

NATIONAL
ASSOCIATION OF
SCHOOL
PSYCHOLOGISTS

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Program Approval Board
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June 17, 2003

Dr. Milton Dehn
University of Wisconsin-La Crosse
341 Graff Main Hall
1725 State Street
La Crosse, WI 54601

Dear Dr. Dehn:

Enclosed is the report and summary of comments concerning the review of your *specialist* program by the National Association of School Psychologists (NASP). Your submission was evaluated independently by at least two reviewers with training in the application of the *NASP Standards for Training and Field Placement Programs in School Psychology*. The materials were carefully analyzed for evidence of program compliance with NASP standards. The reviewers' evaluations and comments were then considered by the Program Approval Board.

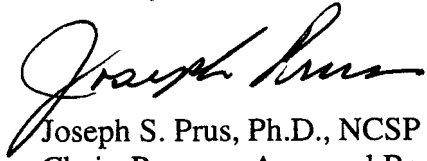
It was the decision of the Program Approval Board to grant your specialist program *Full Approval* for the period *January 1, 2004* through *December 31, 2008*. If you are in a unit/institution accredited by the National Council for Accreditation of Teacher Education (NCATE), your program will also be "Nationally Recognized" by NCATE. In this case, official transmission of the review outcome will be sent via NCATE to your institution.

On behalf of the Board, and the National Association of School Psychologists, I commend you and your colleagues for your efforts to develop a strong program commensurate with national standards. We hope the information we have provided will be of assistance in your continuing program development efforts.

An official list of NASP Approved Programs is published twice each year in the *Communiqué* and is sent to individuals requesting information about school psychology training from NASP. Your program will be included in that list. Students who graduate from your program while it holds approved status are automatically eligible for the National Certificate in School Psychology, pending the attainment of a passing score on the Praxis II Examination in School Psychology and documentation of an internship consistent with NASP standards.

If I can be of any further assistance, please do not hesitate to let me know. Again, congratulations on this significant accomplishment.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph Prus". The signature is fluid and cursive, with the first name "Joseph" being more prominent than the last name "Prus".

Joseph S. Prus, Ph.D., NCSP
Chair, Program Approval Board

cc: Program Approval Board
NASP Manager for Professional Standards

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PROGRAM EVALUATION SUMMARY

Institution: University of Wisconsin-La Crosse
City, State: La Crosse, WI
Date of Review: June, 2003
Initial Review or Rejoinder: Initial
Program Level: Specialist

Summary of Standards Not Met:

There is little evidence of systematic training or evaluation of students' skills in home-school-community collaboration, diversity, and information technology. Additional documentation is needed to support field experiences.

Program Strengths:

The program appears to provide a broad background in assessment and academic interventions. The data collection procedures for the various assessment and attainment measures were comprehensive and impressive.

Program Weaknesses:

The program does not appear to have sufficient systematic means of teaching or assessing students' home-school-community collaboration technological skills. More integration of diversity and multicultural issues is needed throughout the program.

Comment on Program's Assessment/Accountability System

The program appears to have worked hard to develop a system of data collection and analysis to evaluate and improve the quality of the program. Systematic faculty evaluation of candidates' competencies would be helpful.

Other Comments:

The program is encouraged to continue development and expansion of candidate knowledge and competencies across a broad range of school psychological services.

Program Approval Decision:

Full Approval, effective January 1, 2004 to December 31, 2008.

Initial Review X
Rejoinder Review
Conditional Review

**NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
PROGRAM EVALUATION REPORT**

Institution: University of Wisconsin - La Crosse
Date of Review: June, 2003
Program Level: Specialist

Evaluation of Standards:

A	=	Standard is Adequately Addressed
NA	=	Standard is Not Adequately Addressed. Consistency of Evidence Cannot be Determined
NON	=	Evidence Indicates Noncompliance with the Standard
A*	=	Standard Judged to be Adequately Addressed in Previous Review

I. PROGRAM CONTEXT/STRUCTURE

Standard Evaluation/Comments

1.1 A

The program appears to have a clearly articulated training philosophy which is evident throughout the training materials.

