

**M.S.Ed.
and
Ed.S.**

**School Psychology
Program
STUDENT HANDBOOK**

School of Education
University of Wisconsin-Stout

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UNIVERSITY OF WISCONSIN-STOUT SCHOOL PSYCHOLOGY GRADUATE STUDENT HANDBOOK

INTRODUCTION

The University of Wisconsin-Stout's School Psychology Program provides students with specialized training in both psychology and education. The School Psychology Program has been designed for students who wish to become practitioners, and the training is oriented toward the acquisition of those skills necessary for effective functioning in the educational environment as a school psychologist. The UW-Stout School Psychology Program is unique in its strong emphasis on counseling, consultation, and interpersonal relationship skills. School Psychology graduates from UW-Stout use their knowledge, training and skills to team with educators, parents, and other professionals. They work to create an optimum environment to maximize the learning and mental health of students. They also promote the development of safe, healthy and enriching school environments.

The School Psychology Program at UW-Stout is composed of two degrees. The Master of Science in Education degree (M.S.Ed.) is typically awarded after the first year of study, which involves the completion of 30 credits and a Plan B Thesis. The Education Specialist degree (Ed.S.) is typically awarded after an internship is completed. The Ed.S requires the completion of 30-36 credits, a 1200-hour internship, the completion of the National Certification Examination (PRAXIS II) in School Psychology and a successful defense of the Ed.S. Thesis.

This handbook is intended to be the student's guide to the program and ultimately to assist the student in successful completion of the School Psychology Program at UW-Stout.

PHILOSOPHY

The School Psychology Program's training philosophy is based on the scientist-practitioner model, with the primary emphasis being the practitioner component and those aspects that make UW-Stout's program unique (e.g., counseling, consultation and interpersonal effectiveness). The faculty is committed to formal and informal student-faculty interactions that encourage students' professional development and identification with the field. The atmosphere is intended to foster informal student-faculty interaction, critical debate, and a respect for theoretical diversity of practice thus lending itself to a more intense and exciting learning experience. Throughout their training, students develop an appreciation for human diversity as well as knowledge and skills in scientific approaches and critical thinking in order to develop proficiency in skills related to the profession of school psychology. Such scientific skills include, but are not limited to, the ability to identify and investigate a problem, the ability to use data to develop hypotheses and evaluate outcomes, and the use of problem solving approaches to assist diverse individuals and systems. In addition, the School Psychology Program promotes entry-level competency in the applied skills necessary for successful practice as a school psychologist in an educational setting. These applied skills include, but are not necessarily limited to, assessment, consultation, counseling, and evidence-based academic, social, and behavioral interventions.

UW-Stout's program goals match those identified by the National Association of School Psychologists (NASP) as critical training experiences and competencies needed by candidates preparing for careers in school psychology (NASP, 2000). NASP's eleven domains are identified as: (1) Data-Based Decision-Making and Accountability; (2) Consultation and Collaboration; (3) Effective Instruction and Development of Cognitive/Academic Skills; (4) Socialization and Development of Life Skills; (5) Student Diversity in Development and Learning; (6) School and Systems Organization, Policy Development and Climate; (7) Prevention, Crisis Intervention and Mental Health; (8) Home/School/Community Collaboration; (9) Research and Program Evaluation; (10) School Psychology Practice and Development; and (11) Information Technology. These 11 domains of school psychology training and practice form the basis of UW-Stout's School Psychology Program. For each domain, the school psychology program has delineated a core standard and developed knowledge (primarily course-based) and performance (primarily practice-based) components.

Due to the unique added emphasis placed on counseling, consultation and interpersonal effectiveness in UW-Stout's School Psychology Program, those corresponding domains provide the core elements of our program and are reflected throughout the training process at Stout. Thus, particular emphasis is placed on Domain 1: Data-Based Decision-Making and Accountability; Domain 2: Consultation and Collaboration; Domain 4: Socialization and Development of Life Skills, and Domain 7: Prevention, Crisis Intervention and Mental Health. These domains are represented in bold print to signify their importance in the program. However, the ultimate goal of the School Psychology Program is for our students to develop entry-level competency in the identified knowledge and performance components in all 11 domains.

DOMAIN 1 DATA-BASED DECISION-MAKING AND ACCOUNTABILITY

Standard: The school psychologist uses varied models and methods of assessment as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services.

Knowledge

1. The school psychologist has knowledge of current research and effective data-based decision-making and problem-solving processes including those used for screening and evaluation which emphasize collecting multiple sources of data (record review, interview, observation, and tests) for making decisions.
2. The school psychologist has knowledge of varied psychological and educational assessment methods validated for the problem area under consideration, including record review, formal and informal test administration, functional behavioral assessment, curriculum-based measurement, interviews, observations, and/or ecological or environmental assessment.

3. The school psychologist has knowledge of methods to link assessment results with interventions.

Performance

1. The school psychologist systematically collects information to identify strengths and needs and uses the information to make decisions, plan services, evaluate the outcomes of services, and facilitate accountability for educational decisions.
2. The school psychologist collects data on individual students, families (as appropriate), educational programs, classroom environments, and other aspects of schools or other agencies to evaluate problems and needs, to assess current status, and to evaluate the effectiveness of the decision-making process.
3. The school psychologist collects data about cognitive, social, and behavioral factors that have a significant impact on children's school achievement and personal competence.
4. The school psychologist evaluates the components of environments that facilitate or impede learning or behavioral changes for infants and children and identifies how environmental factors and children's characteristics interact to affect learning and social/behavioral outcomes (i.e., functional behavioral assessment).
5. The school psychologist uses data to design, implement, and evaluate effective direct and indirect intervention services that promote children's competence and prevent difficulties.
6. The school psychologist assists school and other agency administrators with assessment and databased decision-making designed to meet accountability responsibilities.
7. The school psychologist applies knowledge of decision-making and problem-solving processes to broader research and systems-level problems that result in the identification of factors that influence learning and behavior.
8. The school psychologist administers, scores, and interprets individual tests of cognition, achievement, and social/emotional development.
9. The school psychologist translates assessment results into clear, concise psycho-educational reports with recommendations for practice.
10. The school psychologist maintains confidential records of evaluations and assessments.

DOMAIN 2 CONSULTATION AND COLLABORATION

Standard: **The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and systems levels.**

Knowledge

1. The school psychologist has knowledge of theories, current research, and models of consultation, collaboration, and conflict resolution.
2. The school psychologist has knowledge of interviewing skills for children, families, educators, and community members.
3. The school psychologist has knowledge of educational team development and research.
4. The school psychologist has knowledge of the historical development of consultation in the schools.
5. The school psychologist has knowledge of strategies for working with resistant organizational systems or clients.
6. The school psychologist understands the importance of collaboration when working with parents, individual educators, and educational teams.
7. The school psychologist has knowledge of the important features of collaboration and effective consultation skills with individuals of diverse backgrounds and characteristics.
8. The school psychologist understands the role of consultation in the problem-solving process.
9. The school psychologist has knowledge of effective strategies to promote change at the individual and systems levels.

Performance

1. The school psychologist uses effective collaboration and consultation strategies to convey ideas and obtain information while working with people in various situations and of diverse backgrounds.
2. The school psychologist demonstrates positive interpersonal and listening skills.
3. The school psychologist demonstrates the ability to adapt, address ambiguity, and be patient in difficult interpersonal situations.
4. The school psychologist establishes and maintains rapport throughout the problem-solving process.

