

University of Wisconsin-La Crosse

# Graduate Student Handbook

School Psychology Program

*September 2017*

This handbook contains official University and School Psychology Program policies and requirements. The Psychology Department and other appropriate University governance bodies and administrators have approved official program policies and requirements. Graduate students entering the School Psychology Program in the fall of 2017 are bound by the policies and requirements set forth in this document.

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## Program Description

The University of Wisconsin-La Crosse (UWL) School Psychology Program is housed within the UWL Psychology Department and is connected with the School of Education. The School of Education at UWL oversees all the education programs that lead to licensure in the state of Wisconsin as well as serve as the key contact point for licensure/certification for other states. The School of Education's conceptual model guides all the education programs leading to licensure, including the School Psychology Program. It includes the following components: vision and mission.

The **vision** of the School of Education is to become a leader in the preparation of globally responsive educators through a University-wide commitment to teacher education. The globally responsive educator believes that all learners can learn at high levels and persists in helping all learners achieve success. The professional appreciates and values human diversity, shows respect for learners' varied talents and perspectives, and commits to the pursuit of excellence for all learners. A globally responsive practice includes infusion of a strong academic curriculum linked to world events, geography, world cultures, and diverse perspectives. Globally responsive educators act to make the world a healthy and more sustainable and just environment. The **mission** of the School of Education is to develop within its graduates a commitment to the teaching profession, a profound respect for the dignity of all learners, and the professional competencies that enable them to be effective educators and responsible citizens in a diverse and dynamic world.

The University of Wisconsin-La Crosse (UWL) School Psychology Program is a 71-73-semester hour graduate program, which awards an Education Specialist in School Psychology degree upon completion of the program. Students first complete a 30-hour program, which meets the requirements of a Master of Science in Education degree. They then complete the remainder of the program that leads to the Education Specialist degree and certification as a School Psychologist in Wisconsin and most other states. The UWL School Psychology Program is approved by the Wisconsin Department of Public Instruction and has Full Accreditation from the National Association of School Psychologists (NASP). Upon completion of all program requirements, including a 1200-hour supervised internship and capstone project, graduates are eligible for Nationally Certified School Psychologist (NCSP) status through NASP.

The School Psychology Program prepares graduate students for licensure as School Psychologists through academic coursework, comprehensive examinations, a capstone project, 700 hours of supervised practicum, and a one-year 1200-hour 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 education, graduates of the School Psychology Program must also have considerable knowledge of regular education, special education and pupil services.

School psychologists help students, parents and school systems meet the challenges and opportunities of student diversity in a changing society by: improving the education of all students so they grow educationally and personally and apply what they learn to everyday life; providing psychological services to help students who have or are at-risk for learning problems; consulting with teachers, parents, and administrators to help them deal more effectively with students' individual differences; providing direct help to students and groups of students; and organizing a wide range of pupil services for all students.

## Program Location and Administrative Responsibilities

The Program is housed, funded and staffed by the Department of Psychology, which is a part of the College of Liberal Studies (CLS). School Psychology staff are members of the Department of Psychology. The Dean of CLS and the Chair of the Psychology Department are administrative supervisors of School Psychology staff for faculty, personnel and most other matters. Students also should be aware that any Department of Psychology staff member who is an approved graduate faculty member may be a member of a capstone requirement committee.

The Program is also responsible to and administered by the Director for the School of Education in order to meet DPI licensure requirements. Accreditation evaluations are administered through the School of Education. The UWL Educational Certifying Officer must approve Wisconsin applications for licensure as Initial Educator - School Psychologists.

## Respect for and Understanding of Diversity

Understanding diversity is a particularly important role for school psychologists. Professional responsibility to clients is based on the assumption that school psychologists value individual differences and the cultural contexts within which clients function. School psychologists do not accept and do help others resist the

use of common stereotypes that oversimplify and depersonalize others. These stereotypes range from those based on ethnicity, culture, sexual orientation and handicapping conditions to more subtle forms based on socioeconomic level or family structure, such as children with a single parent. School psychologists are given the privilege of intensively studying students to help them. The use of sweeping or subtle stereotypes or passive acceptance of them from others supports confused and often denigrating characterizations of unique persons and contributes to poor service. Students in the Program should understand that everyone may have negatively biased attitudes. Restraint of distorting filters is one means of trying to see genuine qualities of clients. A primary method of doing this is to study clients' behaviors, values and assumptions within their cultural setting to try to understand how these persons view events. Differences are not viewed as deficits, but instead are seen as opportunities to expand one's understanding of the richness of human functioning.

## Conceptual Framework, Goals, and Objectives

### School Psychology Conceptual Framework

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, psycho-educational 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.

### NASP Training Standards

The UWL School Psychology Program adheres to the ten (10) NASP Standards for Training and Field Placement Programs in School Psychology. The Wisconsin Department of Public Instruction also relies on these standards to license school psychologists to practice in the state. The standards are:

**Data-Based Decision Making and Accountability (1):** School psychologists have knowledge of varied models and methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

**Consultation and Collaboration (2):** School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

**Interventions and Instructional Support to Develop Academic Skills (3):** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

**Interventions and Mental Health Services to Develop Social and Life Skills (4):** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**School-Wide Practices to Promote Learning (5):** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**Preventive and Responsive Services (6):** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and

physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

**Family–School Collaboration Services (7):** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

**Diversity in Development and Learning (8):** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

**Research and Program Evaluation (9):** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

**Legal, Ethical, and Professional Practice (10):** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

UWL's coursework and field experiences meet NASP's "Blueprint" for the training of school psychologists. The Blueprint lists specific competencies that school psychologists should acquire in their training. Table 1 (p. 16) displays how each of UWL's courses and field experiences address each of the 10 areas of competency identified by NASP.

## NASP Professional Work Characteristics

NASP has also identified certain behavioral dispositions that are important for school psychologists to possess. At UWL, the Program examines these characteristics in the selection of student candidates and each disposition is carefully assessed as a student progresses through the program of study. The professional work characteristics are:

- (1) respect for human diversity,
- (2) communication skills,
- (3) effective interpersonal relations,
- (4) ethical responsibility,
- (5) adaptability, and
- (6) initiative/dependability.

## Professional Model: How School Psychologists Deliver Services

The Program has developed a model of how school psychologists deliver services in schools. The model includes the skills, knowledge, and dispositions that effective school psychologists should know at the end of the program. An emphasis on assessment and intervention at UW-La Crosse is also common with other training programs. What distinguishes the UWL Program is the central importance of field-based hands-on training and mentoring, faculty expertise and their continuing experiences in school psychology practice, and a collaborative approach to teaching and learning practices that fosters cooperation among the students to meet high standards and expectations.

The program follows a Practitioner-Scholar education model. That is, graduates of the UWL program are first and foremost trained as practitioners who apply knowledge and skills to solve school-related problems.

Coupled with this are the skills of a scholar who possesses the knowledge of research and scientific methods and the skills to digest and communicate research to other educational professionals and parents. Students are grounded in psychology informed by theory and research, proficient in reading and interpreting professional literature, and prepared to learn through continuing professional development.

