This student handbook serves to provide information specific to the School Psychology Specialization. This specialization is fully approved by the National Association of School Psychologists (NASP)
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Introduction

The University

The University of Wisconsin-Milwaukee, founded in 1958, is one of 13 degree-granting institutions and one of two doctoral institutions in the University of Wisconsin System. UW-Milwaukee is the only major urban doctoral university in the state, and has a strong mission to meet the diverse needs of Wisconsin’s largest metropolitan area. The twelve schools, colleges, and divisions of UWM serve over 26,000 students on the 90-acre campus on the shores of Lake Michigan. The University's location allows students the opportunity to participate in the community as well as working, interning, volunteering, and enjoying the activities of a large metropolitan area. The University has a strong urban focus and is committed to preparing professionals who are knowledgeable about urban issues and competent to work with diverse populations and settings.

The University of Wisconsin-Milwaukee provides extensive graduate program offerings under the administrative structure of the Graduate School. A diverse group of local, national, and international students attend UWM. UWM has 13 colleges and schools, offering 45 masters programs and 17 doctoral programs.

The Department of Educational Psychology

The Department of Educational Psychology resides in the School of Education at the University of Wisconsin-Milwaukee and prepares graduate students for a variety of clinical, research, and teaching professions.

The Department of Educational Psychology at the University of Wisconsin-Milwaukee offers two graduate programs of study at the master’s level including Educational Psychology and three specializations including School Psychology, Counseling Psychology, and Educational Psychology. The Educational Specialist degree in School Psychology is NASP-approved. The doctoral degree programs in School Psychology and Counseling Psychology specializations are accredited by the American Psychological Association. The doctoral program in School Psychology is also NASP-approved.

The Educational Psychology Department has four areas of concentration, including human development and learning, research and measurement, school psychology, and counseling psychology.
School Psychology Program

Model

The School Psychology Program adheres to American Psychological Association (APA) and National Association of School Psychologists (NASP) guidelines for graduate training. The scientist-practitioner model is reflected in the course work, practica, and internship requirements. Following the established APA scientist-practitioner model, the Master’s/Educational Specialist’s (MS/EdS) program prepares school psychologists across a base of theory, practice and research. Professional preparation in school psychology at the UWM provides students with a broad theoretical background, as well as evidenced-based clinical skills through didactic, field placement, practica, and internship experiences. The program has a strong urban mission, and is dedicated to increasing knowledge, sensitivity, and awareness of practices best suited for individuals from diverse cultural, ethnic, and economic backgrounds. Principles of biological, psychological, cultural, and sociological sciences are emphasized, and are applied to urban school, mental health, and educational settings. The MS/EdS program integrates theory, practice, and research to train school psychologists who possess the scientific knowledge and skills necessary to work with diverse urban populations and in diverse settings. The program prepares students for employment in school settings, particularly within urban areas.

Major Program Goals

The program has five major goals. These goals reflect current research, professional best practices, as well as the unique qualities of graduate training that are afforded in our program at UWM.

1. Prepare school psychology students to design and implement evidence-based therapeutic interventions that meet children, adolescents and families educational and mental health needs;
2. Prepare school psychologists to engage in problem solving consultation within and across schools and community settings with families and professionals to enhance the competencies and resilience of youth and to promote healthy home, school and community environments;
3. Prepare school psychologists to conduct comprehensive assessments that are directly linked to interventions that improve understanding and outcomes of youth, families and schools;
4. Prepare school psychologists to provide service delivery and to conduct research that reflects APA and NASP ethical and professional standards, with a particular emphasis on training culturally competent school psychologists;
5. Prepare school psychologists to conduct, interpret, critique and disseminate high quality scientist-practitioner research that advances the field of school psychology in urban settings.

To prepare students as psychologists, the program draws upon theoretical and foundational course work from department faculty with expertise in the curricular areas of learning, development, personality theory, social psychology, and individual differences. In addition, students are given a thorough grounding in psychological foundations of the history of
psychology, physiological psychology, and psychopathology through the Psychology Department. Wherever possible, psychological foundation courses are consistent with our urban and multicultural emphases, thus clearly communicating our urban mission to students.

Acquisition of research skills is an expectation of all graduate students. Formal course work serves as the initial vehicle through which students acquire research competencies. Course work includes quantitative analysis, measurement, methodology, or research design. Opportunities for ongoing involvement with faculty research programs are provided. Students also develop skills to determine the efficacy of interventions and the implementation of evidence-based school psychology practice.

Program Objectives

The primary objectives of the School Psychology Program are as follows: (a) to apply a reflective framework for resolving the psychosocial and learning problems of children, families, and schools; (b) to understand contextual variables, including multicultural, racial, and socioeconomic factors affecting children, adolescents, families, and schools; (c) to work in collaboration with other professionals as change agents to improve educational systems and mental health agencies; (d) to evaluate the effectiveness of psychosocial interventions and educational programs in schools and community agencies; and, (e) to advance the science of psychology and scientifically-based practices of psychological services in schools and community mental health agencies. These program objectives will be met using a case study approach that promotes understanding of the practice of psychology for children, adolescents, families, schools, and agencies.

First, reflective problem solving serves as the foundation for effective psychological practice, and requires extensive exposure to theoretical and empirical findings from various paradigms including developmental, cognitive, learning, neurobiological, sociological, ecological, behavioral, and family systems. Students are taught to understand the complex interaction of these factors in clinical cases, and are prepared to design and implement effective interventions. Students are taught to develop hypotheses using traditional and alternative assessment devices, to formulate interventions based on these assessment findings, and to evaluate and modify interventions on an ongoing basis.

Second, the importance of understanding the individual and systems within a contextual framework is emphasized. This understanding is achieved by helping students realize how contextual variables, including family, culture, race, gender, and socioeconomic factors affect the individual. An ecological model is stressed to explain how these factors interact with the child's biogenetic and environmental conditions in critical ways that affect their cognitive, psychosocial, behavioral, and educational development. Students are taught to be knowledgeable about and sensitive to these issues when assessing children and designing intervention programs.

Third, collaboration with educational, medical, and other health care professionals is an essential feature of the School Psychology Program. Students are provided opportunities to learn effective consultation, communication, and conflict resolution skills. Effective psychological practice in schools depends upon an ability to work with other professionals to help meet the needs of
children, families, and schools. The multidimensional problems facing many of our youth as a result of poverty, changing family structures, and violence in schools and communities often require a team approach. Students are provided with supervised clinical experiences to attain consultation and collaborative skills in the school setting. Further emphasis in the training program is placed on helping students serve as liaisons between psychiatrists, pediatricians, and other mental health professionals, who also may be providing services to children and families outside the schools.

Fourth, students are provided with foundations in program evaluation, intervention monitoring, and critical analysis for determining the effectiveness of psychological practices. Reflective practice incorporates ongoing monitoring of the short- and long-term effects of the practice of school psychology. In this respect, students develop an ethos of practice that permits sound decision-making about the needs of children, families, and systems.

