

# Academic Program Review

## Self-Study School Psychology Program

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Director

Note: This is the first time that the School Psychology Program has completed an Academic Program Review independent of the Psychology Department. This decision was made due to the accreditation of the School Psychology Program. Some of the materials (e.g., Department Annual Review, Promotion/Retention information, etc.) can be found in the Psychology Department materials, which are being submitted in the same review cycle.

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## **Purpose**

The School Psychology Program at the University of Wisconsin-La Crosse (UW-L) began in 1969. The UW-L Specialist level program was first granted Full Approval by the National Association of School Psychologists (NASP) on January 1, 1996. In the fall of 1999 the University of Wisconsin System Board of Regents approved the Education Specialist Degree in School Psychology for UW-L. On June 23, 2000, the North Central Association also approved the Specialist degree. In 2003, NASP gave full approval to the School Psychology program. The philosophy of the program and background information are found in the following paragraphs from the UW-L Graduate Studies catalog:

The UW-La Crosse graduate program in School Psychology offers an Education Specialist in School Psychology degree. The degree requires two years of full-time study, one summer of study, a one-year internship during the third year, and completion of an Education Specialist thesis. Successful completion of the 60-semester credit hour program leads to full licensure as a School Psychologist in Wisconsin and most other states. Students earn a 30 credit hour Master of Science in Education degree before completing the remaining Education Specialist degree requirements.

The UW-La Crosse School Psychology Program is part of the Psychology Department and the College of Liberal Studies. The Program is approved by the Wisconsin Department of Public Instruction, is accredited by the National Council for Accreditation of Teacher Education (NCATE), and has full approval from the National Association of School Psychologists (NASP). Upon completion of all program requirements, students are eligible for certification as a Nationally Certified School Psychologist (NCSP).

The School Psychology Program prepares graduate students for licensure as school psychologists through academic coursework, 700 hours of supervised school practica, and a one-year, 1200-hour school internship. The school psychology knowledge base includes areas of professional school psychology, educational psychology, psychological foundations, educational foundations, and mental health. To provide psychological services in educational settings, graduates of the School Psychology Program must also have considerable knowledge of curriculum, special education and pupil services. Graduates of the Program are employed in public schools or in educational agencies that serve public schools.

The emphasis of this program is to train school psychologists who are effective teacher, parent and school consultants. The program also emphasizes a pupil services model that addresses the educational and mental health needs of all children, from early childhood through high school. Graduate students are placed in local schools as early and as intensively as possible. During their second, third and fourth semesters, students spend two days per week working in local schools under the direct supervision of experienced school psychologists. During these school practica, students develop professional skills in assessment, consultation, intervention, counseling, and case management. Many of the core courses require projects that are completed in the schools during practica.

## ***School Psychology Conceptual Framework***

The Program's philosophy is also summarized by the conceptual framework found in the School Psychology Graduate Student Handbook (see Program Materials Section for the entire Handbook):

School psychologists exiting the School Psychology Program at the University of Wisconsin-La Crosse should be psychologists who function in educational settings as advocates for children, pupil service providers, experts in the assessment of children, psychoeducational consultants who use effective problem solving strategies, and experts in the design and delivery of effective psychological and educational interventions. School psychologists exiting the University of Wisconsin-La Crosse will also be lifelong learners who continually seek and engage in professional development and leadership.

## Goals and Objectives

Candidate proficiencies are consistent with the goals and objectives for training standards advocated by the National Association of School Psychologists and reflected in the certification standards for school psychologists by the Wisconsin Department of Public Instruction.