Consultation and intervention have been stressed in the Program since its founding in 1969. Practitioners serve students through educational staff, primarily teachers, and through direct interventions. Interventions include use of direct services, such as counseling or cognitive behavioral techniques, and can be combined with indirect services such as consultation with the student's teachers to develop and apply programs in the classroom setting. This consulting model is particularly suited to a broad based practice of serving all students in a school system. Skills required in consulting are used to help principals and other administrators evaluate school or system needs and are used to develop better or additional services for students. Assessment skills provide a basis for helping schools or programs measure educational outcomes.

### An Integrated Training Model

To train students in assessment, intervention, and consulting, the UWL 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 that span a fixed sequence over a two-year period, including one summer (see School Psychology Course Sequence). Assessment and intervention courses are concentrated in the first year and require applications of these skills across all practica. Weekly case discussions in all practicum classes add to a broader understanding of different types of cases. This course sequence is detailed later in Table 2 (p 16).

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 second training principle is that knowledge and skills should be practiced in the specific setting in which they will be applied. After students have acquired broad concepts and discrete skills, they need to apply these to real cases in the schools. Training does not assume professional skills are easily transferred from graduate courses to casework in schools. To insure that skills are applied and refined in school settings, the three practica include requirements in assessment, intervention and consulting. Some of these are also requirements of other concurrent courses. As students progress through the Program, increasingly new professional skills are learned and performed in schools as part of ongoing cases.

A third training principle is that core faculty need to observe students discussing cases and applying skills. These observations enable faculty to monitor individual student progress and to obtain feedback on the Program's performance. In the two-hour weekly practica meetings faculty observe students discussing cases. Faculty visit schools to observe students perform and to provide students with helpful and corrective feedback. These faculty visits to schools also keep faculty informed about school psychology and education in general.

### Field Experiences

Over the course of the first two years of study, students engage in field experiences through the class activities and practica to demonstrate the application of acquired knowledge. Before a student can be admitted to the practica sequence, he or she must have achieved a B or better in SPY 757 Psychoeducational Assessment I as well as pass a criminal background check. All volunteers in the local schools are required to pass the criminal



background screening. Students should also be in good standing with the rest of his/her coursework (see retention and remediation sections that follow). The common purpose of the supervised practica is to provide each student with a supervised opportunity to observe, learn and provide professional school psychological services in school settings.

### Supervised Practicum I (SPY 762)

This first practicum is characterized as observation, orientation, and development of assessment and intervention skills in the school setting. Requirements include conducting primarily learning disability assessments and assisting with more complicated disability assessments. Results from all assessments are communicated to parents and teachers through the Individual Education Plan (IEP) process. Students are also expected to complete a behavioral intervention project to solidify their skills from Behavioral Assessment and Management (SPY 775). Students also spend this first semester orienting their skills to the school setting. For Practicum I (SPY 762), students complete a minimum of 200 hours of supervised practice.

### Supervised Practicum II (SPY 763)

The second practicum is characterized by more independent and comprehensive assessment and considerable development of intervention, counseling, and consultation skills. Field and University supervisors encourage students to be increasingly independent and active in planning, carrying out and evaluating a wide range of activities. In assessment, students are expected to retain and further develop skills in laying out plans of assessment, integrating information and measures into a few important findings, writing integrated reports, and writing summaries and recommendations. Students take the lead in presenting results and coordinating the feedback sessions with parents and teachers. Behavior assessment (both problem and adaptive behaviors) to identify children with a behavioral and emotional disability or a cognitive disability is the focus. For interventions, students are expected to expand their repertoires and use resources for generating precise academic intervention strategies and to take an active part in carrying out the programs. In pupil services, students are expected to move from individual cases to a broader understanding of the range of services provided to regular and special education students. Students also learn how school services relate to community services. For Practicum II (SPY 763), students complete a minimum of 250 hours of supervised practice.

### Supervised Practicum III (SPY 764)

The third practicum continues to develop skills in assessment, intervention, consultation and pupil services. Typically, students will be in two school systems across the three practica. In the process they learn to transfer professional skills to a new setting. This transition prepares them for starting in a new setting for their internship the following fall. Field supervisors expect considerable independence, quality casework and a considerable caseload from these students. Students complete both an academic and behavior intervention in this practicum. In addition, they take on more counseling skills as their coursework has focused on this area. For Practicum III (SPY 764), students complete a minimum of 250 hours of supervised practice.

### Internship (SPY 797)

During their third year of training, students complete Internship in School Psychology (SPY 797). This is a one-year, 1200-hour (600 hours per semester---3 credits per semester) intensive and diverse professional experience in a school system under the supervision of an experienced and licensed/certified school psychologist and a University supervisor. The internship is designed to be consistent with the practices described by the National Association of School Psychologists in their publication "Standards for Training and Field Placement in School Psychology." (See the Internship Requirements section on page 9 for more information.)

## Field and University Supervisors

All field supervisors are certified at the highest level of school psychology in the state that they practice. The Program faculty selects the practicum supervisors for their professional experience, the quality of their professional services and their interest in working with students. These supervisors are an extension of the program (see page 19 for a list of supervisors and locations). University supervisors make site visits to maintain working relationships with each field supervisor and to help supervisors understand the needs of developing professionals. Practicum supervisors also attend meetings to review changes in the program and to provide ideas and suggestions for improving the program.

Students need to be aware that they have no professional status and that the services they provide are through the licensure of their field supervisors. What students do, or do not do, reflects directly on the practice of the field supervisors. Students' practices and products, such as reports, should follow the prescribed procedures in the school district and meet the quality standards of field supervisors. Students are also required to complete

reports, written exercises and other activities to meet specific University course requirements. The use of computer word processing makes it easy for students to modify reports to fit either the field or the University setting. While University faculty discuss field cases with students, they do not directly supervise students' field cases or other field activities. Ideas that students receive from University supervisors are suggestions that students need to present to, and receive approval for, from their field supervisors.

University supervisors are responsible for: arranging field placements for students; visiting students at the field sites; observing students provide services to students, teachers, and parents; providing formative feedback to students during visits, during weekly meetings or during individual meetings; and conducting summative evaluations near the end of each semester placement. During the two-hour weekly meetings that are part of each practicum, University supervisors meet in small groups with the particular students they are supervising to discuss cases, intervention and consulting activities. University supervisors also present topics to the full set of students, promote discussions of selected student cases with the larger group and point out professional and ethical principles that apply to these cases. University supervisors also help students select articles to present in class, help them organize materials to present, and help them organize and write reports.

## Student Completion of The Program and Residency Requirement

In the spring, applicants are accepted for admission for the following fall. The students begin full-time study in the fall and continue full-time in the formal program for two years including the summer and complete an internship in the third year. Most students enter and complete the formal Program with the same group of students.

While the University has no minimum residency requirements, the School Psychology Program requires each student to complete two semesters as a full-time student. Students cannot complete the Program through evening and summer courses. Many core courses are only taught during morning and afternoon time slots. All three Supervised Practica in School Psychology require two days (typically Tuesdays and Thursdays) of work each week at assigned local schools.