Fifth, students are exposed to evidenced-based principles and practices of psychology in the schools. Students are expected to analyze research critically. Students are encouraged to implement evidence-based practices through the Ed.S. project. In addition, a structure for linking research findings into practice is provided in courses, practica, and internship experiences.

The above five objectives are developed through a reflective case study approach that provides students the opportunity to systematically study the individual, family, and social systems. Case examples are provided so students may learn to analyze problems, to identify solutions, and to determine best practices. These reflective activities also focus on students as developing professionals. Self-analysis and goal setting are encouraged in a supportive environment, where students are provided constructive feedback to enable their professional development. Professional mentoring occurs throughout the program in an effort to meet these objectives.

Students develop and demonstrate cultural competencies through their coursework, clinical experiences, and research projects (e.g., master’s paper/thesis or participation on research teams). Readings and clinical experiences are selected to help students become aware of their cultural attitudes and beliefs, be knowledgeable about urban and multicultural issue, and to engage in culturally responsive practices. Experiences are designed to help students increase their cultural competence as professionals.

Early in their graduate program, students are exposed to the principles and ethical guidelines of professional practice as stated by the APA and NASP. The development of professional ethics occurs through clinical experiences and field-based components (see syllabi for 732, 760, 755, 805, 852, 955, 974, 975, and 986) that expose students to regular education programs, exceptional education referral practices, multidisciplinary teams, consultation strategies, therapeutic interventions, and individual and program evaluation procedures.

Attitudes that foster ethical, professional conduct and behavior are developed throughout the program. Students become aware of the need to be life-long learners in order to stay abreast of the evolving body of scientific and professional literature. Professional development can be achieved by maintaining current certification requirements, by attending national professional conferences and completing continuing education courses/workshops.
Professional Training Model

The School Psychology Program at the University of Wisconsin-Milwaukee prepares school psychologists to work in schools, state agencies, clinical practice, and university settings. The primary goal of the program is to develop professionals whose activities increase the educational and psychological well-being of children and youths. Students are expected to develop competencies in the areas of biological, cognitive-affective, and social bases of behavior, individual differences, developmental theory, applied cognitive science, and systems of education.

Professional Standards

Given that our program trains students in the school psychology specialty, it is important to integrate the required competencies for preparing school psychologists with the required competencies to prepare doctoral-level psychologists. Therefore, the curricular plan also reflects the required competencies delineated in the NASP (2000) Training Standards. In addition to training students in accordance with the NASP training standards, our program also adheres to the Wisconsin Department of Public Instruction (DPI) Pupil Service Standards (http://tepdl.dpi.wi.gov/resources/pupil-services-standards) and the UWM School of Education (SOE) Pupil Service Standards (http://www4.uwm.edu/soe/cpe/). DPI and SOE each include 7 pupil service standards that reflect the knowledge, attitude, and skills school-based professionals (e.g., school psychologists) need to effectively serve schools, children, and families. Collectively, the NASP, DPI, and SOE standards reflect the essential competencies that are developed in students enrolled in the UWM School Psychology Educational Specialist Program.

All standards across the three governing bodies overlap and are presented below:

**Data-Based Decision-Making and Accountability:** The competent school psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

**DPI #3:** The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

**Consultation & Collaboration:** The competent school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent School Psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.

**DPI #5:** The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

**DPI #7:** The pupil services professional interacts successfully with pupils,
Interventions and Instructional Support to Develop Academic Skills: The competent school psychologist has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

DPI #2: The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

Interventions and Mental Health Services to Develop Social and Life Skills: The competent school psychologist has 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.

DPI #1: The pupil services professional understands the teacher standards under PI 34.02.

School-Wide Practices to Promote Learning: The competent school psychologist has 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.

DPI # 1

Preventive and Responsive Services: The competent school psychologist has 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.

DPI #6: The pupil services professional is able to address the wide range of social, emotional, behavioral & physical issues & circumstances which may limit pupils’ abilities to achieve positive learning outcomes through development, implementation & evaluation of system-wide interventions & strategies.

Family-School Collaboration Services: The competent school psychologist has knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to supports family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

DPI # 5 & 7
Diversity in Development and Learning: The competent school psychologist has knowledge of individual differences, abilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

DPI #4: The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.

DPI #7

Research and Program Evaluation: The competent school psychologist has 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.

DPI #3

Legal, Ethical, and Professional Practice: The competent school psychologist has knowledge of the history and foundations of the profession; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

DPI #4

Satisfactory Academic Progress

The Master’s/Educational Specialist’s Program in School Psychology is designed so that it can be completed within three years of full-time study. Students are strongly encouraged to keep on schedule, although some students may take some of their coursework part-time. However, all graduate students must complete their program within five years of their acceptance date, which is the first day of the fall semester of the student's first year in the Master’s Program. Time extensions may be granted in unusual cases upon written request to the Director of Training by April 15 in the student's 4th year.

Work/Non-Program Commitments

As stated above, for the most part, this is a full-time program. Because of that, classes and other important activities are scheduled during the day as well as in the evening. While we understand that graduate study is expensive, it is very difficult to fully benefit from advanced study and to develop as a professional while also attempting to manage a full-time workload or other substantial outside commitments. Students will not be excused from mandatory program
activities, daytime classes, or program deadlines because of outside work commitments or non-emergency personal commitments.

Before enrolling in this program, prospective students should consider their family obligations and personal financial situations. Students are strongly encouraged to apply for loans, which will help them to remain on campus during the day and therefore to more easily meet the program requirements. The program faculty will make every reasonable effort to assist students in this process.

**Leaves of Absence/Continuous Registration**

Students who are unable to register for a regular semester because of illness, military service or other factors may be granted a leave of absence without penalty. The student must submit a written request for a leave of absence to the Graduate School with a copy to the Department Chair and the Director of Training. Except in the case of military service, a leave of absence ordinarily will be limited to one year. The time taken for a leave of absence will not count toward the student's time limit for completing the Program. That is, if a student takes a leave of absence for one year, that year will not be considered one of five years.

**Admissions Requirements and Procedures**

**Application Deadlines**

All application materials **must be received** by the Department of Educational Psychology **in January** for fall admissions; deadline is posted on the website every year. Admission into the School Psychology Program occurs **once a year**. Incomplete files will not be considered.

**Procedures of Admissions**

Upon receipt of the applications the Admissions Committee reviews all applicant materials. The committee is comprised of all of the school psychology faculty. Initial screening of applicant materials will be made by the Admissions Committee, and top candidates will be interviewed. The program chair will arrange an interview between the applicant and school psychology Admissions Committee.

Undergraduate and graduate (if applicable) GPA's, letters of recommendation, letters of intent (biographic statements), and other supporting documents will be considered (e.g., GRE scores or student portfolios) when making admission decisions. Not all students meeting minimum requirements may be accepted into the program due to space limitations.