5. The school psychologist clearly presents and disseminates information to diverse audiences.
6. The school psychologist selects and applies consultation principles and strategies appropriate to each situation.
7. The school psychologist facilitates team meetings effectively.
8. The school psychologist uses effective conflict-resolution strategies in the school and community.
9. The school psychologist promotes needed changes at the individual, classroom, building, district, and/or other community levels.

DOMAIN 3 EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS

Standard: The school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implements intervention to achieve those goals, and evaluates the effectiveness of interventions.

Knowledge

1. The school psychologist has knowledge of learning theories and cognitive strategies and their application to the development of effective instructional strategies to promote student learning.
2. The school psychologist has knowledge of cognitive and pre-academic/academic skills of infants and children and adults with different abilities, disabilities, strengths, and needs.
3. The school psychologist had knowledge of assessment and instructional strategies for use with students with diverse backgrounds and experiences.
4. The school psychologist has knowledge of empirically demonstrated components of effective instruction and alternative instructional methodologies for students with diverse strengths and needs.
5. The school psychologist has knowledge of appropriate assessment techniques to assess progress toward pre-academic/academic goals.
6. The school psychologist has knowledge of methods to assess treatment integrity of academic programs (the extent to which treatment programs are being implemented in the ways in which they were intended).

Performance

1. The school psychologist uses child-centered learning principles to help children develop their abilities to be self-regulated learners.
2. The school psychologist assists children with developing behaviors to support effective learning, such as study skills, self-monitoring, planning/organization, and time management skills.
3. The school psychologist assists in implementing a variety of assessment techniques and instructional methods to enhance the learning of infants, children, and young adults at the individual, group, and systems levels.
4. The school psychologist, in collaboration with others, sets individual learning goals, designs a learning process to achieve those goals, and assesses outcomes to determine whether the goals are achieved.
5. The school psychologist helps schools and other parties develop appropriate cognitive and academic goals for all children, with variations in standards and expectations for individual students, and alternative ways to monitor and assess individual student progress toward goals and the accomplishment of academic standards.
6. The school psychologist links assessment information to the development of instructional strategies to meet the individual learning needs of children.
7. The school psychologist uses appropriate assessment techniques to assess progress toward academic goals and assist in revising instructional methodology as necessary.
8. The school psychologist applies techniques to evaluate the extent to which the instructional or intervention strategy contributes to desired outcomes and identifies factors that contribute to successful outcomes.

DOMAIN 4 SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS

Standard: **The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of interventions.**

Knowledge

1. The school psychologist has knowledge of current research and developmental processes in behavioral, social, affective, and adaptive domains.
2. The school psychologist has knowledge of sound principles of behavioral, affective, adaptive and social assessment and behavior change.

3. The school psychologist has knowledge of socialization and life skills of infants, children, and young adults with different abilities, disabilities, strengths, and needs.
4. The school psychologist has knowledge of direct and indirect intervention strategies for use with infants, children, and young adults with diverse backgrounds and experiences.
5. The school psychologist has knowledge of behavior management, and counseling strategies that enhance appropriate child behavior.
6. The school psychologist has knowledge of strategies that result in optimal instructional environments, foster learning and high rates of student engagement, and reduce the presence of factors that promote alienation and have a negative impact on children's learning and behavioral progress.
7. The school psychologist has knowledge of research on classroom climate and behavioral approaches to classroom management.
8. The school psychologist has knowledge of appropriate assessment techniques to assess progress toward social/emotional and behavioral goals.
9. The school psychologist has knowledge of treatment integrity of social/emotional or behavioral interventions (the extent to which treatment of programs are being implemented in the ways in which they were intended).

Performance

1. The school psychologist provides effective consultation, behavioral assessment and interventions, and counseling services.
2. The school psychologist develops methodologies, such as conflict resolution and social problem-solving/decision-making approaches that will facilitate pro-social behavior.
3. The school psychologist develops interventions in such a way that, when appropriate, the interventions can be implemented across multiple settings (e.g., school, home, and community).
4. The school psychologist provides leadership in creating environments for children that reduce alienation and foster the expression of appropriate behavior, as well as environments in which all members treat one another with respect and dignity.
5. The school psychologist assists teachers, families, and others with helping children become responsible for their own behavior.
6. The school psychologist assists parents and other adult caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.
7. The school psychologist uses ecological and behavioral approaches to develop and implement behavior change programs (individual, group, and classroom).

8. The school psychologist incorporates appropriate strategies when developing intervention programs to facilitate successful transitions of children from one environment to another environment (e.g., program to program, early childhood to school, and school to work transitions).
9. The school psychologist links assessment information to the development of strategies to address individual behavioral, affective, adaptive, and social goals for infants and children.
10. The school psychologist uses appropriate assessment techniques to assess progress toward goals and assist in revising instructional or intervention strategies as necessary.
11. The school psychologist applies techniques to evaluate the extent to which the instructional or intervention strategy contributes to successful outcomes, and identifies the factors that constitute successful outcomes.

DOMAIN 5 STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING

Standard: **The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.**

Knowledge

1. The school psychologist has knowledge of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors that may impact development and learning.
2. The school psychologist has knowledge of current research on individual differences, abilities, and disabilities.
3. The school psychologist has knowledge of the characteristics, prevalence, development, etiology, diagnostic systems, taxonomies, and the differential diagnosis of human exceptionalities.

Performance

1. The school psychologist incorporates knowledge of diversity when designing and implementing academic and social/behavioral interventions to achieve learning and social/behavioral outcomes.
2. The school psychologist assists schools in identifying what is needed for students with diverse characteristics to succeed and what instructional or other modifications are required to address children's difficulties.

3. The school psychologist promotes practices that help children and families of diverse backgrounds feel welcome and appreciated in the school and community.
4. The school psychologist assists school personnel with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.

DOMAIN 6 SCHOOL AND SYSTEMS ORGANIZATION, POLICY DEVELOPMENT AND CLIMATE

Standard: The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Knowledge

1. The school psychologist has knowledge of systems organization, policy development, and educational climate.
2. The school psychologist has knowledge of resources and services in general and special education programs.
3. The school psychologist has knowledge of how to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for infants, children, and families.
4. The school psychologist has knowledge of program evaluation methods and data analysis techniques for the evaluation of early childhood and school programs.

Performance

1. The school psychologist assists schools and other agencies in designing, implementing, and evaluating policies and practices in areas such as discipline, problem-solving, instructional support, staff training, school and other agency improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.
2. The school psychologist applies effective principles of organizational development and systems theory to assist in promoting learning, preventing problems, creating climates that result in mutual respect and caring for all individuals in the system.
3. The school psychologist facilitates decision-making and collaboration techniques that foster a commitment to quality and effective services for all infants, children, youth, and families.

4. The school psychologist contributes to the development of school, agency, community, and/or public policies and procedures that advocate for effective programs and services that benefit all infants, children, youth, and families.
5. The school psychologist assumes leadership roles in the development of systems change plans and/or public policies (e.g., state or local school improvement plans) that directly impact the programs and services available to infants, children, youth, and their families in schools and communities.
6. The school psychologist assists in the development of policies and procedures to promote safe and violence free schools.

DOMAIN 7 PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH

Standard: The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well being of students.

Knowledge

1. The school psychologist has knowledge of current theory and research about infant, child, and adolescent development, psychopathology, human diversity, biological, cultural, and social influences on behavior, societal stressors, crises in schools and communities, and other factors influencing human behavior.
2. The school psychologist has knowledge of mental health promotion, prevention practices, and intervention programs (e.g., counseling, play therapy, or behavioral interventions).
3. The school psychologist has knowledge of effective crisis intervention strategies.
4. The school psychologist has knowledge of resources and interventions that address a wide variety of behavioral, learning, mental, and physical problems, including diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).