## Faculty Advising to Meet Program Requirements

The School Psychology Program is organized in a fixed sequence and courses are available only once per calendar year. The typical course load is 12 to 15 hours per semester. Faculty assist students to plan the complete set of courses for each year (see Table 2, p. 16). Several rules apply to planning a program:

- 1) For the Master of Science in Education degree, at least 15 of the required 30 credits must be from 700 level courses or courses exclusively for graduate students.
- 2) For the Education Specialist degree, two thirds of the required graduate credits must be from 700 level courses or courses exclusively for graduate students.
- 3) The maximum load for graduate students is 15 credits per semester.  
Faculty assist students as they complete the following steps:
  - 1) Master of Science in Education: School Psychology. This is achieved after 30 credits;
  - 2) Initial Educator - School Psychologist licensure or intern certification upon completion of all coursework except the internship and the capstone project;
  - 3) Education Specialist in School Psychology upon completion of all program requirements; and
  - 4) National Certified School Psychologist (NCSP)

## Graduate Student Evaluation and Retention Policy and Procedures

### Graduate Student Evaluation

Students are evaluated before, during and after the formal program. Admission procedures include evaluation of transcripts, 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. During the last two weeks of the first semester, faculty review all students to assess their performance and readiness for continuing in the Program and entering the initial field placement (SPY 762). Every semester faculty review the grade reports of every student. Field supervisors and University supervisors evaluate each student during each placement and provide feedback on specific field activities at the end of the semester in summative categories for grading purposes. Comments on these summative forms also provide information for planning the following practicum. In the second year, Comprehensive Examinations evaluate knowledge and applications acquired in psychological foundations and selected core professional courses. 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.

## Retention Standards

Faculty members have developed standards for performance in core professional classes and in supervised practica. Clear performance criteria are designed to help each student attain these standards. Students not completing adequate work may be asked to complete additional work or assignments in order to demonstrate mastery of a particular topic. Careful selection during the admissions process and well-structured training in the Program make it possible for most students to complete the program. High standards also mean that some students may not attain these standards. Students need to be aware that the prime ethical responsibility of faculty is to public school children, their parents and teachers. In addition to specific standards in classes, faculty use professional standards and ethics when making decisions about retaining students. While faculty will make reasonable efforts to help each student reach acceptable standards, the graduate student is ultimately responsible for his/her performance.

The training program recognizes that there are significant transitions and stressors during graduate training and some students may need special assistance during this time. It is the responsibility of the training program to facilitate growth and minimize unnecessary stress. However, School Psychology faculty are not responsible for providing individual counseling or for the mental health needs of graduate students. Students in need of professional services are referred to the University Counseling Center or other appropriate resources. Students are expected to obtain the needed assistance that will help them function appropriately within all aspects of the Program.

## Retention Standards Regarding Academic Performance

- 1) Students must maintain a cumulative graduate GPA of not less than 3.00. If, at the end of any semester, a student does not have a cumulative GPA of 3.00, the student will be placed on probation. Such students must raise their cumulative GPA to at least 3.00 within the next nine graduate credits in order to continue graduate study.
- 2) Students admitted on probation must have at least a 3.00 cumulative GPA after completing nine semester credits in order to continue graduate study. After being removed from probation they may be returned to probationary status if their cumulative GPA falls below 3.00.
- 3) Students who earn a "D" or "F" in any graduate course will be dismissed from the School Psychology Program and from all graduate study at the University.
- 4) Students who earn a "C" or less in Psychoeducational Assessment I (SPY 757) will not be allowed to enroll in Practicum I (SPY 762) during second semester of the Program. Such students will be recommended for dismissal from the School Psychology Program. If they are retained, a remediation plan will be developed and implemented.
- 5) Students who earn a "B/C" or less in any of the School Psychology Core Professional courses will be considered for dismissal from the School Psychology Program. If they are retained, a remediation plan will be developed and implemented.
- 6) Students who receive an incomplete grade in any graduate course must satisfactorily complete that course. Excessive delays in completing coursework may be viewed as inadequate progress towards the degree and may result in the dismissal of the student from the program. In core School Psychology courses incomplete grades are not allowed unless there are very unusual circumstances that are not under the graduate student's control.

## Retention Standards Regarding Behavior And Professional Functioning

Certain behaviors and professional practices are also expected and required of School Psychology students. Student impairments and problematic behaviors will be grounds for dismissal or remediation when: the student does not address, acknowledge, or understand the problem when it is identified; the problem is not merely an academic skill deficit; the quality of services delivered by the student is sufficiently negatively affected; a disproportionate amount of attention by training personnel is required; the student's behavior does not change as a function of feedback; or the problematic behavior has the potential for legal or ethical ramifications if not addressed.

Impairments in the areas listed below may also be grounds for dismissal or remediation:

- 1) Students are expected to demonstrate a positive attitude and behave professionally at the University, at professional conferences, and at practicum placements, when interacting with University staff, supervisors, school staff at practicum sites, peers, colleagues, etc. Professional behavior includes attendance, punctuality, active and meaningful participation, appropriate attending during instruction, being prepared for class, displaying respect for instructors and peers, and completing assignments in a timely manner.
- 2) Students are required to follow National Association of School Psychologists (NASP) Ethical Guidelines. For example, concern for client welfare is of the utmost importance.

- 3) Students are expected to accept and respond to supervision and feedback/suggestions provided them by University and practicum supervisors.
- 4) Students are expected to acquire professional skills in order to reach an acceptable level of professional competency. In doing so, students should acquire and integrate professional standards into their repertoire of professional behaviors. All students must adhere to NASP's ethics, professional standards, and best practices.
- 5) Students are expected to manage personal stress and/or emotional reactions so that they do not interfere with professional functioning and professional relationships.

### Retention Reviews

The performance of each school psychology graduate student will be reviewed at the end of each semester until the student has completed the core School Psychology Program. School psychology faculty will review the student's progress, including classroom performance, grades, and all of the behaviors identified in the above section. A face-to-face meeting with school psychology faculty is a requirement of this process. Students who are not making adequate progress or who are having problems that significantly interfere with professional expectations or behaviors will be considered for dismissal from the School Psychology Program. Those not immediately dismissed will be offered a remediation plan (see section below).

### Remediation Procedures

When an impairment or problematic behavior is identified the following steps will be taken:

- 1) The School Psychology advisor and appropriate faculty will hold a conference with the student.
- 2) The student will be informed in writing of the specific problem areas noted by the faculty.
- 3) Unless the problems are serious enough to warrant immediate dismissal, a written remediation plan will be developed and/or a referral made to another resource.
- 4) The remediation plan will define the problems, identify the expected behavior/goals, specify methods to reach these goals, and designate a date for goal attainment or re-evaluation.
- 5) A student who does not accept a remediation plan will be immediately dismissed from the program.