**Admission Requirements**

- Undergraduate GPA of 3.00.
- 18 undergraduate credits in education or related social/behavioral science. Students lacking in course background may be admitted with deficiencies.
• Logical and well-articulated reasons for pursuing a graduate program in school psychology, which are compatible with program resources and priorities.

• Students from outside the country may be required to take and pass an English language proficiency examination.

Satisfying the above requirements does not guarantee admission to the program. Rather, it ensures that the program will consider the application. Students applying to the Ph.D. program have additional application requirements (See Doctoral Student Handbook).

**Course of Study: Masters and Educational Specialist’s Degree in School Psychology**

Students in the School Psychology Program obtain a Master’s Degree in Educational Psychology (30 credits minimum) and an Educational Specialist’s Degree (Ed. S.) in School Psychology (39 credits minimum).

During the first year of the program, students complete a minimum of 30 credits toward the Master’s Degree. Upon successful completion of 30 graduate credits, the student is eligible to become a candidate for the Master's Degree in Educational Psychology. To obtain the Master’s degree, students must successfully pass the Master’s Comprehensive Examination. The master's degree is awarded pending successful completion of a Master's Comprehensive Examination.

**Applying for Master’s Degree Graduation**

**During the spring of the first year**, students should apply for graduation for the completion of the Master’s degree, which is expected to be completed by the end of summer of the first year.

Students should complete the online application for graduation. ([http://graduateschool.uwm.edu/form...](http://graduateschool.uwm.edu/forms-and-downloads/students/grad_masters_app.cfm))

There is a fee that students must pay. Students are not required to participate in graduation, but the university still requires students to apply for graduation and pay the fee.
## MS Program Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>Total credits</th>
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<tbody>
<tr>
<td><strong>School Psychology Core</strong></td>
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<tr>
<td><strong>Professional Practices, Standards, Ethics, and History</strong></td>
<td></td>
<td></td>
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<tr>
<td>Ed Psych-751 Professional and Historic Issues in School Psychology</td>
<td>3</td>
<td></td>
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<tr>
<td>Ed Psych-755 Assessment &amp; Intervention: School Age</td>
<td>3</td>
<td></td>
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<tr>
<td>Ed Psych-752 Developmental Psychopathology</td>
<td>3</td>
<td></td>
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<tr>
<td>Couns 805 Consultation Strategies in the School and Community</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ed Psych-851 Assessment &amp; Intervention: Personality, Social, Emotional Functioning</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td><strong>Educational Methods &amp; Intervention Strategies</strong></td>
<td></td>
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<tr>
<td>Ed Psych-760 Academic Interventions &amp; Alternative Assessment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ed Psych-852 Social, Psychological, Biological Basis of Learning Disorders</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>Educational Statistics &amp; Measurement</strong></td>
<td></td>
<td></td>
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<tr>
<td>Ed Psych-624 Educational Statistical Methods I OR Ed Psych-724 Educational Statistical Methods II</td>
<td>3 OR 4</td>
<td></td>
</tr>
<tr>
<td>ED Psych-720 Techniques of Educational &amp; Psychological Measurement</td>
<td>3</td>
<td>6 or 7</td>
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<tr>
<td><strong>Human Learning &amp; Development</strong></td>
<td></td>
<td></td>
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<tr>
<td>Ed Psych-640 Human Development (or other in consultation with advisor) or Ed Psych-735 Cognition and Learning (or other in consultation with advisor)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Master’s Exam</strong></td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>30 or 31</td>
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</tbody>
</table>
Advancement into the Educational Specialist’s Degree Program (Ed. S.)

Upon completion of the master’s degree in Educational Psychology (i.e., 30 graduate credits and successful completion of the master’s exam, the student will be considered for the Educational Specialist’s Degree program in School Psychology. During the spring of the first year, students must complete a graduate school application for admission to the Educational Specialist Degree (EdS). Students should complete the online graduate school application (https://apply.wisconsin.edu); students do NOT have to pay an application fee, submit letters of recommendation, submit transcripts, or submit a letter of intent. The student will be admitted into the Ed. S. program by recommendation of their advisor, and final approval of the school psychology faculty. Decisions will be made on the basis of successful completion of master’s degree requirements.

**Educational Specialist’s Degree in School Psychology (minimum requirements):**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>Total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Psychology Core</td>
<td></td>
<td></td>
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<tr>
<td>Advanced Professional and Clinical Practice</td>
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<td></td>
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<tr>
<td>Ed Psych-732 Cognitive-Behavioral Therapy</td>
<td>3</td>
<td></td>
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<tr>
<td>Ed Psych-952 Pediatric Psychology in Urban Settings</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ed Psych-955 Advanced Therapeutic Interventions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ed Psych-974 Beg. Practicum in School Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ed Psych-976 Internship in School Psychology</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>School Psychology Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed Psych-779 Current Topics in Educational Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Ed Psych-779 Current Topics in Educational Psychology</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Human Learning &amp; Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed Psych-640 Human Development (or other in consultation with advisor) or Ed Psych-735 Cognition and Learning (or other in consultation with advisor)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Educational Methods &amp; Intervention Strategies</td>
<td>Ex Ed-715 Issues &amp; Trends in Exceptional Education (or other in consultation with advisor)</td>
<td>3</td>
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<td>-----------------------------------------------</td>
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<tr>
<td></td>
<td>C &amp; I-747 Diagnosis and Treatment of Reading (or other in consultation with advisor)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Required</strong></td>
<td></td>
<td>39</td>
</tr>
</tbody>
</table>

Official course titles and descriptions, as well as further detailed requirements, can be found in the [Graduate Student Bulletin](http://www.uwm.edu/Dept/Grad_Sch/Publications/Bulletin/).

**Educational Specialist Final Project**

Upon completion of all course work, including practicum, students will demonstrate their professional knowledge by completing an Educational Specialist Final Project. The Final Project will demonstrate the student’s knowledge and proficiency in a clinical area such as innovative assessment practices, consultation, psychosocial therapy, or behavioral/academic intervention planning. Students will demonstrate their knowledge and proficiency by successfully completing one of the following projects:

1. Produce a video tape showing a consultation session with a consultee
2. Produce a video tape of a therapy session with a child or adolescent
3. Develop a treatment manual for reducing psychosocial, behavioral or academic problems in children or adolescents
4. Develop a parenting program for families with difficult or at-risk children
5. Develop materials for an in-service program for teachers or parents (i.e., Power-Point presentation, overheads, or manual)
6. Develop a school-wide prevention program for at-risk students
7. Develop an innovative assessment program for reducing academic, behavioral and/or psychosocial problems

The Education Specialist Project must incorporate an outcome evaluation component to examine the impact of the project on student, staff, and/or parent outcomes. The Education Specialist Final Projects are due at the end of internship. Projects will be judged to be acceptable by the school psychology faculty in charge of internship. Recommendations for satisfactory completion of all of the Educational Specialist degree requirements will be made by the student’s advisor, and will be forwarded to the department chair and the graduate school.
Practicum Requirements

Formal practicum experiences are required of all students, and consist of 9 credits taken over two consecutive semesters (approximately 2 days a week). At least 600 hours of practicum must be completed in the schools and must be supervised by a licensed school psychologist working at the practicum site. Students generally begin practicum in the second year of their program of studies. In addition, students may acquire hours toward practicum in conjunction with other field-based courses (e.g., Alternative Assessment and Intervention, Consultation Strategies, Cognitive-Behavioral Interventions, Advanced Intervention Strategies). All master’s-level coursework (30 credits) must be completed prior to the Practicum course sequence (i.e., 974/975). See Practicum Handbook for specific details.