Performance

1. The school psychologist identifies and recognizes behaviors that are precursors to academic, behavioral, and serious personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse, etc.).
2. The school psychologist develops, implements, and evaluates programs based on recognition of the precursors that lead to infants' and children's severe learning and behavior problems.

3. The school psychologist collaborates with school personnel, parents, and the community in the aftermath of crises (e.g., suicide, death, natural disaster, murder, bombs or bomb threats, extraordinary violence, sexual harassment, etc.).
4. The school psychologist routinely accesses resources to address behavioral, learning, mental, and physical problems, including diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).
5. The school psychologist provides interventions for students to address the mental health concerns and other disorders resulting from crisis situations.

DOMAIN 8 HOME/SCHOOL/COMMUNITY COLLABORATION

Standard: The school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Knowledge

1. The school psychologist has knowledge of the influences of family systems on children's cognitive, motivational, and social characteristics and how these affect development and academic performance.
2. The school psychologist has knowledge of methods to promote collaboration and partnerships among parents, educators, and others in the community to improve outcomes for students.
3. The school psychologist has knowledge of cultural issues that impact home-school collaboration.
4. The school psychologist has knowledge of family, home, and community factors that work to support learning and achievement in school.

Performance

1. The school psychologist designs, implements, and evaluates programs that promote school, family, and/or community partnerships to enhance academic and behavioral goals for students.
2. The school psychologist provides support and assistance for parents and helps them become comfortable, active, effective participants in school functions or activities (e.g., provides support for parents when participating on special education and IFSP/IEP teams and encourages parent involvement in school wide committees and improvement teams).
3. The school psychologist facilitates collaboration between schools and parents in designing school curriculum and interventions for students.

4. The school psychologist educates schools and communities regarding the influence of family involvement on children's development and achievement and advocates for parent involvement in planning for children.
5. The school psychologist helps create linkages between schools, families, and community agencies and assists in coordinating services when programming includes multiple agencies.

DOMAIN 9 RESEARCH AND PROGRAM EVALUATION

Standard: The school psychologist evaluates research, translates research into practice, and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for the improvement of services.

Knowledge

1. The school psychologist has knowledge of basic principles of research design, including single subject design, quantitative research, and qualitative research techniques.
2. The school psychologist has knowledge of research and statistics in sufficient depth to evaluate published research and to plan and conduct investigations.
3. The school psychologist has knowledge of program evaluation techniques and methods.
4. The school psychologist has knowledge of psychological and educational measurement principles and psychometric standards.

Performance

1. The school psychologist applies principles of research (including internal and external validity) when designing research studies and evaluating the research of others.
2. The school psychologist bases practice on sound research and translates new research findings into service delivery.
3. The school psychologist applies findings from intervention research when designing intervention programs (e.g., academic, behavioral and mental health).
4. The school psychologist evaluates the psychometric properties of the assessment methods used in data-based decision-making.
5. The school psychologist provides leadership to personnel in schools and other agencies in understanding and using research or evaluation data.
6. The school psychologist applies knowledge and skills in statistics and measurement to assist school or agency personnel with valid interpretations and the use of school and/or district data.

7. The school psychologist integrates knowledge of research, statistics, and evaluation when collecting data about school and community programs and in other program accountability activities.
8. The school psychologist provides information about relevant research findings to school personnel, parents, and the public.

DOMAIN 10 SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT

Standard: The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

Knowledge

1. The school psychologist has knowledge of the history and foundations of the profession including various service models and methods.
2. The school psychologist has knowledge of public policy and laws applicable to the practice of school psychology.
3. The school psychologist has knowledge of ethical, professional, and legal standards.
4. The school psychologist has knowledge of skills needed to acquire career-long professional development.

Performance

1. The school psychologist adheres to appropriate ethical, professional, and legal standards to enhance the quality of services and to protect the rights of all parties.
2. The school psychologist promotes due process guidelines in all decisions affecting students.
3. The school psychologist maintains accepted standards in assessment, consultation, intervention, and general professional practice.
4. The school psychologist fulfills all legal requirements.
5. The school psychologist advocates for the rights and welfare of individuals and families.

6. The school psychologist evaluates personal knowledge, professional competencies, and outcomes of services to determine specific needs for continuing professional development.
7. The school psychologist recognizes personal limitations, biases, and areas of expertise.
8. The school psychologist plans and implements systematic and effective techniques to enhance professional development.
9. The school psychologist advocates for continuing professional development opportunities for all personnel.

DOMAIN 11 INFORMATION TECHNOLOGY

Standard: **The school psychologist accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.**

Knowledge

1. The school psychologist has knowledge of relevant information sources and technology.
2. The school psychologist has knowledge of assistive technology resources for children (e.g., instructional software and adaptive technology for individuals with disabilities).

Performance

1. The school psychologist uses word processing, spread sheets, test scoring software, and other computer resources to function more effectively and efficiently.
2. The school psychologist uses information resources and technology (e.g., CD ROM, the World Wide Web, email, interactive television, distance learning technology) to acquire information, to investigate current research findings, and to develop professionally.
3. The school psychologist uses technology when designing, implementing, and evaluating instructional programs or interventions for children.

NOTE: The core standards, knowledge and performance components have been adapted from the Kansas certification standards for school psychologists (www.kansped.org).

SCHOOL PSYCHOLOGY PROGRAM CANDIDATE ADMISSION POLICY

Introduction

The Masters of Science in Education-School Psychology (M.S.Ed.) and the Education Specialist in School Psychology (Ed.S.) degree programs have unique professional requirements governed in part by professional accreditation standards and the State of Wisconsin certification or licensure requirements. The School Psychology Program's Admission and Retention/Dismissal Policies reflect sensitivity to these standards and the graduate student's capability to meet the rigors of professional practice. The admission procedures that follow apply primarily to the School Psychology Program. The Retention/Dismissal procedures also apply to a number of graduate degree programs at UW-Stout. These policies are in addition to, and in no way supersede or mitigate, the policies contained in the "Student Handbook" of the University of Wisconsin-Stout.

M.S.ED. IN SCHOOL PSYCHOLOGY

Admission Procedures

The Master's of Science in Education-School Psychology Program works collaboratively with the UW-Stout Graduate School and abides by all admission policies and procedures required by the Graduate School for admission to graduate study and degree candidacy. Entering candidates seeking admission to the M.S.Ed. degree program must hold a bachelor's degree from an accredited college or university and have an overall grade point average of at least 3.0. Applicants may be admitted on probationary status if their overall undergraduate grade point average is at least a 2.75. Graduate level credits and GPA's earned by candidates will be evaluated by program faculty as well as the Graduate School as part of the overall candidate review process.

The Master's of Science in Education-School Psychology graduate student admission procedures follow in sequence:

1. The prospective candidate makes an application to the Graduate School for admission to the appropriate graduate program at UW-Stout.
2. The Graduate School also requires that the candidate forward a minimum of three (3) written letters of reference, on the supplied format, from persons of the candidate's choice to best represent their candidacy for program admission.
3. As a condition for consideration, the candidate may also be asked to schedule a personal interview with a program faculty team (a minimum of two members) to further determine the candidate's qualifications for admission to the designated program. Interview dates are offered in the two months following the application deadline.
4. Subsequent to admission deadlines, the program faculty will evaluate each candidate's admission materials and generate a list of acceptable candidates. The program faculty will develop a prioritized list of candidates following the interview process. The list will

be developed according to the faculty's determination of each recommended candidate's ability to meet the rigors of the graduate degree program as well as their potential to meet the professional standards and licensure requirements for professional practice. The program director and faculty assigned with primary instructional responsibility in school psychology will make the final determination for acceptance.