### Withdrawal of a Practicum Student

The University or a school district may withdraw a School Psychology student from a practicum assignment at any time. Reasons for withdrawal may include impairment in professional behaviors and functioning discussed above, a violation of practicum requirements, or any concern expressed by the cooperating school district. Decisions for withdrawal will be based on the professional judgment of cooperating school district personnel and University faculty. The decision to withdraw a practicum student will either be in the best interests of the graduate student, the best interests of the cooperating school, or the best interests of the clients the student is working with. If the withdrawal is due to an impairment of the student, then dismissal or a remediation plan will be considered. If the withdrawal is not due to student impairment, then the student will be assigned to another practicum site.

### Dismissal From the Program and the University

When any student is dismissed from the Program and/or the University, the student is entitled to due process and may appeal. The final appeal would be before the Graduate Council. (See the Graduate Catalog for more information on official University policies regarding dismissal.)

### Grievance Procedures

School psychology faculty members and field supervisors uphold recognized NASP standards of the profession by providing training related to high quality, responsible, and research-based school psychology services. In the event that there are concerns with the professional functioning or teaching of a faculty member or field supervisor, the following procedures should be followed.

When a student believes that he/she has not been treated fairly in any aspect of educational preparation, the student is encouraged to bring it to the attention of the faculty member or field supervisor first. If this informal resolution resolves the concern then no further action is needed. Failing the informal resolution, the student is directed to write an individual formal complaint regarding the concern and send it to the identified individual. If no successful resolution is obtained, a written complaint should be forwarded to the Program Director (or the Psychology Department Chair if the program director is the source of concern). Failing this level of resolution, the Psychology Department has a formal Grievance Committee (accessed through the Department Chair) and once a formal complaint is at the department level, this committee will act on the student's concern. If the student feels that there is no successful resolution at the department level, the successive levels of communication would be the Dean of the College of Liberal Studies and then the Director of Graduate Studies. Students should not file or

encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

## Comprehensive Examinations Policy

Written comprehensive examinations are no longer required for the Masters in School Psychology degree. Instead, comprehensive examinations are required for the Education Specialist (Ed.S.) in School Psychology degree. In order to meet the comprehensive examination requirement, students must either pass the national School Psychologist examination or pass comprehensive examinations written by UW-La Crosse Psychology and School Psychology faculty. The UW-La Crosse passing score for the national School Psychologist examination is the same score that is required by the National Association of School Psychologists for the Nationally Certified School Psychologist certification.

The purpose of comprehensive written examinations in School Psychology is to have students demonstrate proficiencies in psychological and educational foundations and competencies in school psychological practices. The six written comprehensive examination content areas are the same as the areas assessed by the national School Psychologist test. The areas and the length of each written exam are:

|                                      |         |
|--------------------------------------|---------|
| 1. Assessment                        | 2 hours |
| 2. Prevention and Intervention       | 2 hours |
| 3. Evaluation and Research           | 1 hour  |
| 4. Professional Practice             | 1 hour  |
| 5. Applied Psychological Foundations | 1 hour  |
| 6. Applied Educational Foundations   | 1 hour  |

## Official Policies and Procedures for Comprehensive Examinations

- 1) Passing of UW-La Crosse comprehensive examinations or the national School Psychology exam is required for the Education Specialist (Ed.S.) in School Psychology degree.
- 2) The UW-La Crosse comprehensive exams are administered only on specified dates during the spring semester of each year. Students should take the comprehensive exams during their final semester of coursework at UW-La Crosse.
- 3) A minimum of two professors will jointly write, administer, and grade each exam.
- 4) Students may earn a grade of Fail, Pass, or Pass with Honors on each initial exam. Students will receive written notice of their grades on each exam.
- 5) If two professors who have jointly graded an initial exam cannot agree as to whether a student has passed or failed, then a third professor from the School Psychology Program will read the exam and make the final decision.
- 6) Students must repeat any of the six initial examinations they fail. The content of repeat exams may be different from that of initial exams, and, in some cases, only portions of the failed exam may need to be repeated. Repeat exams will be offered at the end of spring semester.
- 7) Students may earn a grade of Fail or Pass on each repeat exam. Students will receive written notice of their grades on each exam.
- 8) If two professors who have jointly graded a repeat exam cannot agree as to whether a student has passed or failed, then a third professor from the School Psychology Program will read the exam and make the final decision.
- 9) The exam results are reported to the School Psychology Program Director, the Psychology Department Chair, and the Director of Graduate Studies in time to meet graduation deadlines.
- 10) Students who fail any comprehensive exam upon re-take must demonstrate competency in the basic knowledge and skills expected of a beginning school psychologist before he/she will be allowed to practice in an internship site.
- 11) Students who elect to take the national exam instead of UW-La Crosse comprehensive exams are advised to take the national exam during the fall of their final year of coursework. This will allow students to receive their scores prior to the beginning of spring semester when UW-La Crosse comprehensive examinations are offered.
- 12) Only students who have passed either the national School Psychology exam or the UW-La Crosse comprehensive exams will be allowed to begin an internship, obtain a school psychology position, or apply for initial school psychology licensure.

## Internship Requirements

The School Psychology Internship is a training experience with the main goal of further developing professional skills in all areas. The UWL Program allows students to find and choose their internship sites and field supervisors, provided those sites and supervisors meet UWL and NASP internship requirements. Sites may be

located in any state, but students should be aware of their obligation to pay all travel expenses when they choose a distant site (see details below).

The UWL Program also allows students (if their state of practice allows it) to complete the internship concurrent with their first year of employment. However, students completing an internship concurrent with employment must engage in supervised practice in all school psychology areas of practice as defined by the UWL Program and NASP. The internship should be an intensive and diverse professional experience in a school system under the supervision of an experienced and licensed/certified school psychologist and a University supervisor. The role and functions of the intern should be broad; that is, the responsibilities, functioning, and opportunities should not be restricted to that of a narrow role, such as assessment only. The intern must be provided with opportunities to meaningfully engage in assessment, consultation, intervention, counseling, pupil services, and professional development, even if the (job) position description and expectations at the site do not ordinarily include all of these roles. The opportunities to engage in these functions must occur during regularly scheduled work hours. This requirement is based on the understanding that an entry-level school psychologist is still an intern and student in training and therefore must have diverse and appropriate training opportunities to further develop her/his professional skills in all areas.