Internship Requirements

All students must complete a 6-credit internship in the schools. The internship occurs on a full-time basis over one year or half-time for two consecutive years. A minimum of 1500 clock hours is required. Students may not begin their internship until after successful completion of practicum. See Internship Handbook for a detailed discussion. It should be noted that Regardless of coursework/practicum grades, if there are issues with professional skills or behaviors, remediation may be required before students can begin accruing internship hours. That determination is separate from employment contracts and program faculty make the determination when internship hours can be accrued.

Master's Examination and Thesis

Upon successful completion of 30 or more graduate credits, the student is eligible to become a candidate for the Master's Degree in Educational Psychology. The master's degree is awarded pending successful completion of a Comprehensive Examination. In situations where students are considering the pursuit of advanced graduate work toward a doctoral degree or who want to consider more in-depth research or program evaluation in the future, they can complete a Master’s thesis in addition to taking the Master’s exam. See your advisor for a discussion of these options.

Master's Comprehensive Examination

The Master's Examination is a written exam, which covers content areas covered in school psychology core courses in the first year. All Ed.S. students take the comprehensive examination to fulfill requirements for the Masters degree. The comprehensive examination is offered during the summer following the first year of coursework, or the summer following completion of at least 27 credits in Educational Psychology. If necessary, a student may take the exam twice. Only one failure is allowed. If the student fails the exam a second time, she/he may be dropped from the Masters/Ed.S. Certification program.

Description of Master's Thesis

The Master's Thesis is typically not completed by Ed.S. students. However, as indicated above, EdS student may elect to complete a Thesis project based on their individual needs. Selection of
a research problem should be based on a) the student’s interest, b) the importance of the problem to school psychology, and c) the advisor’s interest and expertise. Students who are interested in this option should speak with their advisor.

**Types of thesis topics.** A master's thesis describes an original experimental, quantitative and/or qualitative research project. The term research as used here strictly implies the collection of numerical data on specific variables. Experimental/quantitative research represents an attempt to empirically establish relationships between independent variable(s) and dependent variables. Qualitative research represents an attempt to empirically describe variable(s), determine relationships between two or more variables, or to conduct a comprehensive single-subject or small sample research design.

**Style of master’s thesis.** The thesis is to be prepared according to APA style and is to be bound and placed in the University Library. The Graduate School has additional requirements regarding papers to be bound. The student is advised to check the requirements described in the Graduate School Bulletin (Thesis and Dissertation Instructions). The student's advisor will also retain a bound copy.

There is no minimum length for a Master's Thesis, but it is expected to include a review of previous research in the area, a description of the problem, a rationale for the importance of the investigation, a complete description of the methodology and the results, and a discussion of the results. These would typically be organized into a minimum of four sections-Introduction, Methods, Results, and Discussion.

**Credits of master’s thesis.** The student may receive from 1-6 credits for the thesis. The number of credits is to be determined in consultation with the student's advisor and should as accurately as possible reflect the amount of work required for completion of the project and the amount of faculty time required to supervise the project. The student must be enrolled in coursework when completing the thesis and applying for the Master’s degree.

**Approval of master’s thesis.** The Master's Thesis is to be reviewed by a committee including the student's advisor and two additional graduate faculty members, one from the Department of Educational Psychology and one from another department who has expertise in the area of the student’s research. The committee is to be assembled before the student commences work on the project. The student should work in consultation with the advisor. The student should obtain the signatures of the two faculty members who agree to serve on the committee. The student must then obtain the approval of at least his advisor and one other member of the committee on a specific research proposal. The student is advised that such approval is likely to be less difficult if he has fully described the intended project to prospective committee members before requesting them to serve on the committee.
Prior to submitting the final copy of the thesis to the Graduate School the student will present an oral report of his/her work to the committee and answer questions regarding the research. Final evaluation rests solely with the students' committee.


Student Evaluation

Students in school psychology master’s and Ed.S. training programs should know – at the outset of training – that their faculty, training staff, and supervisors have a professional and legal obligation to: (1) evaluate the interpersonal competence of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future professional relationships (e.g., client, collegial, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, behavioral, interpersonal, technical, and/or ethical) that interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power differences between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. The evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories): (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public and individuals from diverse backgrounds and histories): (c) openness to the process of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in constructive processes in order to resolve problems/issues).

Students undergo a number of ongoing evaluations to monitor their academic progress. Several of the major evaluation feedback mechanisms that exist include:

a. annual student evaluation and feedback
b. portfolio assessment
c. competencies in practicum
d. competencies in internship
e. master’s exam
f. overall grade point average
The Program embraces a reflective, self evaluation philosophy. Students are expected to actively reflect on their own professional and personal development, to identify their own strengths and weaknesses, and to develop professional and personal goals to address identified weaknesses. Procedures for unacceptable clinical performance, student violation of ethical standards, and student appeal/grievance procedures can be found on page 19 of this Handbook.

(a) Annual Student Evaluation

Students will be evaluated on a yearly basis to ensure that adequate progress is made toward meeting program requirements. A combination of course grades, evaluations of practica and internship experiences, and master’s exam scores will be used to evaluate the professional growth of the student. The quality and timely completion of course work and students’ attainment of NASP competencies will also be evaluated each year.

Students will fill out an Annual Report of Student Progress form each year (see Appendix B). School psychology faculty will formally review each student, and will evaluate the student's academic and professional progress. The student may request to be present at a meeting of the faculty to present their progress report or to address areas of self-evaluated weakness.

Faculty will provide the student with written remarks on the Student Evaluation and Feedback Form. Students must review the evaluation with their advisor, and sign the form indicating they have been informed of their progress. Student Evaluation and Feedback Forms must then be placed in the Student Portfolio.

