA
		Consults appropriate literature when gathering information, planning assessments and interventions, and making recommendations	1 2 3 4 5 NA
2: Professional Issues and Human Relations		Behaves in accordance with professional, legal, and ethical guidelines	1 2 3 4 5 NA
		Demonstrates dependability	1 2 3 4 5 NA
		Meets difficult situations with self-control	1 2 3 4 5 NA
		Demonstrates good judgment and common sense	1 2 3 4 5 NA
		Communicates and listens effectively	1 2 3 4 5 NA

		Demonstrates an awareness of competency level and doesn't accept responsibilities that exceed this level	1	2	3	4	5	NA
		Utilizes constructive feedback	1	2	3	4	5	NA
		Displays initiative and resourcefulness	1	2	3	4	5	NA
		Shows evidence of continued self-evaluation	1	2	3	4	5	NA
		Presents a good professional appearance	1	2	3	4	5	NA
3: Assessment Skills		Understands the purpose and process of assessment at multiple tiers of prevention and intervention	1	2	3	4	5	NA
		Participates actively in team problem-solving meetings	1	2	3	4	5	NA
		Clearly identifies the nature of the referral problem and the purpose of the assessment	1	2	3	4	5	NA
		Uses appropriate assessment instruments that are directly related to the identified problem	1	2	3	4	5	NA
		Analyzes and interprets assessment results in a meaningful and thorough fashion	1	2	3	4	5	NA
		Appropriately uses assessment data to make decisions about client intervention	1	2	3	4	5	NA
		Displays accuracy in administering tests and scoring tests	1	2	3	4	5	NA
		Is sensitive to sources of bias when selecting, administering, and interpreting assessments	1	2	3	4	5	NA

4: Prevention and Intervention		Uses intervention strategies that are directly related to the assessed problem	1	2	3	4	5	NA
		Clearly delineates goals of intervention at multiple tiers of practice	1	2	3	4	5	NA
		Demonstrates skill in utilizing individual intervention strategies	1	2	3	4	5	NA
		Demonstrates skill in utilizing group intervention strategies	1	2	3	4	5	NA
		Demonstrates understanding of strategies to prevent school-related problems	1	2	3	4	5	NA
		Demonstrates skill in preventing and/or responding to school-related crises	1	2	3	4	5	NA
5: Consultation Skills		Establishes effective collaborative relationships with other professionals	1	2	3	4	5	NA
		Collaborates effectively with parents	1	2	3	4	5	NA
		Understands consultation as a service delivery model (e.g., stages of consultation)	1	2	3	4	5	NA
		Consults effectively with community agencies	1	2	3	4	5	NA
6: Human Abilities and Diversity		Shows concern, respect, and sensitivity for the needs of staff and clients	1	2	3	4	5	NA
		Works well with other staff	1	2	3	4	5	NA
		Is able to relate well to clients	1	2	3	4	5	NA
		Demonstrates tolerance for others' values and viewpoints	1	2	3	4	5	NA

		Achieves comfortable interactions with clients of other racial/ethnic/cultural/economic backgrounds	1	2	3	4	5	NA
		Demonstrates knowledge about and appreciation of diversity and disabilities	1	2	3	4	5	NA
7: Schools and Schooling		Demonstrates knowledge of effective teaching methods	1	2	3	4	5	NA
		Demonstrates understanding of principles of classroom management	1	2	3	4	5	NA
		Shows understanding of state and federal legislation that influences the practice of psychology in schools	1	2	3	4	5	NA
		Demonstrates knowledge of school psychology service delivery systems that facilitate the learning and behavior of all students	1	2	3	4	5	NA
		Demonstrates knowledge of school organization, systems issues (e.g., school change, reform, and policies) and service delivery systems that facilitate the learning and behavior of all students	1	2	3	4	5	NA
		Identifies roles and activities that families can take in the enhancement in children's schooling	1	2	3	4	5	NA

Descriptive Feedback (Please note any additional feedback you would like to share about the student's work in your site):

Hours Summary (Student should complete):

Number of Total Hours: _____

Number of Intervention Hours: _____

Number of Assessment Hours: _____

Number of Supervision Hours: _____

Number of Support Hours: _____

I verify that this evaluation is based in part on direct observation (either live or electronic) of the trainee.

Supervisor Signature

Date

APPENDIX L

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 M

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