The following are some of the important UWL requirements for the internship in School Psychology (for additional course requirements, see the course syllabus):

- 1) After completing all Ed.S. coursework, excluding the internship and capstone requirement, students qualify to take an internship.
- 2) The internship experience shall be full-time for one academic year, or half time for two consecutive academic years. Internships must reach a minimum total of 1200 hours.
- 3) These internships must be arranged with and pre-approved by the Program. The Program must determine that the internship site and supervisor meet the current standards of legal-ethical professional practice. A written contractual agreement will be made between the University and school district or employing agency to insure meeting the standards listed here and in the course requirements for the Internship in School Psychology (SPY 797).
- 4) Important considerations in evaluating a site are the quality of the site and the qualifications of the supervising school psychologist. Other considerations include the supervising school psychologist's commitment to providing at least two hours per week of direct face-to-face supervision, the supervising school psychologist's commitment to maintaining a cooperative and ongoing relationship with the University supervisor, and the commitment of the system or agency to provide opportunities for required experiences in assessment, intervention, consultation and pupil services. Other important considerations for the internship site are: provision for release time for internship supervision and meetings with the University; supervisor and professional status with respect to appointment of responsibilities; provision for participation in continuing professional development; reimbursement for expenses of travel and professional activities; and an appropriate work environment including supplies, secretarial services and office space.
- 5) Field based supervisors of interns must have three years experience and hold a valid credential as a school psychologist. Field supervisors may not supervise more than two interns at a given time unless they are full time supervisors for a district and then they could supervise up to 10 interns.
- 6) University supervisors must make at least one field based contact (on-site visit) per semester for each intern and will maintain an ongoing relationship with interns and field supervisors through telephone contacts, e-mail, and meetings and periodic evaluations of interns from field supervisors. In lieu of an on site meeting in the spring, a group supervision opportunity on campus may be held at the university supervisor's discretion. University supervisors will not supervise more than twelve interns at any given time.
- 7) The entire internship, or 1200 clock hours, shall occur in a school setting. The site should provide a mixture of experiences in regular and special education.
- 8) The internship experience shall be conducted in a manner consistent with the current legal-ethical standards of the profession.
- 9) All interns must pay actual costs associated with each semester's site visit, including travel, lodging, and meals, etc.. University supervisors must follow UWL travel policies and cost limits when making such visits.
- 10) The on-site supervisor must provide two hours per week of direct individual supervision. The on-site supervisor should also review casework and other services provided by the intern so as to ensure that they are at an acceptable level of professional functioning.
- 11) In general, the internship experience must allow the intern to be exposed to cases, situations, etc. that are considered representative of the role and function of a school psychologist.

## Capstone Requirement

Successful completion of the training program and awarding of the Ed.S. in School Psychology degree is contingent upon completion of the capstone project. Students have two options to complete the capstone requirement.

### Option A: Thesis.

Students must complete the thesis within seven years of beginning graduate study in School Psychology. Before a thesis proposal will be accepted, students must complete the Thesis Proposal (SPY 800). Research & Program Evaluation in the Schools (PSY 725) is designed to help students select a topic, complete a literature review, determine methodology, select a committee, and write a thesis proposal. Students will also complete a Research Ethics unit to prepare for the Institutional Review Board process. Students are encouraged to obtain committee approval of their research proposal following the Thesis Proposal (SPY 800) and to complete their data collection by the end of their internship year.

Students must register for the Specialist Thesis (SPY 801) no later than the summer semester following internship. Because the University has a continuous registration policy for students completing a thesis, students must register for one credit of Specialist Thesis (SPY 801) and pay the course fee for each semester (i.e., summer, fall and spring) thereafter until the thesis receives final University approval. Students reaching the limit of thesis credits will register for GRC 799 to maintain continuous enrollment. Students must register for a minimum of 3 credits of SPY 801 that can be applied towards their Ed.S. degree. Students will not be approved for a Professional Educator license (WI) until they have completed the Education Specialist program (including thesis and internship).

The UWL Institutional Review Board (IRB) must approve research involving human subjects. Other thesis requirements, such as formatting, will be found on the UWL Graduate website. An oral presentation open to all faculty, students, and the public is required of all students completing a thesis. (See the Graduate Catalog for more information and rules.)

Regarding thesis committees, the following rules apply: 1) thesis committees must have three faculty members, one of whom needs to be a School Psychology faculty member and must be the chair of the committee. At least one of the other members should be from the Psychology Department unless approved by the School Psychology Program Director; 2) the committee must have formally approved the proposal before any data is collected; and 3) the student is responsible for scheduling meetings with the committee, following their own timelines, and making progress on the project.

The program encourages students to present/publish on their thesis-related research. However, if a student has not presented or submitted a paper on the data within two years of the date of their Ed.S. completion, the data will become the property of the School Psychology Program. If a psychology faculty member presents/publishes on the data, the student will be notified and will be listed as second author on the work. Should the student wish to take the lead on a presentation/publication after the two years, a request needs to be made in writing before that date to their thesis advisor.

### Option B: Specialist Project & Case Conceptualization.

There are two components to meet this capstone requirement: SPY 802 and SPY 803. To take this option students must register for SPY 802, Research/Specialist Project. There are two options within SPY 802 to complete this requirement and either must be undertaken under the direction of a chair, who is a core faculty member in the School Psychology Program. The first option is a Poster/Presentation. For this requirement students prepare a professional poster or presentation of independent research and present it to an audience. Students are encouraged to submit their research to the NASP annual convention (or equivalent). Similar to the thesis, students must get IRB approval, collect and analyze data and create a permanent product (i.e., poster or presentation). Students should take credits while they are working on the project. The second option is to complete a seminar paper that contains a comprehensive literature review and proposed methods for analyzing a topic area. This must be chaired by a core school psychology faculty member and defended to a committee (i.e., chair and one other psychology faculty member). Students must also enroll in at least one credit until they have completed this project.

The Case Conceptualization Project (SPY 803) contains an oral and written component. Students will select one completed case, submit a report for review, present the case to all school psychology core faculty (and interested parties), and answer questions or defend their choices. Students must sign up for this credit in the spring of their second year and achieve a B or better to be allowed to be in internship. Students who earn a grade lower than a B will automatically be referred for a remediation plan.

## Applying for Licensure

The Wisconsin Department of Public Instruction (DPI) approves the Program of Study leading to Initial Licensure as a School Psychologist. Students completing all program requirements (including the capstone) are eligible for licensure/certification as a School Psychologist in Wisconsin and most other states. In Wisconsin, students may obtain an initial educator licensure during their internship year and thus earn full salaries that year. However, some states require completion of a NASP approved internship before a provisional or initial license/certificate is issued.

Upon completion of all Program requirements, including internship, capstone, and passing the national school psychology examination, students may apply for professional licensure in Wisconsin as school psychologists. Wisconsin and most other states will require verification from UWL that all program requirements have been met. In the event students have not completed all program requirements, "full" licensure/certification may be denied. Students are advised that they will not be certified as having fully completed program requirements until their capstone and internship is complete. Wisconsin's DPI and most states will not issue a full license unless a University program certifies that all program requirements have been met. That is, even though Wisconsin does not specifically require completion of a capstone or an Ed.S. degree, Wisconsin does require that students have completed all of their University's program requirements (such as a capstone and internship), even when some of these requirements are not specifically required in Wisconsin.

When a student has completed the requirements for either license, he/she is encouraged access the steps on the Department of Public Instruction (DPI) website (<https://dpi.wi.gov>) and follow the directions for a "First-time Application by Pupil Services Professional Prepared in Wisconsin." Before you enter any information in the system you must determine if you need a fingerprint test (see DPI decision tree) and confirm your education endorsement is on file with DPI. This should occur *after* all grades have been submitted and the recommendation of the director goes to the campus certification officer (~mid-June). Students completing the program must have a Web Access Management System (WAMS) ID before completing your application (see DPI instructions to onboard into the system). The application system for a pupil service license is entirely online. You will be applying for an "initial educator – 5 year – in-state program license. The district will assume responsibility to help you move from an initial educator to a professional educator license through the Professional Development Portfolio (PDP) process.