**Evaluation Criteria.** Students will be evaluated on the following criteria:

1) Courses Completed: including grades, number of incompletes, learning experiences or personal products
2) Research and Writing: including research involvement, progress towards master’s thesis/paper, or other extracurricular writing experiences
3) Conferences & Workshops: including all professional conferences or meetings attended (local, state, and national), specify title and presenter of any workshops attended
4) Presentations: including topics, dates, and occasions of presentations made at professional meetings or parent/teacher in-services provided by the student
5) Other Professional Activities: including significant educational activities, such as committee work, manuscript reviewing, or professional memberships not covered in other areas
6) Professional behaviors and ethical behaviors
7) Professional Goals for next 12 months
Criteria for Maintaining Satisfactory Status

Students will be evaluated in each of these categories, and their progress will be judged as exceptional, satisfactory, or unsatisfactory. School psychology faculty may seek information from other professors who have instructed or supervised the student, including practicum and internship supervisors. The following criteria are offered as guidelines for judging student progress.

Exceptional Progress:

- Student has completed coursework in a timely manner, with high grades (A or A-).
- Student has received at least “Satisfactory” ratings in practica/internship settings.
- Student has been actively involved with research projects.
- Student has attended a state or national conference/meeting, and/or has participated with either sole or joint presentation.
- Student is an active member of at least one professional organization [e.g., APA, NASP, WSPA, CEC, and/or UWM Association of Students in School Psychology (ASSP)].

Satisfactory Progress:

- Student has completed coursework in a timely manner, with at least a B+ average.
- Student has received at least “Satisfactory” ratings in practica/internship settings.
- Student has successfully passed the master’s exam.
- Student has attended a local or state conference/meeting.
- Student is an active member of at least one professional organization [e.g., APA, NASP, WSPA, CEC, and/or UWM Association of Students in School Psychology (ASSP)].

Unsatisfactory Progress:

- Student has not maintained a B average (less than 3.0 on a 4.0 scale).
- Student has not met expectations on ratings of assessment, interventions, consultation, or interpersonal/professional demeanor in practica/internship settings.
- Student has not made adequate progress on master’s exam (failed master’s exam).
- Student has not been enrolled in her/his program of studies during the past semester. Students are expected to enroll in at least three credits to maintain active enrollment in the School Psychology program.
- Students exhibit unethical or unprofessional behaviors in applied or didactic courses

Feedback to Students

Faculty in the School Psychology area review student annual reports and evaluate the progress of

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every student in the program on a yearly basis at the end of the spring semester. Students may be present during the meeting when their progress is being considered and they may provide verbal support of their materials if they so request. Students receive written feedback and meet with their advisor to discuss their progress reports. First year students are also informally evaluated at the end of the first semester and will receive any feedback needed to correct or improve performance at that time.

(b) Professional Portfolio (e-portfolio)

A "continuous or progressive portfolio" will be developed by all students in the School Psychology Program at UWM. The reason for using the portfolio evaluation strategy is that it will permit ongoing student information and feedback on the following: a) the impact of specific training material and course content on their professional development; b) the "match" between training needs/priorities identified by students and competencies achieved through courses and field experiences; c) validation and transfer of program concepts to "best" practices in school psychology; and d) adherence to School of Education principles, Department of Public Instruction standards, and professional practice standards (APA and NASP).

Progressive portfolio techniques will be used as one of the methods of evaluating student competencies in the School Psychology Program at UWM. Portfolio assessment refers to the practice of evaluating an individual's direct involvement in learning by examining the individual's efforts, progress, or achievement in given areas (Arter & Spandel, 1992). The portfolio is a self-selected collection of works that provide authentic demonstration of knowledge and competencies in school psychology. Portfolio assessment was determined to be an appropriate evaluative approach for four reasons: a) portfolio assessment provides descriptively rich evaluative information that cannot be obtained with multiple-choice and other closed-type measures; b) portfolio assessment increases participants' ability to become self-evaluators (e.g., understanding of what they need to believe and know to be effective school psychologists); c) portfolio assessment captures the processes by which students learn and problem solve; and (d) portfolio assessment provides information for redefining the curriculum and guiding instruction. Because the structure of portfolio assessment can be easily integrated with the content and design of the School Psychology Program at UWM, it permits ongoing and continuous evaluations. Hence, the feedback obtained through the portfolio assessment can be used to examine student outcomes and competencies as well as to modify the training model so that it is responsive to student needs.

The e-portfolio will be housed by the UWM campus D2L technology. In short, students are required to submit artifacts (assessment reports, case notes, program development materials, case studies etc.) illustrating their competency in each of the 10 NASP domains. Students also must submit reflections detailing how the artifacts demonstrate their competency in each domain. Typically, the concept of the progressive portfolio will be introduced and discussed in EDPSY 974: Beginning Practicum in School Psychology. Students will begin working on their portfolios in the 2nd year of the program. The details of e-portfolio requirements and evaluation are found in the practicum (EDPSY 974/975) and internship (EDPSY 976) course syllabi.
Termination, Retention, and Remediation of Student Difficulties

Procedures for Student Difficulties
There are a number of methods that are in place to assist students who are experiencing difficulties. These include:

a) Students who experience trouble in their clinical placements (e.g., practicum or internship) receive an opportunity to improve their skills and to develop a plan of action in order to improve.

b) When students meet with their major professor to review their annual progress in the program, they develop goals for the coming year. If students are struggling, the goals will specifically address ways to improve.

c) Students who earn less than a B- in core school psychology course work must retake these courses to ensure that the content is mastered.

Unsatisfactory Student progress
While every effort is made to prevent problems from occurring, if student progress is not satisfactory, the School Psychology program faculty may choose to recommend dismissal from the program. Students may be recommended to be dropped from the graduate program under the following conditions:

1. Student has received two Unsatisfactory Student Evaluations.
2. Student has failed to maintain active status (enrolled in less than 3 credits per semester).
3. Student has not maintained a B average.
4. Student has not passed master’s examination or has failed the oral defense of master’s thesis. Students may be given a second opportunity to pass the master’s exam or thesis defense; however, this is at the discretion of the school psychology faculty in consultation with the student's advisor.
5. Student engages in a pattern of unethical and unprofessional behavior and/or serious acts of academic misconduct and unprofessional behaviors.

Satisfactory Academic Progress
The Graduate Program in School Psychology is designed so that it can be completed within three years of full-time study. Students are strongly encouraged to keep on schedule. Should the faculty determine that a student is having difficulty maintaining satisfactory progress, they may take one of the following steps: Students may be placed on School Psychology Probation; required to submit a Plan of Action to deal with their progress issues; meet more frequently with their Advisor; or engage in other actions as deemed appropriate by the School Psychology faculty.
**Unacceptable Performance in Clinical Training**

While rare, there are occasions when a student’s performance in the clinical training component of the School Psychology program is unacceptable or inadequate even though the student’s academic course work may be acceptable or even exemplary. The following policy is intended to cover all instances of unsatisfactory progress in the development, acquisition, and application of clinical counseling skills.