Students will be admitted to the M.S.Ed. in School Psychology Program on the basis of their previous academic performance, the recommendation of the Graduate School, and the rankings of the admission committee review. These rankings are based on:

- a. Letters of recommendation from employers, faculty, and persons knowledgeable regarding the applicant's qualifications.
 - b. The applicant's previous grade point average.
 - c. An interview.
 - d. An autobiographical statement in which the applicant has outlined areas of interest, intent, and professional goals.
 - e. A spontaneous writing sample completed by the applicant on the interview date. (The faculty admissions committee has discretion as to whether or not the writing sample will be required of each candidates in any given application year).
 - f. Work and/or volunteer experience in the helping professions.
5. The program director will forward candidate selections to the Graduate School for candidate notification approximately 30 days after the admission/selection process is complete.
 6. A candidate who is denied admission may request a reconsideration of that decision only once in the same academic year. Reconsideration will only occur because he or she contends (1) that the decision was based on erroneous factual information or (2) because he or she has new or additional information related to the admissions evaluation that he or she did not have or was not available at the time of the original admissions application and evaluation. No person may apply to the same program more than three times without special review and permission by a faculty committee convened for a review of admissions exceptions.

Ed.S. IN SCHOOL PSYCHOLOGY

Admission Procedures

Admission to the M.S.Ed. in School Psychology Degree Program does not ensure admission to the Education Specialist in School Psychology Degree Program.

Students who are completing the master's degree in school psychology at UW-Stout are admitted to the Ed.S. program after recommendation by the school psychology faculty and the program director. To be admitted with full status to the Ed.S. in School Psychology Program, the applicant must hold the master's degree (M.S.Ed.) in school psychology, be a student in good standing, and have a grade point average of 3.25 or better. A limited number of applicants may be admitted to probationary status if their overall grade point average is at least a 3.0. All applicants must have demonstrated appropriate professional conduct as a graduate student. In addition, students must have obtained a "B" or better in all graduate courses.

Students who have completed their master's degree at another university or in another field of study will need to apply to the Ed.S. program through the Graduate School. It is recommended that applicants have a master's degree in school psychology. An applicant with a degree in a related field will be required to take the additional coursework necessary for certification as a school psychologist. Candidates seeking admission to the Ed.S. degree program must hold a master's degree from an accredited college or university and have an overall grade point average of 3.25. A limited number of applicants may be admitted to probationary status if their overall grade point average is at least a 3.0.

The Ed.S. application procedures are as follows:

1. Submit a Graduate School Application for Admission, three letters of recommendation, and the appropriate fee to the UW-Stout Graduate School.
2. Submit a portfolio and resume to the program director of the School Psychology Program. (Students seeking admission should complete their application at least 30 days prior to the term in which they hope to enroll.)
3. The candidate may be required to schedule a personal interview with a program faculty team (a minimum of two members) to further determine the candidate's qualifications.
4. The core school psychology faculty will make a decision regarding admission, and the program director will forward the decision to the Graduate School. The Graduate School will notify the candidate of the decision.
5. A candidate who is denied admission may request a reconsideration of that decision only once in the same academic year and only because he or she contends (1) that the decision was based on erroneous factual information or (2) because he or she has new or addition information related to the admissions evaluation that he or she did not have or which was not available at the time of the original application and evaluation.

SCHOOL PSYCHOLOGY PROGRAM'S POSITION ON ACADEMIC DISHONESTY

Academic dishonesty is unacceptable. UW-Stout subscribes to the definition of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic dishonesty includes: cheating (intentionally using or attempting to use unauthorized materials, information or study aides in any academic exercise); fabrication (intentional and unauthorized falsification or invention of any information or citation in an academic exercise); plagiarism (intentionally or knowingly representing the words or ideas of another as your own in any academic exercise. Plagiarism is considered a form of theft and at the University is a serious violation); and facilitating academic dishonesty (intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty). UW-Stout also considers the forgery of academic documents or the intentional impeding or damaging of the academic work of others to be academic dishonesty. Penalties for academic dishonesty can be severe. **The rules and procedures regarding UW-Stout's policy on academic dishonesty can be found on line at**

<http://www.uwstout.edu/resolve/dishones.html> or
<http://www.uwstout.edu/resolve/uic.html>

STUDENT REVIEW/RETENTION/DISMISSAL POLICY

The School Psychology Program's Review/Retention/Dismissal Policy is designed: 1) to provide students and degree candidates with information related to their progress in acquiring the skills and competencies essential to professional practice; and 2) to provide the program faculty with the necessary information to evaluate student and degree candidate progress toward achieving the skills and competencies required for professional practice in school psychology.

Program procedures to implement this policy consist of the following:

1. Any faculty member, program committee member, or professional field supervisor can request a faculty review of a student's or degree candidate's progress toward meeting the degree and certification requirements as well as acquiring and exhibiting competencies necessary for professional practice at any time. Such requests will be forwarded to the program director.
2. Students or degree candidates receiving notice of unsatisfactory progress will consult with the respective program director regarding their deficiencies and establish specific written objectives to remediate such deficiencies. The written objectives will become a personal record in the student and degree candidate's file. Failure to remediate deficiencies during the next faculty review period or otherwise agreed upon time frame, will result in consideration for dismissal from the respective program.

3. If as a result of the review, the faculty deems that the student's or degree candidate's progress is unsatisfactory or his or her behavior constitutes a serious violation of professional practice or ethics, the program director will appoint a faculty committee consisting of three School Psychology Program members to investigate. The committee's findings will be presented in timely fashion to the faculty in a closed session for recommended action.
4. Any action by the faculty will be conveyed to the student in writing by the respective program director with specific recommendations for remediation or notice of dismissal.
5. The School Psychology Program faculty reserves the right to suspend or terminate a student or degree candidate's enrollment in a program at any time for academic or performance-related reasons. If a student's or degree candidate's enrollment is suspended or terminated, he/she may request a review of the decision by the Dean of the School of Education or his/her designee. The purposes of a review are to permit a student or degree candidate to challenge (1) the factual information that formed the basis of the decision and/or (2) the sanction (i.e., probation, suspension or termination). Such request must be made in writing to the Dean of the School of Education or designee within 22 days of the notification of probation, suspension or termination. The request must identify the basis or bases for the review or challenge to the factual basis and/or sanction. A review is not an adversarial proceeding. The student or degree candidate may appear before the Dean or designee personally. A review shall be held within 10 days of the date the Dean or designee receives the request, although it may be held at a later date upon mutual agreement or upon order of the Dean or designee. Following the conclusion of the review, the Dean or designee shall advise the student or degree candidate of his/her decision in writing within 10 days. The Dean or designee will notify the Graduate School of the decision within 5 working days. The Dean or designee's decision is final.