Processing times vary throughout the year and you can imagine that summer will be a high-volume time for the agency. You can track the progress of your application online. DPI mails the formal credential directly to the applicant.

Students wishing to be licensed in other states need to contact the appropriate State Department of Education and follow those directions. While the UW-La Crosse program seeks to educate students to the highest level it can, there may be additional requirements a student will need to complete to be certified outside the state of Wisconsin.

Graduates who want to obtain a license for private practice in School Psychology in Wisconsin should write to the Wisconsin Psychology Examining Board in Madison, WI in care of the Department of Safety and Professional Services. This application process does not involve the UWL Program. Graduates are not eligible for a private practice in School Psychology license until they have completed an internship and passed the national school psychology examination.

## Involvement in Professional Organizations

The UWL Program views student participation in School Psychology professional organizations as a valuable training component. Professional organizations not only provide professional identity and support but also provide many opportunities for ongoing professional development. The organizations students are encouraged to join and become involved in are: 1) the National Association of School Psychologists (NASP); 2) the Wisconsin School Psychologists Association (WSPA); and 3) the local/regional association known as the Coulee Region Association of Psychologists in the Schools.

Students are expected to attend at least one state WSPA conference and one regional meeting each year. Students are excused from School Psychology classes while they are attending pre-approved state, regional, and national conferences. Some University travel funding is available for conference attendance. Students should apply to the University's Graduate Student Organization for travel grants.

The students have begun their own professional group on campus called the School Psychology Student Society (SPSS). The purpose of the group is to aid students to secure travel funds to attend professional conferences. The group also allows increased collaboration between the different cohorts on the campus.



## Scholarships, Awards, and Grants

Both UWL and WSPA have scholarships, grants, and awards for graduate students. Each spring, interested students should apply for UWL scholarships (<http://foundation.uwlax.edu>), especially for those scholarships reserved for graduate students. Each spring, WSPA also awards special scholarships, including minority scholarships, to deserving graduate students throughout Wisconsin.

Students are also encouraged to apply for University travel and research grants that have been reserved for graduate students. Applications and information can be obtained from the Graduate Student Organization and the office of the Director of Graduate Studies.

The UW-La Crosse School Psychology Program recognizes one student every spring for the Leadership Award. This award is presented to a second year student, endorsed by students and faculty, who demonstrates positive leadership, scholarship, and a commitment to the ideals of the UW-La Crosse School Psychology Program through their practice in serving children, families and school systems.

## Graduate Assistantships

The UWL School Psychology program offers approximately six .22 (9 hours per week) graduate assistantship positions to students enrolled in the program each year. A graduate assistant is a graduate student employee who can be assigned to the following responsibilities under the supervision of a faculty member:

- Assistance in research including, but not limited to, conducting research, data collection, library and internet searches and collecting materials, data collection, and analyses.
- Assistance in course instruction and related responsibilities including, but not limited to, scoring of course evaluations (when properly trained by a faculty member), grading of assignments and other student products (when properly trained), special class presentations, and showing of videos.
- Assistance with special projects including, but not limited to, academic support projects, program administration, special training activities, department/program fundraising, program recruiting efforts, and manual/clerical assignments.

Graduate assistantships are re-allocated each semester. Applications for vacant positions in the upcoming spring semester will be reviewed in mid-December. Applications for vacant positions in the upcoming fall will be reviewed in March.

Graduate assistants will be evaluated at mid-semester, as well as at the end of each semester. The program will use the following evaluation:

| Graduate Assistant _____         | Faculty Member _____ |                    |             |                    |
|----------------------------------|----------------------|--------------------|-------------|--------------------|
|                                  | Needs                |                    |             |                    |
|                                  | <u>Unacceptable</u>  | <u>Improvement</u> | <u>Good</u> | <u>Exceptional</u> |
| - Demonstrates Initiative        |                      |                    |             |                    |
| - Achieves Important goals       |                      |                    |             |                    |
| - Follows Instructions, policies |                      |                    |             |                    |
| - Completes work timely          |                      |                    |             |                    |
| - Works independently            |                      |                    |             |                    |
| - Overall performance            |                      |                    |             |                    |

## Professional Attire

Students need to keep in mind that they are representing a profession even while they are still in graduate school. Thus, appropriate professional attire is expected whenever students are at their school practicum sites. Students should dress professionally even when other educational professionals at the site may dress more casually. School Psychologists are often seen as autonomous professionals within an educational setting, and, thus, are usually expected to dress more professionally than the general educational staff.

Students should also consider the appropriateness of their attire when attending classes at UWL, especially when in evening classes attended by other professionals. Attire in regular daytime classes may be casual but good judgment should be used; for example the wearing of caps, sweatpants, low cut shirts, low pants, tank tops and other overly casual attire should be avoided.

## Use of Program Materials

The School Psychology Program makes numerous professional materials available for graduate student use. These materials include test kits, test response booklets, reference books, audio/visual recorders, computers, and professional software. These materials are purchased and maintained with psychology department and school psychology program funds, student course/lab fees, and donations from school psychology alumni. As most of these items are either very costly or need to be kept secure, the following policies apply to graduate student use:

- 1) All psychoeducational testing materials are to be kept secure. This means that test materials, test items, and answers to test items are not shared with anyone other than those professionals who practice psychoeducational assessment.
- 2) No test materials are to be photocopied or reproduced.
- 3) Test materials may be signed out for only two days at a time unless being used to meet a specific course requirement. The sign out period may be extended two days at a time if there are extra copies of the materials available or if no other student is requesting the materials.
- 4) Any student who loses or damages any test materials or reference books is responsible for replacement costs.
- 5) Reference books have a sign out period of one week.
- 6) The computer in the school psychology office may be used to run professional software only. Confidential information, such as a child's test scores, should not be stored on the computers.