In response to unsatisfactory evaluations, the following steps will be followed:

**STEP 1:** The faculty course instructor or site supervisor will notify the School Psychology Program Director.

**STEP 2:** The School Psychology Program Director will notify the student in writing that a review is being conducted.

**STEP 3:** The student will be offered the opportunity to submit a written response to the unsatisfactory evaluation.

**STEP 4:** The School Psychology Faculty will meet to discuss the problem and review written assessments.

**STEP 5:** One of the following actions is available:

   a) Formal acknowledgment and awareness of the problem; no further action required.

   b) Student placed on probation. Plan of action, monitoring program, and follow-up evaluation conference scheduled to review progress. All such plans are documented and copies provided for the student.

   c) Student is suspended from all clinical activities for a specified period of time. Written notification provided to student and School Psychology faculty meets to review the situation. Remedial library research, course work, and reflection pieces may be required.

   d) If no improvement by student is demonstrated or if the student’s initial actions are deemed to be of sufficient severity (e.g., academic misconduct, harassment), he/she may be continued on probation or suspension and/or removed from the program by a unanimous vote of the School Psychology faculty and after a careful review of the student’s materials.

Because probation or suspension are academic matters, students have the right to appeal the decisions of the School Psychology faculty at any point by utilizing the **Graduate Student Appeal/Grievance Procedure** described below in the Academic Appeals section (pp 14-15; Graduate School Bulletin).

**Ethical Violations**

The School Psychology program sets high standards for ethical behavior. Students are given direct instruction on ethical behavior, as well as guiding ethical research and practice. The School Psychology program at the University of Wisconsin-Milwaukee teaches students the
value of scientific and ethical responsibility in the Professional Issues and all core courses in School Psychology. The core courses in School Psychology are designed to provide instruction and evaluation of students in ethical standards of psychologists, standards for providers of psychological services, standards for educational and psychological tests, and ethical principles in the conduct of research with human participants. Students must demonstrate competency in knowledge of professional codes of ethics and their role in professional practice, ethical decision-making skills, and legal issues in practicum and internship.

Ethical conduct in psychological research is also included as a component of other coursework (e.g., 624, 724, and 728) and in research teams. Ethical behavior is expected and evaluated in practicum and internship experiences. During case presentations, ethical issues are discussed, and ethical decision-making is modeled and learned by students.

Any student found in violation of ethical standards is subject to the following policy. The policy is intended to cover all instances of ethical violations.

In response to a complaint of violation of ethical standards or professionally inappropriate behavior of a student, the following steps will be followed:

**STEP 1:** The faculty member who has become aware of an ethical violation will meet with the student to discuss the matter. The faculty member will suggest changes in behavior, and will document the meeting.

**STEP 2:** If following the meeting, in the faculty member’s judgment the student’s behavior constitutes a violation of APA and/or NASP ethical guidelines or standards, the faculty member will notify the student’s advisor, the School Psychology (SP) Program Director and the student, in writing. The letter will consist of the specific incident and the ethical standard(s) that have been violated. The Training Director will notify the student in writing that a review is being conducted.

**STEP 3:** The student will be offered the opportunity to submit a written response to the alleged violation and the outcome of the initial meeting.

**STEP 4:** The SP Faculty will meet to discuss the problem and review the allegation.

**STEP 5:** One of the following actions is available:

a) Formal acknowledgment and awareness of the problem; no further action
required.

b) Student placed on probation. Plan of action, monitoring program, and follow-up evaluation conference scheduled to review progress. All such plans are documented and copies provided for the student.

c) Student is suspended from all activities for a specified period of time. Written notification provided to student and SP faculty meets to review the situation.

d) If no improvement by the student is demonstrated, he/she may be continued on probation or suspension and/or remove from the program by a unanimous vote of the SP faculty and a review of the student’s materials.
Policy on the Retention and Remediation of Students

I have read and fully comprehend the Policy on the Retention and Remediation of Students.
Signature: ____________________________________________________________
Signature of Student: Date: __________________

Please photocopy this page and return the signed copy to Dr. Karen Stoiber, Director of Training by the second week of classes for the fall semester.

Objective

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during the course of their graduate education.

Introduction

As described in this Student Handbook, the overarching goal of the School Psychology program is to prepare school psychologists in the scientist-practitioner model to assume roles as responsible, competent members of the professional community. In addition to technical competence, students are expected to maintain high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity.

Students are expected to be familiar with the Program goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals. This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

Definitions

Impairment is defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.
Ethical Misconduct is when the Ethical Principles of Psychologists and Code of Conduct produced by the American Psychological Association (APA, 2002) are not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and impairment are overlapping concepts that all unethical behaviors are reflective of impairment, whereas problematic behaviors may involve other aspects of professional behavior that may or may not result in unethical behavior.

Academic Misconduct: Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts.

Prohibited conduct includes cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Problematic Behaviors refer to a student’s behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client’s diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status [Lamb, Cochran, & Jackson (1991). Professional Psychology: Research and Practice, 22, 291-296].

Identification and Verification of Problems Requiring Remediation and/or Dismissal

Impairment, incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student’s progress takes place annually during the portfolio review, which is described in the “Student Evaluation” section of this Specialist Student Handbook.
Informal Identification of Problems

In addition to problems identified during the annual evaluation, any faculty member, supervisor, or student may raise an issue at any time. Practicum supervisors should initially discuss their concerns with the faculty in charge of Practicum, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Program faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Problems

When a possible impairment or problematic behavior has been identified, the faculty members of the program meet with the student to review the evaluation, and to determine whether a problem actually exists. This discussion can take place in the context of the annual review process, or during the semester at a School Psychology Area meeting. In addition to the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported impairment or problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

• What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
• How and in what settings have these behaviors been manifested?
• What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
• Who observed the behaviors in question?
• Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
• What was the frequency of this behavior?
• Has the student been made aware of this behavior before the meeting, and if so, how did he or she respond?
• Has the feedback regarding the behavior been documented in any way?
• How serious is this behavior on the continuum of ethical and professional behavior?
• What are the student’s ideas about how the problem may be remedied?
While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may represent a more serious impairment rather than a problematic behavior that is easier to remediate:

- The student does not acknowledge, understand or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- Behavior that does not change as a function of feedback.
- Behavior that negatively affects the public image of the agency or the university or the training site.

After the initial meeting with the student, the faculty will meet to determine whether impairment or problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan with the student within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student’s recommendations in developing their own recommendations. The student’s advisor or mentor, using the Student Performance Remediation Cover Sheet that immediately follows this document (Appendix C), will document the plan.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the Performance Remediation Cover Sheet (Appendix C) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty’s decision, he or she may follow the appeal procedures outlined in the Student Handbook.