1. **Data-Based Decision-Making and Accountability**: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.
2. **Consultation and Collaboration**: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.
3. **Effective Instruction and Development of Cognitive/Academic Skills**: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.
4. **Socialization and Development of Life Skills**: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.
5. **Student Diversity in Development and Learning**: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
6. **School and Systems Organization, Policy Development, and Climate**: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.
7. **Prevention, Crisis Intervention, and Mental Health**: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well being of students.
8. **Home/School/Community Collaboration**: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.
9. **Research and Program Evaluation**: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.
10. **School Psychology Practice and Development**: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

11. **Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

## Curriculum

### ***Description of the Program***

The comprehensive, integrated training model is described on pages 3-4 of the School Psychology Graduate Student Handbook:

To train students in assessment, intervention, consulting and pupil services, the UW-L Program has evolved a model that integrates course work and fieldwork. This integrated model of training is distinct from the more common segmented training model. In the segmented model most practica are limited to developing discrete skills in one area such as cognitive assessment, consulting, personality assessment or counseling. These courses and practica are completed before holistic casework, practica, and internship. The integrated model requires skills be taught shortly before and during the time they are applied in schools. Early courses require field applications. Practica require completion of concurrent course requirements. Except for some early discrete skills such as administering, scoring and interpreting tests, most new professional skills are learned and performed in schools as part of ongoing cases.

To accomplish integrated training, the La Crosse Program has established a highly structured and sequenced set of courses that are coordinated with three practica (see School Psychology Program Requirements). Courses are taught in a fixed sequence over a two-year period, including one summer session (see School Psychology Course Sequence). Psychological Foundations are emphasized during the first two semesters. Assessment courses are concentrated in the first year. Intervention and consulting courses are placed in the second and third semesters to require applications of these skills in the first two practica. During the last two semesters weekly case discussions add to a broader understanding of different types of cases. After spending two days per week in schools during first practicum, students take Educational Foundations courses the last two semesters. This course sequence is detailed in later documents (see Table 1 and School Psychology Course Sequence).

The Program has incorporated established learning principles in courses and field experiences. The first of these is that students need to observe models of professional skills and judgment. These observations provide broad professional categories that help students organize professional sub-skills. Students need to observe real models of integrated casework. Throughout the Program, observing models helps students gain greater professional perspectives, goals and ethics. Second year students (particularly graduate assistants) provide near term or proximal models for first year students. Observations of second year students discussing cases with University faculty demonstrate articulation of referrals, development of assessment plans, interpretation of data and development of recommendations. From second through fourth semester, field supervisors model a wide range of discrete and integrated skills. In weekly two-hour practica meetings students participate in large and small group discussions that help them develop language, concepts and ethical practices appropriate for practice.

The curriculum of the Program has also been tied to the NASP standards. The matrix of classes is on page 21 of the School Psychology Graduate Student Handbook. Following the completion of the Program and the successfully passing the national exam, students are eligible for the National Certified School Psychologist (NSCP) designation.

### ***Contemporary Emphasis and Trends***

The general trend in school psychology is to diversify the role in the schools. Traditionally the school psychologist was viewed as an individual who assessed children for placement in special education. Today, according to the National Association of School Psychologists, the following duties are considered within the scope and training of a school psychologist and are considered the typical roles that the school psychologist engages in:

**Consultation**

- give healthy and effective alternatives to teachers, parents, and administrators about problems in learning and behavior
- help others understand child development and how it affects learning and behavior
- strengthen working relationships between educators, parents and community services

**Assessment** — use a wide variety of techniques at an individual, group, and systems level to evaluate:

- academic skills
- learning aptitudes
- personality and emotional development
- social skills
- learning environments and school climate
- eligibility for special education

**Intervention**

- work face-to-face with children and families
- help solve conflicts and problems in learning and adjustment
- provide psychological counseling for children and families
- provide social skills training, behavior management, and other strategies
- help families and schools deal with crises, such as separation and loss

**Prevention**

- identify potential learning difficulties
- design programs for children at risk of failure
- provide parents and teachers with the skills to cope with disruptive behavior
- help foster tolerance, understanding, and appreciation of diversity in the school community
- develop school-wide initiatives to make schools safer and more effective

**Education**

- develop programs on topics such as:
- teaching and learning strategies
- classroom management techniques
- working with students who have disabilities or unusual talents
- substance abuse
- crisis management

**Research and Planning**

- evaluate the effectiveness of academic programs, behavior management systems, and other services
- generate new knowledge about learning and behavior
- contribute to planning and evaluating school-wide reform and restructuring

**Health Care Provision**

- collaborate with school and community-based personnel to provide a comprehensive model of school-linked health services
- work with children and families to provide integrated community services focusing on psychosocial wellness and health-related issues
- developing partnerships with parents and teachers to create healthy school environments

Thus, the school psychologist is seen as an integral member of the school system to help children succeed.