Table 1: NASP Domains of Competence for the Training of School Psychologists

1. Data-Based Decision Making and Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academic Skills
4. Interventions and Mental Health Services to Develop Social and Life Skills
5. School-wide Practices to Promote Learning
6. Preventive and Responsive Systems
7. Family-School Collaboration Services
8. Diversity in Development and Learning
9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice

| Ed.S. School Psychology Program Requirements                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| SPY 757 – Psychoeducational Assessment I                      | A |   |   |   |   |   |   | C |   | B  |
| SPY 775 – Behavioral Assessment and Management                | A | B |   |   |   | C |   | A | B |    |
| SPY 700 – School Psychology: Role & Function                  |   | B |   |   |   |   |   | B |   | A  |
| SPY 751 – Core Instruction & Classroom Management Practices   |   |   | A |   | A | C |   |   |   |    |
| SPE 501 – Introduction to Exceptional Individuals             |   | C |   |   | B |   |   | B |   |    |
| PSY 759 – Assessment of Personality & Emot/Beh Disorders      | A |   |   |   |   |   |   |   |   | B  |
| SPY 752 – Academic and Behavioral Interventions               | A |   | A |   |   | B |   |   | B |    |
| SPY 761 – Orientation to Supervised Practice in School Psych. | X | X | X | X | X | X | X | X | X | X  |
| SPY 762 – Supervised Practicum in School Psychology I         | X | X | X | X | X | X | X | X | X | X  |
| SPY 776 – Psychoeducational Consultation & Collaboration      |   | A |   |   | C | A | C | A |   |    |
| EFN 705 – Human Relations in School/Community                 |   |   |   |   |   |   |   | A |   |    |
| PSY 717 – Behavior Disorders in Children                      |   |   |   | A |   | B | B | B |   |    |
| PSY 725 – Research and Program Evaluation in Schools          |   |   |   |   |   |   |   |   | A |    |
| PSY 756 – Early Childhood Assessment                          | A |   |   |   |   |   | B |   |   | B  |
| SPY 772 – Counseling and Therapy Methods                      |   |   |   | A |   | A |   |   |   |    |
| EDS 712 – Assessment & Instruction of Chdrn w/ Rdg Disability |   |   | A |   |   |   |   |   | B |    |
| SPY 763 – Supervised Practicum in School Psychology II        | X | X | X | X | X | X | X | X | X | X  |
| SPY 773 – Advanced Counseling and Therapy Methods             |   |   |   | A |   | A |   |   |   |    |
| SPY 758 – Psychoeducational Assessment II                     | B |   |   |   |   |   |   | B |   |    |
| SPE 715 – Special Education and the Law                       |   |   |   |   |   |   |   |   |   | A  |
| SPY 764 – Supervised Practicum in School Psychology III       | X | X | X | X | X | X | X | X | X | X  |
| SPY 800 – Specialist Thesis Proposal                          |   |   |   |   |   |   |   |   | A |    |
| SPY 801 – Specialist Thesis                                   |   |   |   |   |   |   |   |   | A |    |
| SPY 802 – Research/Specialist Project                         |   |   |   |   |   |   |   |   | A |    |
| SPY 803 – Case Conceptualization Project                      | A |   | C | C |   |   |   |   | B |    |
| SPY 797 – Internship in School Psychology                     | X | X | X | X | X | X | X | X | X | X  |

\* Competencies Key:

A = Primary Emphasis in the class

B = Secondary Emphasis in the class

C = Tertiary Emphasis in the class

X = Emphasis level depends on the student field experiences

Table 2: Student Class & Semester Sequence

|                  | First   | J-Term  | Second  | Summer   | Third  | Fourth  | Fifth               | Sixth               |
|------------------|---|---------|---|--|--|---|---------------------|---------------------|
| Student Sequence | SPY 757<br>SPY 775<br>SPY 700<br>SPE 501<br>SPY 751 | SPY 761 | PSY 759<br>SPY 752<br>SPY 762<br>SPY 776<br>EFN 705 | PSY 717<br>PSY 725<br>SPY 800 (2)<br>SPY 802 (2) | PSY 756<br>SPY 772<br>EDS 712<br>SPY 763<br>SPY 800 (1)<br>SPY 802 (1) | SPY 773<br>SPY 758<br>SPE 715<br>SPY 764<br>SPY 801*<br>SPY 803 (1) | SPY 797<br>SPY 801* | SPY 797<br>SPY 801* |

Pre-requisites: MTH 145 (or equivalent) – **Required**; Developmental, Test & Measures, and Personality – **Recommended** before taking classes.

\*NOTE: Student continues to take SPY 801 (thesis credits) until the thesis is **accepted in the Graduate Studies Office**. Student exhausting SPY 801 credits will be required to take GRC 799 until thesis is completed.

# REQUIREMENTS FOR EDUCATION SPECIALIST IN SCHOOL PSYCHOLOGY

(Effective Fall 2017)

## **General Requirements:**

- A. Requirements for a Master of Science in Education: School Psychology
  - 1) Complete 31 graduate credits.
  - 2) A minimum of 15 of the 31 credits needs to be completed at the 700 level.
  - 3) Complete the courses: SPY 700, 751, 752, 757, 761, 762, 775, 776, PSY 759, EFN 705, and SPE 501.
- B. Complete a minimum of 60 graduate credits (includes capstone and credits completed for the Master of Science in Education degree), with at least two thirds of these at the 700 or 800 level.
- C. Complete a Capstone Project within seven years of beginning the program.
- D. Obtain a passing score on either:
  - 1) the National School Psychology Examination (set by the National Association of School Psychologists for NCSP certification) OR
  - 2) the comprehensive examinations written by UWL Psychology and School Psychology faculty
- E. Complete a professional portfolio that demonstrates achieved competence for each of the ten (10) NASP (National Association of School Psychologists) training standards.

## **Course Requirements:**

- A. **Psychological Foundations** – Students are expected to enter the graduate school psychology program with a good understanding of psychological principles. This can be achieved through: a) completing an undergraduate psychology major, b) completing psychology content classes through elective course offerings, or c) remedial activities within specific graduate school psychology courses. Regardless of background, students are required to have an undergraduate statistics course.
  - PSY 717-Behavior Disorders in Children (3)
  - PSY 725-Research & Program Evaluation in Schools (3)
  - Approved Electives
  
- B. **Educational Foundations** – Complete one course in each of the following areas. Course work completed at the undergraduate level need not be repeated. At least six (6) credits must be completed at the graduate level.
  - EFN 705-Human Relations in School and Community (3)
  - SPE 401/501-Introduction to Exceptional Individuals (3)
  - SPE 715-Special Education and the Law (3)
  - EDS 712-Assessment and Instruction of Children with Reading Disabilities (3)
  
- C. **Core Professional Training** – Complete each of the following courses.
  - SPY 700-School Psychology: Role and Function (3)
  - SPY 757-Psychoeducational Assessment I (3)
  - SPY 775-Behavioral Assessment and Management (3)
  - SPY 751-Core Instruction & Classroom Management Practices (3)
  - PSY 759-Assessment of Personality and Emotional/Behavioral Disorders (3)
  - SPY 752-Academic and Behavioral Interventions (3)
  - SPY 761-Orientation to Supervised Practice in School Psychology (1)
  - SPY 762-Supervised Practicum in School Psychology I (3)
  - SPY 776-Psychoeducational Consultation and Collaboration (3)
  - PSY 756-Early Childhood Assessment (3)
  - PSY 772-Counseling and Therapy Methods (3)
  - SPY 763-Supervised Practicum in School Psychology II (3)
  - SPY 758-Psychoeducational Assessment II (3)
  - SPY 773-Advanced Counseling and Therapy Methods (3)
  - SPY 764-Supervised Practicum in School Psychology III (3)
  - SPY 797-Internship in School Psychology (6)
- D. **Capstone Requirements** – Complete one of the following options:
  - SPY 800-Specialist Thesis Proposal (3)
    - AND SPY 801-Specialist Thesis (3-10) OR
  - SPY 802 Research/Specialist Project (3)
    - AND SPY 803 Case Conceptualization Project (1)

## Core School Psychology Faculty

### Joci Newton, PhD, NCSP

Dr. Newton earned her PhD in School Psychology at Ball State University in 2006. She worked in the Cobb County School District (Atlanta, GA) for two years before joining the faculty at the University of Wisconsin- La Crosse in 2007. As of fall, 2016, Dr. Newton serves as the director of the School Psychology program. Dr. Newton teaches cognitive and early childhood assessment, as well as child psychopathology courses. Her professional and research interests include cognitive assessment, professional issues facing school psychologists, and social/emotional and familial issues that impact children at school.