RETENTION/DISMISSAL AGREEMENT FORM

The following criteria will be used as evidence of satisfactory progress toward the M.S.Ed. and the Ed.S. in School Psychology graduate degrees:

1. Meeting all of UW-Stout’s Graduate School requirements, including grade point average (GPA) and residency.
2. Maintaining progress toward degree completion as agreed upon in the student's or degree candidate's program plan.
3. Maintaining a B or better in all graduate courses taken as part of the student’s program plan, and maintaining a minimum 3.25 GPA (on a 4.0 scale) in courses taken to fulfill the Ed.S. degree.
4. Completing each required field experience/practicum, clinical practicum, or internship with a grade of B or higher.
5. Adhering to the professional, legal and ethical standards as defined by the American Psychological Association (APA) and the National Association of School Psychologists (NASP) and other professional accreditation and licensing bodies.
6. Demonstrating professional behaviors and dispositions consistent with the benchmarks established by professional education and school psychology organizations.
7. Successfully performing the professional duties and responsibilities as required in the School Psychology Program.

* * * * *

I, _____, the undersigned, hereby acknowledge I have thoroughly reviewed, understand and will abide by the School Psychology Program Review/Retention/Dismissal procedures.

Signature

Date

SUGGESTED SCHOOL PSYCHOLOGY COURSE SEQUENCE

Year One

Summer Session (Optional)

COUN 750	Counseling Theory	3
COUN 788	Counseling Process Lab	3
SPSY 753	Psychometric Theory and Application	2
**EDUC 536	Multiculturalism: Issues and Perspectives	2
**EDUC 576	Field Experience: Cross Cultural	1
EDUC 740	Research Foundations	4

Fall Semester

COUN 750	Counseling Theory	3
COUN 788	Counseling Process Lab	3
SPSY 753	Psychometric Theory and Application	2
SPSY 753B	School Psychology Lab	1
SPSY 778	Psychoeducational Disabilities	3
SCOUN 690	Behavioral Interventions in the Schools (prev. SCOUN 690 & 760)	2
SPSY 777	Legal/Ethical Issues: School Counselors & Psych.	2

Spring Semester

SPSY 743	Cognitive Assessment (previously Adv. Mental Testing)	3
SPSY 768	Learning Disabilities: Assessment & Intervention	3
SCOUN 788	School Counseling Practicum	2
EDUC 740	Research Foundations	4
SPSY 735	Problems in School Psychology (Plan B Thesis)	2

Second Year

Summer Semester

**SPSY 701	Seminar: School Psychological Services	2
**SCOUN 705	Play Therapy	2
**COUN 752	Group Dynamics	2
**EDUC 536	Multiculturalism: Issues and Perspectives	2
**EDUC 576	Field Experience: Cross Cultural	1
EDUC 740	Research Foundations	4
SPSY 735	Problems in School Psychology (Plan B Thesis)	2
**SPSY 784	Clinical Practicum: Psychoeducational Services I	2

Fall Semester

**SPSY 781	Field Practicum: Psychoeducational Services I	3
**SPSY 784	Clinical Practicum: Psychoeducational Services I	2
**SPSY 745	Assessment of Personality	2
**SPSY 775	School Consultation	2
**PSYC 730	Advanced Psychology of Learning	2
**SCOUN 705	Play Therapy	2
**COUN 752	Group Dynamics	3
**EDUC 536	Multiculturalism: Issues and Perspectives	2
**EDUC 576	Field Experience: Cross Cultural	1

Spring Semester

**PSYC 850	Psychology of Development	2
**SPSY 782	Field Practicum: Psychoeducational Services II	3
**SPSY 785	Clinical Practicum: Psychoeducational Services II	2
**COUN 752	Group Dynamics	3
**EDUC 536	Multiculturalism: Issues and Perspectives	2
**EDUC 576	Field Experience: Cross Cultural	1

Third Year

Summer Semester

**SPSY 785	Clinical Practicum: Psychoeducational Services II	2
**SCOUN 705	Play Therapy	2
**COUN 752	Group Dynamics	3
**EDUC 536	Multiculturalism: Issues and Perspectives	2
**EDUC 576	Field Experience: Cross Cultural	1

Fall Semester

**SPSY 792	Internship in School Psychology	6
**SPSY 879	Specialist Thesis	3

Spring Semester

**SPSY 792	Internship in School Psychology	6
**SPSY 879	Specialist Thesis	3

NOTES

- **Required courses for the Master's Degree are in bold**
**Required courses for the Education Specialist Degree
- Several classes can be taken at various times during the academic year and thus are listed multiple times on the course sequence.
- Coursework may be waived or substitutions allowed with the permission of the program director.
- The master's degree is typically conferred during the summer after the first year for full-time students. Requirements include: the completion of 30 credits (courses in bold) and the Plan B thesis.
- The Ed.S. degree is typically awarded after the completion of the third year for full-time students. Requirements include: completion of 30-36 credits, completion of the internship, completion of the National School Psychology Examination (PRAXIS II), and the successful defense of the specialist thesis.
- Students with a master's degree awarded from another university or college and those whose field of study was not school psychology will be required to take additional coursework for certification, which will be specified in their program plan sheet.

SCHOOL PSYCHOLOGY PROGRAM PLAN SHEET

Name: _____

Date: _____

Semester of First Enrollment: _____

ID #: _____

M.S.Ed. Degree Requirements in School Psychology

Course Number	Degree Requirements	Credits	Semester/Date	Comments/ Notes or Substitutions
COUN 750	Counseling Theory	3		
COUN 788	Counseling Process Lab	3		
SPSY 753	Psychometric Theory and Application	2		
SPSY 753B	School Psychology Lab	1		
SPSY 778	Psychoeducational Disabilities	3		
SPSY 777	Legal/Ethical Issues: School Counselors/Psychologists	2		
SPSY 690	Behavioral Interventions in the Schools	2		
SPSY 743	Cognitive Assessment	3		
SPSY 768	Learning Disabilities: Assessment & Intervention	3		
SCOUN 788	School Counseling Practicum <i>(Accept also SCOUN 798)</i>	2		
EDUC 740	Research Foundations	4		
SPSY 735	Problems in School Psychology <i>(Plan B Paper)</i>	2		

TOTAL CREDITS: _____
(Minimum of 30 credits required)

Student Signature: _____

Date _____

Program Director Signature: _____

Date _____

M.S.Ed. Conferred: _____

Ed.S. Candidacy Recommended: _____

Ed.S. Degree Requirements in School Psychology

Course Number	Degree Requirements	Credits	Semester/Date	Comments/Notes or Substitutions
SPSY 745	Assessment of Personality	2		
SPSY 710	Psychoeducational Assessment of the Young Child	2		
SPSY 775	School Consultation	2		
SPSY 701	Seminar in School Psychology	2		
SPSY 781	Field Practicum: Psychoeducational Services I	3		
SPSY 782	Field Practicum: Psychoeducational Services II	3		
SPSY 784	Clinical Practicum: Psychoeducational Services I	2		
SPSY 785	Clinical Practicum: Psychoeducational Services II	2		
SCOUN 705	Play Therapy	2		
COUN 752	Group Dynamics	3		
PSYC 850	Psychology of Development (Accept also PSYC 552 Adolescent Psychology)	3		
PSYC 730	Advanced Psychology of Learning	2		
EDUC 536	Multiculturalism: Issues and Perspectives	2		
EDUC 576	Field Experience: Cross Cultural	1		
SPSY 792	Internship in School Psychology	12		
SPSY 870	Specialist Thesis in School Psychology	3-6		

	ELECTIVE COURSEWORK (Optional)	Credits	Semester/Date	Comments/Notes or Substitutions
EDUC 726	Administration	2-3		
EDUC 750	Curriculum Theory and Practice	2		
EDUC 742	Program Evaluation	3		
PSYC 790	Applied Research Design			
	ADDITIONAL COURSEWORK			