The other factor that is important to understand the future trends in the role of a school psychologist is the various laws that impact schools. The No Child Left Behind legislation impacts school with greater emphasis on assessment and accountability and school psychologists are being called upon to help schools understand the assessment component of this law and the application to the special education population. The other law that will have a greater impact is the future revision of the Individuals with Disabilities Education Act, which is currently being debated in the Senate and House. There are several important changes that this law might effect,

which includes the identification of learning disabled students that would require a greater emphasis on academic interventions that the school psychologist could bring to the schools.

### ***Credit Information***

NASP policies on the Standards of Training set the minimum number of credits hours at 60 semester hours with 54 being completed before the internship. The UW-La Crosse program currently expects a minimum of 66 credit hours with 60 credit hours completed before the internship (see course requirements on p. 22 of the School Psychology Graduate Student Handbook in the in the Program Materials Section). This credit load assumes that a student has the entire undergraduate prerequisites for psychology and education. While this rarely occurs, the most credit hours a student would take in the School Psychology Program without any prerequisites would be 84 credit hours with 78 credit hours completed before the internship. Most students require some additional classes over the minimum of 66 credit hours due to not having achieved all the prerequisites, but it is rare for a student not to have some psychology or education classes that would satisfy some of the prerequisites.

## **Degree of Program Success**

### ***Program Assessment System***

Students are evaluated before, during and after the formal program. Admission procedures include evaluation of transcripts for prerequisite courses, grade point average, a resume, letters of recommendation, GRE scores, a writing sample, a written statement of purpose, and a formal interview with the admissions committee.

Once admitted to the program, students progress through the core school psychology classes (see School Psychology Course Sequence in p. 23 of the School Psychology Graduate Student Handbook in the Program Materials Section) and take both education and psychology classes that were not met in his/her undergraduate program. An integrated program assessment system has been in place for several years. The UW-L School Psychology Program uses several direct and indirect measures to assess student learning outcomes. The majority of these measures are performance-based scales that measure competencies as they are demonstrated during class and field experiences. These measures can be located in the Formative Assessment Section and the Intern Evaluation Section. An example of the formal rating scales are the administration checklists of the various intellectual measures required and each student must meet at least 85% mastery to progress to the first practicum. Students in the last 2 years have achieved an average of 92.7%. In addition to these formal assessments, all three school psychology faculty meet on a weekly basis to discuss the program, upcoming events/projects, and students. If any student is not progressing in a manner expected either due to academic skills or social-emotional problems, an action plan for the individual student is enacted. These plans are followed-up at the subsequent weekly meetings to ensure the proper growth or change is noted.

During the last two weeks of each semester of the student's two years on campus, the students are individually interviewed by all three core School Psychology faculty. The performance across all classes is examined, feedback on program perspectives is gathered, and the portfolio is reviewed with an eye to the development of student proficiencies. These are more formal meetings and students are either encouraged to continue in the program if satisfactory progress is made or a remedial plan is developed. In the past two years one remedial plan has been written and it made a positive difference in the education plan of the student. At the first

meeting after the student's first semester, faculty are also evaluating the student's readiness to enter the field in the initial field placement (SPY 762). Field supervisors and University supervisors evaluate each student during each field placement and provide feedback on specific field activities at the end of the semester for grading purposes (see various evaluation forms in the Formative Evaluation Section). Comments on these summative forms also provide information for planning the following practicum. At subsequent reviews, faculty have supervised the students in the field and any concerns are brought forward and discussed with the student.

Early in the fall semester of the second year, students take the National School Psychology exam through Educational Testing Service (ETS) to evaluate knowledge and applications acquired in psychological foundations and selected core professional courses (see total NCSP scores and subtest scores from 2003 in the Performance Evidence Section). This test is designed to measure initial knowledge and skills in school psychology and serves as an entrance marker to the field. All of the students except for one successfully completed the test. The one who didn't succeed was a minority student that language probably impacted her ability to read and comprehend in the time allotted. During the second year, students continue to be evaluated in courses and in supervised practica. During the internship, each intern is evaluated periodically by field supervisors and at least once per semester by a University supervisor (see internship evaluation materials in the Intern Evaluation Section).