Regardless of the outcome of the feedback meeting, the student’s advisor or mentor will schedule a follow-up meeting to evaluate the student’s adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.
**Remediation Procedures**

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, and/or a leave of absence. Progress must be reviewed at least once every semester for the fall and spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the current Remediation Plan including student comments and faculty signatures must be filed in the student’s portfolio. If faculty members view progress against targets as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

**Appeal and Grievance Procedures**

Students enrolled in the School Psychology Program are governed by the rules and regulations of The Graduate School and the policies, procedures, and guidelines approved by the Department of Educational Psychology. Depending on the nature of the student grievance/complaint, appeals are made either to the appropriate faculty member in the Department of Educational Psychology, the Director of Training, the School Area, or to the Graduate School.

**Informal Grievance Policy and Procedure**

The faculty of the School Psychology program are committed to creating an educational environment in which both students and faculty are treated with courtesy and respect. Following the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2002), the faculty strives towards the highest ethical behavior in our conduct towards students and in the delivery of the program. This is guided, in particular, by Principle A: Beneficence and Non-maleficence (benefiting students, safeguarding their welfare, and being alert to how our actions may affect them), Principle B: Fidelity and responsibility (uphold standards of conduct, accept responsibility for our behavior, and avoid conflicts of interest) and Principle E: Respect for People’s rights and dignity (taking special safeguards to protect the rights of students, and respecting cultural and individual differences). We also are guided by Ethical Standards 3.01 (Unfair discrimination), 3.02 (Sexual Harassment), 3.03 (Other Harassment), 3.04 (Avoiding Harm), 3.05 (Multiple Relationships), and 7.01 (Design of Education and Training Programs). Furthermore, ethical standard 7.01 stipulates that the faculty “takes reasonable steps to ensure that programs are designed to provide the appropriate knowledge and proper experiences...” (p. 10).

We strive to make all student-faculty interactions collegial and respectful. However, inherently, students and faculty have differences in power and student-faculty interactions in a graduate program include evaluations of student performance and conduct. Students and faculty members may encounter interpersonal interactions that are difficult and that may be described as disrespectful or uncollegial. If this occurs, the following steps are provided as a guide for students to follow in informally resolving the situation. Students seeking to appeal a grade or academic decision should review the following Academic Appeal section.
STEP 1: We encourage students to remember that, as psychologists, they will frequently be in situations where they will engage in uncomfortable discussions. We highly recommend that students follow the first step outlined for informal resolution by the APA Code of Ethics, and “attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate.” (APA, 2002, p. 3). Thus, students are encouraged to approach the student or faculty member directly to discuss the situation or issue.

STEP 2: There may be situations, though, in which students are not comfortable approaching the faculty member or student. Students may then consult with their advisor and/or the Director of Training (DOT) to discuss the situation and to help develop alternatives. Students may choose not to seek action at that point, but feel that the situation is resolved with the acknowledgement of their concerns.

STEP 3: If the student wishes to take actions, the first action step may include the faculty member and/or DOT seeking a consultation. This consultation may be between the DOT and faculty member or student in question and include the originating student to attempt to resolve the situation.

STEP 4: If Step 3 does not result in a resolution, the student may present the situation to the School Psychology Area for resolution.

Students should know, however, that because faculty members and DOT have a primary obligation to creating a safe environment for all students, the student’s concern may be brought to the School Psychology area faculty for discussion. If this occurs, the student will be informed, and all possible anonymity will be preserved, and all possible care will be taken to prevent retaliation or consequences.

Academic Appeals

A graduate student who receives an unsatisfactory decision in an academic matter (e.g., grades, dropping a course, unsatisfactory progress, removal from field placement, etc.) shall have access to the appeal/grievance procedures of the Department of Educational Psychology. Appeals are normally made to the appropriate authority within the department, school, or college in which the decision was made. As dean of the school administering graduate programs, the Dean of The Graduate School and Research is the final authority in receiving all appeals.

All requests for an appeal hearing should state in writing the exact nature of the appeal and should include all supporting documentation. In pursuing an appeal/grievance the student must observe the following sequence:

STEP 1: The student appeals in writing, with supporting documentation included, to the faculty member or faculty/staff body responsible for making the initial decision within 30 working days of the action which prompted the appeal/grievance. If requested by the student, the faculty member or body provides the student with a written statement of the reason for the adverse decision.

STEP 2: If the Step 1 decision is unsatisfactory to the student, the student may, within 10 working days from the date of that decision, appeal to the Department Appeals Committee (Administrative Committee). The student must present to this body, in writing, evidence and supporting documentation. A written report of the decision
on the appeal is provided by the Department Appeals Committee to the student, to the faculty member/staff or body responsible for the initial decision, and to the Director of Graduate Student Services, The Graduate School.

STEP 3: If the Step 2 decision is unsatisfactory to the student, the student may, within 10 working days from the date of that decision, appeal to the Dean of The Graduate School and Research. All documentation must be forwarded to the Director of Graduate Student Services. The Director reviews the case and forwards the supporting file with a recommendation to the Dean who makes the final decision. The Dean may seek the advice of the Dean’s Committee on Graduate Studies in making final decisions in appeals/grievances.

Appeals to the Graduate School

The rules and regulations of The Graduate School include those which govern the administration of the program. Among the rules which may be appealed to The Graduate School are course overloads, transfer of off-campus courses, late registration, extension of time limits, and late add/drops. Appeals of rules and regulations which fall within the purview of The Graduate School are to be addressed to the Director of Graduate Student Services. The nature of the appeal and substantiating reasons must be included on the form. The appeal must be supported in writing by the appropriate faculty/staff member and be signed by the Chair of the Department of Educational Psychology, the designated graduate program representative.

Program Exit Requirements

Students are advised to work closely with their advisors to ensure that they have met all course, exam, practica, and internship requirements in a timely manner. Use the Course of Studies outline as a guideline and check-off sheet as a review of all course requirements.

Licensing and Certification

Students are advised to work closely with their Major Advisor to ensure that all program requirements, course work, practica/ internship, and preliminary examination are met in a timely manner.

Description of Certifications

Students completing the School Psychology Program are eligible for certification as a School Psychologist in the State of Wisconsin (www.dpi.state.wi.us). The State of Wisconsin requires the following:

Provisional School Psychologist: (3 year nonrenewable license)

(1) A master's degree (30 credits in recommended sequence)

(2) Course work

   a) Psychological Foundations, including:
      - Developmental psychology
      - Measurement theory
- Psychology of learning
- Psychopathology
- Research theory and methods
- Statistics

b) Educational Foundations, including:
- Regular education methods
- Special education methods
- School administration, school law, or other educational foundation

c) Core Professional Program
- Individualized academic/behavioral approaches and programs (6 credits)
- Psycho-educational interventions (6 credits)
- Consultation strategies (3 credits)
- Psychological and Educational assessment (9 credits)
- Roles, issues, ethics, laws, & regulations (3 credits)
- Practicum (minimum 9 credits, 600 hours in the schools)
- Special Topic in School Psychology (3 credits minimum)
- Internship (6 credits, 1500 hours in the schools)

School Psychologist: (institutional endorsement for 5 year renewable license)

(1) All requirements listed for provisional school psychologist

(2) Doctor of Psychology, Philosophy or Education, Educational Specialist Degree or at least 60 graduate semester credits.