TOTAL Ed.S. CREDITS: _____
(Minimum of 30-36 credits required)

NCSP Taken: _____

TOTAL CREDITS (Master's and Ed.S.): _____

Student Signature: _____ Date _____

Program Director Signature: _____ Date _____

Ed.S. Degree Conferred: _____

SCHOOL PSYCHOLOGY PROGRAM PORTFOLIO REQUIREMENT

The University of Wisconsin-Stout School Psychology Program requires all individuals interested in applying for candidacy into the Educational Specialist (Ed.S.) School Psychology Program to submit a portfolio documenting his or her proficiency in 7 out of the 11 domains outlined by the National Association of School Psychologists. It is expected that applicants will provide 3 to 4 artifacts of their work to show their proficiency in each of the seven domains. These pieces could include any number of artifacts such as research papers, reports, presentations, letters, pictures, etc. The only restriction will be that applicants will not use the same example, or artifact, in more than one domain. Examples of artifacts that might be included in each domain are available on the School Psychology Programs website at www.uwstout.edu/programs/edssp/. The school psychology faculty of the University of Wisconsin-Stout will review the portfolios. Each domain will be rated on a developmental continuum ranging from Observer (Stage 1 to Stage 2) to Practitioner (Stage 5 to Stage 6).

Students applying directly to the Ed.S. Program with a master's degree in a related field or from another university will need to submit the portfolio as part of the application process. Please refer to pages 19-20 of this handbook.

Students already admitted to the M.S.Ed. program will begin working on their portfolio during their first year of study, and it will be rated by program faculty members at Benchmark II (after 30 credits or the first year of study) and at Benchmark III (after completion of both practica or prior to the internship year).

SCHOOL PSYCHOLOGY PROGRAM THESIS REQUIREMENTS

PLAN B THESIS

Students in the M.S.Ed. degree program in School Psychology are to complete a Plan B Thesis. Most students in the M.S.Ed. degree program take the required research courses (EDUC 740 Research Foundations and SPSY 735 Problems in School Psychology) during their first year of the program. Students typically enroll in EDUC 740 Research Foundations during Spring Semester of their first year. Students can enroll in SPSY 735 Problems in School Psychology (Plan B) concurrently or sequentially. Most students enroll in SPSY 735 during the Summer Semester following their first year. Approximately half of all students complete their thesis during the Summer Semester and graduate with their M.S.Ed. at the end of the summer session. The remaining students typically complete the thesis and graduate with their M.S.Ed. at the end of Fall Semester of their second year.

To assist students in the Plan B process, there is a handbook entitled **Administrative Procedures for Preparation of an Investigation (Plan B)** that is available online at www.uwstout.edu/grad/. The handbook explains the Plan B process, delineates the steps towards completion of the Plan B Thesis, provides suggested timelines, and gives examples of formats used for consent forms, abstracts, and thesis structure. Students are advised to obtain a copy and read through it carefully. Another useful resource is the Library Learning Center's Thesis Collection available on-line (www.uwstout.edu/lib/reference). Students can

review recently completed theses that have obtained Graduate School approval. Refer to pages 35-36 for a copy of the Portfolio Assessment Rubric.

Selecting a Research Advisor

Students select a research advisor from the Graduate Faculty (a list of current Graduate Faculty members is available from the Graduate School). The research advisor does not need to be a School Psychology Faculty member. It is the student's responsibility to arrange research advisement with the faculty member of their choice. Students then complete the **Appointment of Research Advisor Form**, obtain the necessary signatures (research advisor, department chair, and school psychology program director), and return the form to the Graduate School. Students need to complete this form before they can register for SPSY 735 Problems in School Psychology (Plan B).

Paperwork required for the Plan B Thesis

Students need to complete the online Human Subjects Training. After completing the online training program be sure to print out a certificate of completion for your records. With the assistance of a Research Advisor, complete the **Protection of Human Subjects in Research Form**. This form and the required attachments are then turned in to the Graduate School.

Format of Plan B Thesis

Several formats are acceptable for a Plan B Thesis. The student and his or her research advisor must agree on the format. Many students in the School Psychology program use their Plan B Thesis as a precursor to their Ed.S. Specialist Thesis. If a student chooses this option, a literature review and critical analysis of the research is sufficient for the Plan B. thesis. However, students may choose from any of the following options:

- The study may be a replication (with proper acknowledgement) of a published study.
- The study may involve the development of a test or survey with field-testing.
- **The study may be a review and critical analysis of research/literature in a selected area.**
- The study may show application of scientific methodology and principles to solve a problem.
- The study may be a pilot study.
- The study may involve results primarily useable in a single setting, for example, a case study.

The structure of the paper is determined in consultation with one's research advisor. A suggested outline for a review and critical analysis of literature and review may consist of an introductory chapter (introduction; problem statement; rationale, purpose, and significance of study; and research questions, objectives or hypotheses), a second chapter reviewing and analyzing the literature (review of literature and relevant research; critical analysis of literature and research; and summary), and a final chapter providing a summary and

discussion (conclusions, implications, limitations and recommendations or directions for further research). Faculty members of the School Psychology Program expect students to use the latest APA Style Manual in writing their Plan B Thesis. The Graduate School approves several formats and writing styles and a student is allowed to use the format or style of their choice as long as it is on the approved list and their advisor also approves.

Submission of the Plan B Thesis to the Graduate College

It is recommended that students prepare two paper copies of their research paper to be signed by the research advisor. Students submit one original signed copy to the Graduate School and retain the other copy for their records. In addition, the completed and signed Plan B Thesis needs to be accompanied by the **Submission of Final Research Report Form**. The Plan B Thesis must be turned in by 4:30 p.m. on the last day of the term in which the student intends to graduate.

SPECIALIST THESIS

Students in the Education Specialist (Ed.S) degree program in School Psychology need to complete a Specialist Thesis. Students may enroll in SPSY 870 Specialist Thesis in School Psychology once they have been accepted into the Ed.S. Degree program, have completed EDUC 740 Research Methods, and have the approval of the School Psychology program director. Students may enroll for a maximum of 6 Ed.S. thesis credits.

To assist students in the Specialist Thesis process, a handbook entitled **Administrative Procedures for Preparation of an Investigation (Specialist Thesis)** is available from the Graduate School online at www.uwstout.edu/grad/. The handbook explains the Specialist Thesis process, delineates the steps towards completion of the Specialist Thesis, provides suggested timelines, and gives examples of formats used for consent forms, abstracts, and thesis structure. Students should obtain a copy and read through it carefully. Another useful resource is the Library Learning Center's Thesis Collection which is available on-line (www.uwstout.edu/lib/reference). Students can review recently completed theses that have obtained Graduate School approval.

Selecting a Research Advisor and Committee

Students choose a research advisor and 2 committee members from the Graduate Faculty (a list of current Graduate Faculty is available from the Graduate School). The program advisor, the program director, and the School of Education's Chair can provide students with information related to their research advisor and the make-up of the committee. The research advisor does not necessarily have to be a School Psychology Faculty member. Most students choose to continue working with the research advisor who supervised their Plan B Thesis. It is the student's responsibility to arrange with the faculty members of his or her choice to serve on the committee. Complete the **Appointment of Research Advisor/Committee Form**, obtain necessary signatures (research advisor, committee members, department chair, and school psychology program director), and return the form to the Graduate School. This form needs to be completed before registering for SPSY 870 Specialist Thesis in School Psychology.