In addition to specific measures, such as rating scales, students place evidence and artifacts of their developing competencies in portfolios. A School Psychology cumulative portfolio has been in place since 1993. Beginning the fall of 2002, the portfolio and the process were restructured to better reflect the NASP training standards. Instead of requiring specific products, students now choose the products that best document their professional growth and achieved competence. The portfolio is designed to document students increasing breadth and depth relative to the 11 training standards. Students are expected to organize their portfolios according to 5 training standards after the first semester to all 11 after the second year on campus, as well as after the internship year. Students also update their program portfolios each semester so that the portfolios exhibit progress towards professional competencies as most students show theoretical knowledge to begin with before they can demonstrate applied practice. Students write reflective statements on their growth regarding each standard, as well as identify the learning experiences that contributed to that growth. At the end of each semester, faculty review student portfolios to evaluate students and then meet with each student face-to-face to provide feedback. A copy of the scoring rubric is with the Program Materials Section. Graphs that detail student growth are found in the Performance Evidence Section.

## ***Summarized Performance Evidence***

### **Program Assessment Report '98-01**

The Program Assessment Report from 1998-2001 (found in the Performance Evidence section) is a good example of how performance evidence is aggregated and summarized and used to improve the program. The findings from that program evaluation generally indicated that UW-L graduates were well prepared for the practice of school psychology. Evaluations from field supervisors were extremely positive, indicating that graduates had highly developed professional competencies in all areas of practice. Alumni and exiting students reported concerns in a few

areas and these deficiencies were addressed in the several program changes implemented over the past few years (see the Performance Evidence section for details).

### **Program Evaluation Summary '02**

This program evaluation summary is based on data collected during the 2001-2002 academic year. For raw data, see the Performance Evidence section.

It integrates results from:

- The National School Psychology Exam
- An Alumni Survey
- An Exit Survey
- Internship Rating Forms (from employers and non-supervisors)
- Internship Evaluation Forms (from supervisors)
- Consultation/Intervention Evaluations (from consultees during internship year)

In terms of how well the UW-L School Psychology Program helped students develop professional knowledge, skills, attitudes, and behaviors, the following strengths were indicated across measures:

- Strong development of professional ethics
- Strong development of best practices
- Strong development of assessment skills
- Knowledge of special education criteria
- Psychological report writing
- A desire to be an advocate for children
- How to lead IEP meetings
- How to interpret and communicate assessment results
- Strong consultation skills
- Effective interventions

Weaknesses indicated include:

- Knowledge of regular education methods and curriculum
- Research and the desire to do research
- Developmental guidance counseling
- How to present in-services to educational staff

Improvements indicated over the past few years include:

- Individual counseling skills
- Group counseling skills
- Curriculum-based assessment
- From 2001 to 2002 the National Exam mean increased from 733 to 747 (with a failing score of 450 in 2001 removed from the computation)

Planned changes to address deficiencies:

- More guidance, supervision, and encouragement for conducting research. This will be addressed by creation of a 3-credit summer thesis research project preparation course and by

the formation of research teams that allow students to collaborate on similar research projects.

- More opportunities to do formal in-service type presentations

Strengths: The main strength of the program is the in-depth field training that integrates coursework with field experiences. Related to this strength is in the intensive use of performance-based measures to assess professional competencies.

Weaknesses:

- Information Technology (Goal 2.11) is not explicitly taught within a specific class, but transcends classes and is integrated in the expectations of students. It is well attained.
- Regarding Home/School/Community Collaboration (Goal 2.8), students could be provided with more direct instruction in family systems.

## **Previous Academic Program Review & New Program Initiatives**

The School Psychology Program was last evaluated in 1996-1997 with the Psychology Department (see report in Previous Evaluation Sections). As the recommendations focused exclusively on the undergraduate program, there is nothing to document for the graduate program.