1.2 NA

The program has made commendable attempts to respond to issues of diversity (e.g., the debate on the possible cultural bias in IQ measures and the cross-cultural issues presented in the counseling course). However, diversity and multicultural issues do not appear to be integrated throughout all aspects of the program. For example, there is no mention of cultural factors in communication in the consultation course, or of the cultural acceptability of various intervention strategies within intervention courses.

1.3 A

1.4 A

1.5 A

REQUIREMENTS FOR SPECIALIST-LEVEL PROGRAMS ONLY (1.6-1.7)

1.6 A

1.7 A

II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE

Comment: The assessment and attainment information is comprehensive and uses multiple techniques and sources of information. However, the program is encouraged to add techniques that include systematic faculty evaluation of candidate competencies, especially during the culminating internship experience (e.g., scoring rubric for case studies, etc.). Additionally, attention is needed to training in several domains as outlined below.

Standard	Evaluation/Comments
2.1	A
2.2	A
2.3	A
2.4	A
2.5	NA While some real efforts to address diversity issues are evident (e.g., debating the possible cultural bias of IQ measures, requiring a multicultural/ESL evaluation and presenting cross cultural issues in counseling), they do not span the entire curriculum and appear insufficient to assure that students have the sensitivity and skills needed to work with individuals from diverse backgrounds. Attention to this area is needed.
2.6	A
2.7	NA While the program provides some information in crisis intervention and some training in individual counseling, there is no evidence that students are exposed to the concepts and strategies of primary prevention or group counseling.

2.8 NON

There is little evidence of training or practice related to family and community.

2.9 NA

The program needs to clarify if Psy 520 is required. It is not listed on the program's matrix for NASP Domains (Table 2 in the student handbook). Students do not appear to have sufficient exposure to research, statistics, or program evaluation methods. There does not appear to be sufficient training to enable them to be critical consumers of psychological and/or educational research.

2.10 A

2.11 NA

There is no evidence of a program commitment to providing appropriate experiences in technology to students. There appears to be no direct instruction or assessment of students' technological skills. The program also needs to address competencies in services that use technology to assist children (e.g., in reading instruction, assistive technology).

III. FIELD EXPERIENCES/INTERNSHIP

Standard	Evaluation/Comments
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3.1	NA
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<p>On this and some of the other standards within the internship area there is substantial program infrastructure information. However, there was no listing of internship sites (practicum supervisor names and cities were listed in the Handbook), supervisor credentials, school system characteristics, etc. Where do the students go for practicum/internship experience, what are the characteristics of the school systems in which they are placed, and what are the competencies of the supervisors? These questions are not addressed. The summary data provided is helpful only to a limited extent without understanding the context.</p>	
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3.2	NA
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<p>The internship syllabus provides strong evidence of the program's policy of a collaborative internship that is consistent with the program's goals. However, since no completed internship contracts were included, it is difficult to determine how this policy is put into practice.</p>	
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3.3	A
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3.4	NA
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<p>While it is clear that program policy requires supervision of the appropriate quality and quantity, no evidence was included to show actual practice.</p>	
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3.5 NA

The program materials failed to include a completed internship contract documenting appropriate school system or agency support for the internship.

IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY

Standard	Evaluation/Comments
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4.1	A
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The program is obviously collecting a broad variety of data to evaluate and improve the quality of the program.

4.2	A
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Student progress is measured throughout the program and criteria for success are clear.

4.3	NA
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The program appears to have a number of evaluation methods. However, additional methods should use systematic faculty evaluations (e.g., scoring rubrics of portfolios, case studies, etc.) to ensure that, prior to conclusion of the program, students are able to integrate domains, are competent, and can deliver services that have a measurable positive impact on children.