Paperwork required for the Specialist Thesis

Students need to complete the online Human Subjects Training. After completing the online training program be sure to print out a certificate of completion for your records. With the assistance of the Research Advisor, complete the **Protection of Human Subjects in Research Form**. This form and the required attachments are then turned in to the Graduate School.

Format of the Specialist Thesis

The Specialist Thesis is a research project that involves the selection of a problem, a review and critical analysis of the literature and relevant research, the development of a sound research plan/methodology, data collection, and interpretation and discussion of the findings.

The paper is often structured as follows:

- Chapter I: Introduction
Problem Statement
Rationale, Purpose, and Significance of the Study
Research Questions, Objectives or Hypotheses
- Chapter II: Literature Review
Review of literature and relevant research
Critical analysis of literature and research
Summary
- Chapter III: Methodology/Procedures
Research Design
Subject Selection
Instrumentation
Data Collection Procedures
Data Analysis
- Chapter IV: Results
Overview of research plan and methodology
Results
Summary of research results relevant to problem statement, research questions or hypotheses
- Chapter V: Summary and Discussion
Summary of the Study
Discussion of Findings
Limitations
Implications and recommendations for future research/practice
Conclusion

The School Psychology Program expects students to use the latest APA Style Manual in writing their Specialist Thesis. The student will arrange with their thesis advisor and committee members' periodic progress reviews of their project.

Oral Defense of the Specialist Thesis

The student will submit, within a reasonable time period (a minimum of at least three weeks), a final draft to his or her research advisor and committee members prior to scheduling the oral defense. The student must schedule the oral defense at a mutually acceptable time for the advisor and committee members. The committee members are responsible for reading the final written draft and conducting the oral examination. A student may be asked to make adjustments or corrections to the written draft and resubmit a new copy at the oral defense. If the student's written thesis and oral defense is acceptable, the committee will sign the final copies of the specialist thesis. If the student's thesis and/or oral defense are not acceptable, the student will be asked to make corrections and resubmit the thesis for oral defense.

Submission of the Specialist Thesis to the Graduate School

It is recommended that students prepare 2 paper copies of the research paper to be signed by the research advisor and committee members. Students must submit one original signed copy to the Graduate School. The other copy is retained for the student's records. The completed and signed Specialist Thesis needs to be accompanied by the **Submission of Final Research Report Form**. The Specialist Thesis must be turned in by 4:30 p.m. on the last day of the term in which the student intends to graduate.

EVALUATION AND ASSESSMENT POLICY

The assessment of students in the M.S.Ed. and the Ed.S programs in School Psychology proceeds from the initial application process for admission through the third year internship. There are benchmark experiences each semester that the school psychologist in training must meet to progress to the next semester. Each of these experiences is designed to lead to a logical skills progression, culminating in the certification or licensure of a person capable of assuming the role, duties, and responsibilities of a school psychologist.

APPLICATION EVALUATION (Benchmark I)

All applicants to the School Psychology Program are screened and evaluated by the program director and the School Psychology Program faculty. Multiple sources of information are considered in the screening and evaluation process (refer to pages 19-20).

Students in the M.S.Ed program are admitted once a year. The application process includes a paper application to the Graduate School. Core school psychology faculty members independently rate application files and determine which applicants should be invited for personal interviews based on their pooled numerical rankings. After the interviews are completed, faculty members independently rate each interviewee's responses. Selections for admittance are made based on the averaged numerical ratings from the paper application and interview process.

Students enter the Ed.S. program in several ways. Most students entering the Ed.S. program were initially accepted into the M.S.Ed program and simply progress into the Ed.S program as they complete their course of studies. Some students, however, apply directly to the Ed.S. program after earning a master's degree in school psychology or a related field from another institution.

FIRST YEAR (Benchmark II)

After their first year (or after 30+ credits), students are formally evaluated by core school psychology faculty members to assure that each student possesses satisfactory knowledge, skills, and dispositions necessary for placement in their initial school psychology field practicum. The faculty members review student transcripts, rate student portfolios on the Portfolio Assessment Rubric form, and rate student dispositions on the Disposition Review form. The ratings and review information is then shared with the students by the program director. If a student's grades or performance is found deficient, the program director meets with the student to develop a remediation plan. Further, students not making sufficient progress at this time may not be accepted to the Ed.S. program.

SECOND YEAR (Benchmark III)

During the second year, students participate in two school psychology practica (Fall Semester and Spring Semester). Their site supervisors rate them twice each semester. Further, as part of the practicum process, students continue to develop their portfolio in which they demonstrate their levels of competency in all eleven domains of practice identified by NASP. In addition, these Ed.S. students are required to maintain an average GPA of 3.25 or better in all coursework and practica.

At the end of the second year (or prior to internship), the faculty members review student transcripts, rate student portfolios on the Portfolio Assessment Rubric form, and rate student dispositions on the Disposition Review form. The ratings and review information are then shared with the students by the program director. If a student's grades or performance is found deficient, the program director meets with the student to develop a remediation plan. Further, students not making satisfactory progress at this time may not be recommended for internship.

THIRD YEAR (Benchmark IV)

The third year of the School Psychology training sequence is the internship year. Students will be employed full time (or 1/2 time for 2 years) in a school setting. Students are enrolled for credit and are supervised by university supervisors and appointed field supervisors. Students are evaluated by the field and university supervisor to determine whether the student has made satisfactory progress necessary for full certification/licensure as a school psychologist. Additionally, students typically take the National Certification Examination in School Psychology during their third year.

PROGRAM ASSESSMENT

The School Psychology Program undergoes regular evaluation. Each year, data is collected regarding the program and student performance. This data is compiled into a report entitled “Assessment in the Major” and is sent to the Dean of the School of Education. Every seven years, the program undergoes an internal program review process. Additionally, the program undergoes periodic review as part of the Wisconsin Department of Public Instruction’s approval and NASP’s approval process.

The Program Advisory Committee of the School Psychology Program, consisting of faculty from the School of Education and faculty representing each of the other divisions of the university (as well as professionals in the field and student representatives) meet twice a year. These members provide advice to the program director and faculty on curricular, process and professional concerns/trends. Based on this feedback, the program director and faculty modify the program and request changes in the content of courses required for degree and/or certification. In addition to the Program Advisory Committee review, alumni are sent needs assessment surveys. These surveys are collected to review the need for program changes.

School Psychology University of Wisconsin-Stout Portfolio Assessment Rubric

Review: Benchmark Two Benchmark Three Ed.S. Applicant

Date: _____

Student Name: _____

ID: _____

Reviewer: _____

Reviewer Signature: _____

Observer: Minimal knowledge and skill development are evidenced in the domain area, often due to a lack of education, training and experience. Training and supervision are required.

Novice: Beginning knowledge and skill development is evidenced in the domain area, often due to limited experience. Some teaching and supervision are required.

Practitioner: The individual exhibits knowledge, proficiency, and competence in most aspects of the domain. The individual may seek consultation for assistance in some aspects of the domain.

Domains*	Observer		Novice		Practitioner		Comments
	1	2	3	4	5	6	
1. Data-Based Decision Making and Accountability							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
2. Consultation and Collaboration							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
3. Effective Instruction and Development of Cognitive/Academic Skills							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
4. Socialization and Development of Life Skills							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
5. Student Diversity in Development and Learning							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							

Domains*

	Observer		Novice		Practitioner		Comments
	1	2	3	4	5	6	
6. School and Systems Organization, Policy Development, and Climate							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
7. Prevention, Crisis Intervention, and Mental Health							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
8. Home/School/Community Collaboration							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
9. Research and Program Evaluation							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
10. School Psychology Practice and Development							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
11. Information Technology							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							

Note: Domains from *Standards for Training and Field Placement Programs in School Psychology* [Brochure]. (2002). Bethesda, MD: NASP Publications. Copyright 2000 by the National Association of School Psychologists.