### ***National School Psychologists Association Review***

The program has been reviewed by the National Association of School Psychologists as part of the approval process in 2003. This was done in conjunction with the School of Education's accreditation by NCATE/DPI in 2003. The review is in the Previous Evaluations of the Program.

### ***Director's Response***

On behalf of the School Psychology Program, I would like to express my appreciation to the reviewers of the program and the time that they took to provide a comprehensive and objective view of the program. The School Psychology Program has worked hard to maintain a high quality of education for the students and this was validated in the full approval by the board. As with any program review, there will be the identification of strengths and weaknesses. The approval board spotlighted the broad background in assessment and academic interventions as well as the various assessment and attainment measures that signified that the students are not only being instructed in the course material, but they are also demonstrating it in the field.

There were a number of strands that the Approval Board identified that are in need of attention. The first area is in the area of diversity. This came as a surprise as there are numerous instances of diversity being addressed across numerous courses and it was thought that the students were provided the opportunity to be aware and sensitive to diversity in the schools. A program review will be conducted to determine additional methods to instill diversity into the school psychology program. The second area was the training and practice related to family and community. This is an important area for school psychologists and needs to be included in the curriculum. However, it cannot be simply done with adding a class. Faculty course load is at the maximum of 9 credits or more during the semester (UW-L Senate policy). In addition, all

students are attending 15 credits per semester to meet program requirements, as well as summer school. Scope and sequence of present course offerings will need to be examined to determine the most appropriate placement of this material. The third major area of concern was directed to the documentation of the field placement opportunities in the folio. The report identified the infrastructure to the collection of this information, but there was the lack of collected information placed in the folio. This collected information will be summarized on a yearly basis and included in future submissions. Finally, the report commented on the need for additional materials to systematically document student abilities, competencies and effectiveness when working with children. As this represents a major policy shift in the last few years in the Standards, most programs are working to enhance this and we will continue to refine our assessment tools.

## ***Director's SWOT***

### **Strengths**

- Three core school psychology faculty committed to the students (evidenced through weekly meetings, portfolio reviews and mentor-relationships) and to the school psychology field (evidenced through certification/licensure as well as state and national involvement in school psychology professional organizations).
- Extensive practicum experience that allows students out into the field faster (second semester) and longer (750 hours+) than most programs in the nation. This also fosters a mentor relationship with a practicing professional.
- Psychological Assessment sequence that prepares students well for a vital component of the role in the field. Most students teach the practicum supervisors and education colleagues when on internships the “state of the art” in assessment. This is consistently rated as a strength to the program by alumni.
- Selection process of the students that balances academic potential with social skills. Involves reviewing files and interviewing up to 30 candidates for 12 positions. All core school psychology faculty, one faculty member from the Psychology Department, and all three graduate assistants in the School Psychology Program participate in this process.
- Recently redesigned curriculum that reduces load on students and faculty as well as reducing the repetition between classes.

### **Weaknesses**

- Behavior sequencing has been improved by placing PSY 775 earlier in the sequence of classes. Further refinement of the Academic & Behavior Interventions (PSY 752) is required as students have been consistently weak in suggesting ideas for interventions. This class is currently the only class that is taught by an ad hoc and it needs to be improved in instruction and content.
- The Education Electives need to be refined (with the exception of Human Relations). Students require a special education methods class. This was agreed to and then discontinued due to a change in the Education curricula and replaced with a weaker and repetitive content class. Further discussions are required to work this out. The reading class (RDG 730) is the only opportunity for instruction in reading and students have expressed concerns about their ability to tutor and effect change in a client with minimal instruction. This class is going to be placed later in the School Psychology program sequence to allow for greater instruction in the PSY 752 class. Currently the students are taking SPE 716: Teachers and the Law and the

Education Department is working to offer SPE 715 Special Education and the Law, which would be a better fit for the educational needs of the school psychology students.

- The NASP '03 review identified two program weaknesses: the inclusion of diversity in multiple courses and the inclusion of family/community interventions. These weaknesses will need to be evaluated to determine how to include these content areas into existing courses.
- The sequence and learning opportunities of the practicum classes needs to be re-evaluated to determine if students are being expected to demonstrate a skill before it is taught. Some of these difficulties stems from the opportunities available at a particular site that would make it more conducive to an earlier or later practicum. The course sequence and the site abilities will be reviewed.
- There are two new expectations for students that are causing some confusion and growing pains: Thesis and Portfolio. Both of these activities would benefit from a manual to help guide student work and reinforce consistent expectations.