*Contact Information:* Home/Cell – (765) 749-8045; Work – 785-6889; [jnewton@uwlax.edu](mailto:jnewton@uwlax.edu)

### Robert J. Dixon, PhD, NCSP, LP

Dr. Dixon is in his fourth decade as a school psychologist, beginning his work in the schools in 1989. He joined the School Psychology Program at the University of Wisconsin-La Crosse in 2001 and was the program director from 2003-2016. He practiced as a school psychologist for 3 years in the Turtle Mountain/Antler River School Districts (Manitoba, Canada), 5 years in Casper, WY, and 2 years in La Crescent, MN. He maintains his school psychology license in Wisconsin and Minnesota and is a licensed psychologist in Wisconsin. He started in academia in 1999 at the University of Wisconsin-Superior in the School Psychology Program. He also has been a member of school improvement efforts in La Crescent, MN, La Crosse, WI and Onalaska, WI. He is an active member in the National Association of School Psychologists (NASP) and serves as a Delegate from WI and represents the Central Region of States on the Board of Directors. He also is the co-chair of the NASP Summer Conference series. He is also active with the Wisconsin School Psychologists Association (WSPA) serving as the President of WSPA from 2006-2007 and the WSPA Chair of Professional Development since 2003. He presents on classroom coaching, response to intervention (RtI), mental health and interventions for the general classroom across the country. He was named a contributing editor to the NASP Communiqué in 2017. He continues to volunteer his time as a Mental Health Liaison with the La Crosse School District. He is a graduate from the University of Northern Colorado in School Psychology.

*Contact Information:* Cell – (608) 385-8870; Work – 785-6893; [rdixon@uwlax.edu](mailto:rdixon@uwlax.edu)

### Betty DeBoer, PhD

Dr. DeBoer completed her PhD at the University of Wisconsin-Madison, a research fellowship at Washington University in St. Louis and a clinical fellowship at Johns Hopkins Kennedy Krieger Institute before joining the faculty at the University of Wisconsin-La Crosse in 1997. Dr. DeBoer specializes in Behavior Assessment and Management and supervises practicum and internship work at all graduate levels. Dr. DeBoer is licensed as a school psychologist in Wisconsin and in Minnesota and consults in both states. Dr. DeBoer has been an active member of both the Wisconsin School Psychologists Association and the Coulee Region Association of Psychologists in the Schools for most of the past 15 years. Dr. DeBoer has recently presented at conferences on working with children with complex backgrounds such as poverty and abuse, Attachment Disorders, Self-concept in Children with Cerebral Palsy, and Graduate Training Issues.

*Contact Information:* Home – 779-9699; Cell – (608) 397-7429; Work – 785-6891; [bdeboer@uwlax.edu](mailto:bdeboer@uwlax.edu)

### Dan Hyson, PhD, NCSP

Dr. Hyson joined the faculty at the University of Wisconsin-La Crosse in 2014. He completed the joint doctoral program in child and school psychology at the University of Minnesota-Twin Cities in 2001. For the next six years, he worked as a practicing school psychologist in the Rosemount-Apple Valley-Eagan (MN) Schools. Between 2007 and 2014, he then served as a Response to Intervention and data coach for the Hiawatha Valley Education District, a cooperative of 14 school districts, three charter schools and two alternative schools in southeastern Minnesota. Dr. Hyson is licensed as a school psychologist in Minnesota and Wisconsin. Dr. Hyson also currently serves as the membership chair for NASP. He teaches courses within the UWL school psychology graduate program addressing the roles and functions of school psychologists and personality and behavioral assessment. His research interests include teacher-student relationships, alternative approaches to working with behaviorally challenging students, systems consultation and technology and data-driven decision making.

*Contact Information:* Home/Cell - (612) 559-2670; Work – 785-8444; [dhyson@uwlax.edu](mailto:dhyson@uwlax.edu)

## Potential Field Supervisors / Local School Psychologists

Arcadia Schools – **Kathy Carson**

Bangor Schools – **Josh Chaplin**

Black River Falls Schools – **Andy Kastner**

Blair Taylor Schools – **Katie Belitz**

Cashton Schools – **Lynn Maas**

Gale-Ettrick-Trempealeau Schools –

**Barb Ellmann**

**Don Juve**

**Lisa Mayer**

**Jennifer Vogelsberg**

Hiawatha Valley Educ District in Winona, MN –

**Rachel Brown**

**Wendy Draves**

**Gail Evenson**

**Paul Fitts**

**Heidi Johnson**

**Sadie Linnihan**

**Sylvia Markham**

**Deb Morse**

**Gail Quarberg**

Hillsboro Schools – **Eric Auel**

Holmen Schools –

**Lisa Hesch**

**Necole Kalander**

**Cory Mueller**

**Nicole Osgood**

**Laura Pernsteiner**

**Susan Peterson**

Kickapoo Schools in Viola, WI – **Katie Stinson**

La Farge Schools – **Ann Berg**

Melrose-Mindoro Schools – **Marie Sonsalla**

La Crosse Schools –

**Leah Braunschweig**

**Ericka Dibelius**

**Angie Goethel**

**Leisa Hanson-Fergot**

**Sarah Horton**

**Ken Ortery**

**Sarah Payne**

Norwalk-Ontario Schools – **Cindy Springborn**

Onalaska Schools –

**Gloria Grode**

**Rikki Kazda**

**Kelly Peterson**

**Maureen Trim**

Rochester (MN) Schools –

**Jody Henning**

**Julia Salzman**

Sparta Schools – **Caitlin Reed**

Tomah Schools –

**Michele Knudtson**

**Ryan Weigel**

Viroqua Schools –

**Andrea Cunha**

**LeeAnn Marien**

West Salem Schools –

**Heidi Horton**

**Gina Hundt**

Winona (MN) Schools –

**Josh Binder**

**Robin Draves**

**Amy Halverson**

**Kate Konop-Wolf**

**Lisa Skifton**

**Denise VanEtten**

Student Acknowledgement

I, \_\_\_\_\_, the undersigned, have read the  
(name)

"School Psychology Graduate Student Handbook" (2017 edition). I understand and acknowledge the information and agree to abide by the rules, policies, and procedures contained therein.

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(date)

Please return this page to Teresa, School Psychology Program Assistant by Friday September 22, 2017.