School Psychology
UW-Stout's School of Education
Disposition Review Rubric

Student: _____ **ID:** _____ **Date:** _____ **Raters:** _____

- Review:** **Benchmark 2:** End of first year or after M.S.Ed. degree
 Benchmark 3: End of second year or prior to internship
 Benchmark 4: During internship (if previous total score <24 or any one previous rating is less than 3)

- 1 = Unsatisfactory:** Rarely demonstrates disposition
2 = Minimal: Occasionally demonstrates disposition
3 = Satisfactory: Usually demonstrates disposition
4 = Proficient: Consistently demonstrates disposition

Dispositions	Unsatisfactory	Minimal	Satisfactory	Proficient	Points
	1	2	3	4	
Attendance	Numerous tardies/early departures OR 4+ absences	Several tardies/early departures OR 3 absences	Few tardies/early departures OR 2 absences	Timely and consistent presence in class/school	
Preparedness	Rarely, if ever, well prepared for class/practicum/internship; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities	Occasionally well prepared for class/practicum/internship; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities	Usually well prepared for class/practicum/internship; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities	Consistently well prepared for class/practicum/internship; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities	
Continuous Learning	Rarely, if ever, demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	Occasionally demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	Usually demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	Consistently demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	
Positive Climate	Rarely, if ever, views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	Occasionally views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	Usually views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	Consistently views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	

Dispositions	Unsatisfactory	Minimal	Satisfactory	Proficient	Points
	1	2	3	4	
Reflective	Rarely, if ever, willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Occasionally willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Usually willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Consistently willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	
Thoughtful & Responsive Listener	Rarely, if ever, demonstrates the ability to thoughtfully listen and respond to people's insights, needs, & concerns; e.g., asks questions, summarizes points, etc.	Occasionally demonstrates the ability to thoughtfully listen & respond to people's insights, needs, & concerns, e.g. asks questions, summarizes points, etc.	Usually demonstrates the ability to thoughtfully listen & respond to people's insights, needs, & concerns, e.g. asks questions, summarizes points, etc.	Clearly demonstrates the ability to thoughtfully listen & respond to people's insights, needs, & concerns, e.g. asks questions, summarizes points, etc.	
Cooperative & Collaborative	Rarely, if ever, works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Occasionally works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Usually works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Consistently works well with others, e.g., keeps group on task; maximizes individuals' talents; evenly distributes responsibility, etc.	
Respectful	Rarely, if ever, shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	Occasionally shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	Usually shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	Consistently shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	

Unsatisfactory Level: 8-15 points
Minimal Level: 16-23 points
Satisfactory Level: 24-31 points
Proficient Level: 32 points

TOTAL SCORE = _____

LICENSING INFORMATION

The following are the requirements for obtaining Wisconsin, Minnesota, and national (Nationally Certified School Psychologist) licensure/certification.

Wisconsin

UW-Stout's program is approved by Wisconsin's Department of Public Instruction. As such, satisfactory completion of the M.S.Ed. degree, all program coursework, and all practica will meet the requirements for an initial license (62 School Psychologist) in the State of Wisconsin. Beginning August 31, 2007, all program completers are required to pass (a score of 660 or better) the Praxis II test (School Psychologist - #0400) to obtain initial state licensure in Wisconsin. For more information about Wisconsin's certification/licensure requirements, please refer to:

<http://dpi.wi.gov/tepd/index.html>

Minnesota*

Completion of the M.S.Ed. degree, all program coursework, and all practica will meet the requirements for a limited full-time license in Minnesota. To apply for this license, the applicant completes page one of the Minnesota education license application form and the district or charter school completes section seven.

After completion of a supervised, 1,200-hour internship, applicants may apply for Minnesota's first-time full professional Minnesota education license. To apply for this license, the applicant completes page one of the Minnesota education license application form and the university (University of Wisconsin-Stout's School of Education certifying officer in 267 HE) completes section five. For more information about Minnesota's certification/licensure requirements, please refer to:

http://education.state.mn.us/Teacher_Support/Educator_Licensing/Resources/index.html

* In January of 2005, Minnesota recognized the National School Psychology Certification System certification (NCSP) as meeting the state licensure requirement stated in Minnesota Rule 8710.6200. In addition, Minnesota recognized that renewal through the National School Psychology Certification System can substitute for the 125-clock hour requirement stipulated under Minnesota Rule 8710.7100 Subpart 3 for Minnesota license renewal.

****Completion of the program *with the 1,200-hour university supervised internship* will enable the student to meet the standards of most states without further coursework.

SPECIFIC LICENSE REQUIREMENTS

To be eligible for the *completion of the University of Wisconsin-Stout's NASP approved program* recommendation, the applicant must have:

1. Successfully completed all required coursework (a minimum of 60 graduate semester credits) in the M.S. and Ed.S. phases of the School Psychology Program with a grade point average of at least 3.00. All substitutions, waivers, variances, or exceptions must be approved by the program director and the Graduate School prior to application for certification. No undergraduate coursework will be accepted in the 60-credit requirement.
2. A recommendation for certification from the program director of the School Psychology Program and the School of Education's certifying officer at the University of Wisconsin-Stout.
3. Successfully completed the National Association of School Psychologists Professional Examination--NCSP (Test #10400) of the PRAXIS Series, Educational Testing Service. A passing score on the examination with the completion of a 1,200 hour supervised internship will ensure eligibility for National Certification as a School Psychologist (NCSP) by the National Association of School Psychologists (NASP). The examination should be taken prior to the awarding of the Ed.S. degree.
4. Successfully completed the third year, 1,200-hour university supervised internship.

National Certification as a School Psychologist (NCSP)

The National Association of School Psychologists (NASP) created the National School Psychology Certification System for the purpose of credentialing school psychologists who meet nationally recognized standards (www.nasponline.org). To qualify for national certification the following requirements must be met:

- Specialist Level Preparation—Completion of a 60 graduate semester hour program of study that is officially titled “School Psychology,” with at least 54 graduate semester credits exclusive of the credit for the supervised internship experience.
- Internship—Successful completion of a 1,200-hour internship in school psychology, of which 600-hours must be in a school setting. The internship must be recognized through institutional documentation (transcript).
 - All applicants must meet the Standards for Training and Field Placement Programs in School Psychology. Graduates of NASP-approved programs automatically meet the requirements for degree and internship.
- Examination—Applicants must achieve a passing score (660) on the National School Psychology Examination (Praxis II) administered by the Educational Testing Service.

GRADUATION PROCESS AND PAPERWORK

Information regarding graduation paperwork and timelines can be found at www.uwstout.edu/grad/deadlines.html. Students intending to graduate with a M.S.Ed. or an Ed.S. degree will need to complete the following paperwork in the semester they intend to graduate:

1. *Application for Degree Candidacy*
2. *Graduation Application for Degree* Forms are found online at the above website. Graduation ceremonies are held at the end of Spring Semester and Fall Semester. There are no graduation ceremonies during Summer Semester. If a student wishes to walk through ceremonies prior to completing their degree, they need to complete the *Request to Participate in Commencement Before Graduating* form.

The appropriate degree will be recorded on the student's transcript during the semester that the student completed all the requirements for the degree (coursework, thesis, etc.), not necessarily the semester the student participated in the graduation ceremonies.