### **Opportunities**

- The UW-L program has traditionally been a strong program. By continuing to refine the program and demonstrate student success, the program could become a leader in providing quality school psychology practitioners to not only the entire state, but also the tri-state area and beyond.
- Increase the use of technology to track student performance and progress through the program through e-portfolios and web-based practicum/internship systems.
- Develop a child development clinic to assist districts with the assessment of children with behavior and/or learning problems. This could also be used as an alternative to community-based organizations that provide independent educational evaluations for special education children.

### **Threats**

- The loss of faculty members would be difficult to replace given the employment trends from the past couple years and the projections for the future. This also relates to the continuity of the core program faculty. In the past several years,
  - Dixon was hired in Fall 2001
  - Dehn went on Professional Development for the Spring 2002
  - DeBoer went on Professional Development for the academic year 2002-2003
  - Dehn was granted unpaid leave for 2004-2005.

While the professional development opportunities are valued, the continuity of the program and the consistent expectations for students is jeopardized.

- The thesis requirement is new and places an additional burden on faculty to read and advise numerous students. While the program has added a preparation class that has helped, there is still the potential for students to linger 5 years after they have completed their classes. In addition, there is no faculty load to compensate for this added expectation for faculty. This may lead to faculty burnout or one leaving the program. There really needs to be a fourth faculty member to cover the thesis load and one class (PSY 752) that consistently will be covered by ad hoc personnel.
- Finally, there needs to be continued financial commitment to the practicum/intern visits as well as the updated test materials. Loss of funding that would impact the number of visits

that are made to field supervisors or the reduction of up-to-date test materials would reduce several of the program strengths in short order.

## **Personnel**

The Program has three full-time equivalent faculty: Drs. Rob Dixon, Milt Dehn, and Betty DeBoer. All three hold a doctorate and all have degree specializations in School Psychology. One of the collective strengths of the faculty is the professional identification to School Psychology. All three are board members of the Wisconsin School Psychologists Association (WSPA) and there is service at the national level as well. Other faculty members in the department teach selected classes that are usually a “slash” course that includes undergraduate and graduate students. School psychology students that do not have the necessary pre-requisite skills in the undergraduate degree primarily take these courses.

The program director receives a quarter-time release. Milt Dehn was the program director from 1997-2003. Rob Dixon became the program director in January, 2003.

The rank and tenure status is:

- Dehn---Associate Professor; Tenured
- DeBoer---Assistant Professor; Not Tenured
- Dixon---Assistant Professor; Not Tenured

Regarding teaching load, graduate faculty do not teach more than 9 graduate credits per semester. They also receive load for supervising field experiences. Each faculty member supervises a maximum of 12 students at a time.

School psychology trainers are members of the UW-L Psychology Department, which has 15 full-time staff. The retention and promotion policies of the Psychology Department apply to the School Psychology Program. Namely, there is substantial weight given to all three areas (teaching, service and research). Of the three, teaching carries the greatest weight for retention decisions.

One of the characteristics of the school psychology profession is the rapid changes that the field undergoes. It has been estimated that the half-life of the pre-service knowledge of a school psychologist becomes obsolete in approximately 5 years. This means that it is very important for the faculty to keep up with continuing education and remain connected with the day-to-day applications of the field. In light of this, Dr. DeBoer completed a professional swap with a school psychologist for the academic year 2002-2003.

Please see the vitae in the Program Materials Section for more details on faculty qualifications.

## **Support for Achieving Academic Program Goals**

The School Psychology Program receives adequate support to achieve the program goals. The physical facilities include both classrooms and testing rooms. The current classroom that has been identified for the School Psychology Program (305 Graff Main Hall) was adequate when the program housed 10 students. However, the program has grown to 12 students and the inclusion of technology in the classroom has created an overcrowding in this space. We have moved to other classrooms, but this forces the program to compete with larger departments for adequate instructional space. The testing rooms housed in Graff Main Hall 302b-g and 312 provide adequate space to individually put in practice the assessment skills learned in the class. However, the rooms need to be soundproofed and updated for technology. The soundproofing is

necessary due to the confidential nature of psychological testing and the need to have the client concentrate on the test and not be distracted from sounds easily heard in the hallway. Updating the technology is important to allow students to document their proficiency in their portfolios. A lab modernization grant was submitted in 2002 and a copy is included in the Evaluation of the Program.

The supplies and equipment required to train school psychologists are mainly the test kits and protocols. Each test kit is approximately \$500-950 depending on the focus of the instrument. These kits are integral to the role of the school psychologist and each student must receive training to competently administer it to a child. One test kit to share among 12 students is not adequate. The program has tried to maintain one core test kit per three students. Other instruments that are used in the schools less frequently are maintained at a 1:6 ratio. All of these test materials are updated routinely and the ethical expectation is to train the students on the most up-to-date instruments. To offset the cost of protocols and updating the materials a course fee has been added to select classes. The fees appear to be adequately maintaining the test library, but are not sufficient to expand the test library when new and improved materials are made available.

The program recently received an increase in full time personnel in 2001 so that there are three tenure-track faculty tied to the program. With this increase was the expectation to increase the number of students admitted from 10 to 12. This was accomplished and appears to be an adequate goal. There are two factors that will impact the size of the program. The first is regarding the thesis. With the addition of the thesis and the re-organization of the program, there is currently no load being offered to faculty for thesis supervision. An attempt to reorganize the structure of the thesis credit was made to assist in accommodating for the increased responsibilities for faculty in thesis supervision. This is still an ongoing process. The second factor impacting the class size is the availability of quality school psychologists to serve as field supervisors for the practica sequence in the immediate area. Currently students are traveling up to 45 miles one way twice a week to meet this program requirement. In addition, faculty are also driving this distance to maintain close connection with the students and supervisors to ensure adequate opportunities for the student to demonstrate his/her skills as well as maintain appropriate expectations to maintain the NASP approval of the program.

Currently the program has no formal external funding mechanisms. There is an annual newsletter and request for donations from alumni. Donations gain approximately \$100 per year. The program has also sponsored an outreach professional development conference that nets approximately \$300 the last 2 years. There are publisher outreach programs that the School Psychology Program applies to including The Woodcock-Munoz Foundation, PsychCorp University Outreach, AGS University Outreach that help keep the testing libraries up to date. This garners approximately \$1,000 per year.

## **Appendices**

### ***Program Materials Section***

- Student Handbook
- Portfolio Grading Rubric
- Faculty Vitae
  - Dr. Betty DeBoer
  - Dr. Milt Dehn
  - Dr. Robert Dixon

### ***Evaluations of the Program***

- NASP Review 2003
- Institution Report
- Academic Program Review 1996-97
- School Psychology Program Assessment Report for 1996-97
- Lab Modernization Grant

### ***Formative Assessment Section***

- Administrative Checklist for the WISC-IV
- Administration Checklist for the SB-V
- Administration Checklist for the WJ-III Cog
- Administration Checklist for the UNIT
- Interviewing Skills Checklist
- Presenting Results at Team Meetings
- IEP Team Leadership Skills Checklist
- Practicum Evaluation Forms (SPY 762, SPY 763, SPY 764)
- Consultation/Intervention Evaluation Form
- Student Evaluation of University Supervisors
- Log Sheet

### ***Intern Evaluation Section***

- Supervisor Internship Verification Form
- Internship Plan
- Consultation/Intervention Form for Internships
- Internship Rating Form
- Internship Evaluation Form (Supervisor)
- Example of Completed Log Sheet

***Performance Evidence Section***

- NCSP Overall Scores 2000-2003
- NCSP Section Scores 2003
- Alumni Survey from Fall 2001
- Exit Survey 2001
- Assessment of Student Outcomes 1998-2001
- Portfolio Development-Cohort of 2001
- Portfolio Development-Cohort of 2002
- Portfolio Development-Cohort of 2003