(3) Completion of one of the following:

a) One year of supervised experience as a school psychologist under the supervision of a cooperating school psychologist and a written recommendation from the school system administrator.

b) An internship in school psychology under the supervision of a cooperating school psychologist and a written recommendation from the school administrator (max. 12 credits).

(4) National Examination in School Psychology. Students are required to pass the Educational Testing Service (ETS) Praxis Series Exam, School Psychologist (0400). For information and registration materials see: [www.ets.org/praxis](http://www.ets.org/praxis). The Praxis Series, Educational Testing Service P.O. Box 6051, Princeton, NJ 08541-6051 Phone: (609) 771-7395
Application Process

At the end of practicum, MS/Ed.S students may apply for certification as a Provisional School Psychologist (3 year nonrenewable); and, after completing internship, students may apply for their certification as a School Psychologist (5 year renewable). Students obtain forms from the following link on the UWM School of Education Advising Office webpage: (http://www4.uwm.edu/soe/assets/scripts/teacher-certification/completer_data_form.pdf). Materials that should accompany your application form include a copy of transcripts and a letter from school administrator. An initial certification also requires a $100 fee payable to the State of Wisconsin. Students should complete their application during the summer of their 2nd year.

The Director of the School Psychology Program reviews materials and endorses the applicant if all the above requirements are met. No student is recommended for certification without completing all program requirements and practicum/internship experiences. Materials are forwarded to the Department of Public Instruction (DPI), the agency issuing the certification.

School Psychologists must obtain continuing education credits (CEU's) to maintain and renew their certification. Psychologists meet CEU requirements by taking 6 credits at a college or university, or by attending DPI (or other professional endorsements such as APA, NASP, & WSPA) approved workshops, conferences, or training sessions.

School Psychologists may also want to obtain National Certification as a School Psychologist (NCSP). NASP regulates NCSP, and school psychologists apply directly to the national offices of NASP. Applicants must successfully pass the ETS Praxis Exam, School Psychologist (5400), and must graduate from a NASP/NCATE approved program.

Professional School Psychology Organizations

As a professional school psychologist each student is expected to maintain knowledge of current trends and developments in the field of school psychology. One way to accomplish this is through various professional organizations. Students are encouraged to be involved in these organizations and become familiar with the procedures and philosophies of the various associations. Applications for these state and national organizations can be obtained from your advisor.

American Psychological Association: Division 16

The American Psychological Association (APA) is the major national organization devoted to the advancement of psychology as a science, profession, and as a means of promoting human welfare. With over 60,000 members, APA fosters communication among psychologists and the public through publishing psychological journals, holding annual meetings, and dissemination of information regarding psychological issues.

The Division of School Psychologists, Division 16, was one of the original divisions when APA reorganized in 1945. Its name was changed to the Division of School Psychology in 1970 to show that the Division no longer represented a collection of persons who worked as
psychologists in schools but a distinct professional specialty in psychology. It helped to achieve accreditation of doctoral training programs by APA and specialty diploma status in the American Board of Professional Psychology. The division influenced state departments of education toward higher standards of certification. It has supported efforts to encourage research on the application of psychology to schooling and to improve the lives of children generally. In 1977, by APA policy, school psychology was designated one of the four specialties in professional psychology. The Division, with a membership of approximately 2,500, is now the voice of school psychology within American psychology. Division 16 publishes a professional journal, School Psychology Quarterly, and a newsletter, The School Psychologist.

APA (Divison 16): http://www.apa.org/divisions/div16/

National Association of School Psychologists

The National Association of School Psychologists (NASP) was established in 1969 premised on four purposes a) to actively promote the interests of school psychology; b) to advance the standards for the profession; c) to help secure the conditions necessary to promote the greatest effectiveness of its practice; and d) to serve the mental health and educational interests of all children and youth. NASP is continuously involved in solving the problems of school psychology. NASP is committed to enhancing psychological services to children and youth by improving the effectiveness and stature of school psychologists everywhere in the country. As of 2000, there are nearly 22,000 NASP members. NASP also publishes a professional journal, the School Psychology Review, and a newsletter, the Communique.

NASP: http://www.nasponline.org

Wisconsin School Psychologists Association

The Wisconsin School Psychologists Association (WSPA) met for the first time in Milwaukee, Wisconsin in 1954. WSPA has served the profession as a voice with legislators and the State Department of Public Instruction. Accomplishments include gaining access to administrative accreditation for practitioners in the state and advocating for generous state reimbursement schedules for districts that hire school psychologists.

WSPA sponsors a spring and fall convention each year and offers generous reductions in student registration fees. The WSPA student council is comprised of elected student representatives from each state program; one student will be selected to represent the council at the WSPA executive Board meetings.

Important UWM Websites

Graduate Student Bulletin: http://www.graduateschool.uwm.edu/students/current/bulletin-archive/

Department of Educational Psychology: http://www.soe.uwm.edu/pages/welcome/Departments/Educational_Psychology

School of Education: http://www.soe.uwm.edu/
PROGRAM FACULTY

Karen Callan Stoiber, Ph.D.  
Training Director and Professor of Educational Psychology  
Educational Psychology 1988 University of Wisconsin-Madison  
Teaching Topics: Consultation Strategies, Advanced Intervention Strategies, Multi-Tiers Systems of Support, Evidence-based Practices, Advanced Practicum in intervention and supervision, Internship  
Research Interests: Evidence-Based Practices, Function-based Assessment and Social-Emotional Learning, Collaborative Teaming and Consultation, Response-to-Intervention, Early Literacy, Adolescent Risk and Resilience, School Change and Staff Development

Kyongboon Kwon, Ph.D.  
Assistant Professor of Educational Psychology  
Educational Psychology 2008 University of Georgia  
Teaching Topics: Cognitive Assessment: Alternative assessment and academic interventions; Socio-emotional assessment, Advanced practicum in intervention and supervision  
Research Interests: Peer socialization in elementary years; Peer group influence on academic and social-emotional outcomes; Children’s social skills development

David Klingbeil, Ph.D.  
Assistant Professor of Educational Psychology  
Educational Psychology 2013 University of Minnesota  
Research Interests: Re-engaging urban students; Studying the effectiveness and transportability of interventions (novel and existing) in urban schools, Identifying the moderators and mediators of intervention effectiveness, Promoting urban educators’ use of evidence-based practices across multiple tiers of support
Appendix A: Example Sequence of Courses and Milestones (2017)
Master’s and Educational Specialist’s Degree in School Psychology

Fall, Year 1
Ed Psych-755 Assessment & Intervention: School Age
Ed Psych-751 Professional and Historic Issues in School Psychology

Ed Psych-735 Human Learning and Cognition OR
Ed Psych-640 Human Development

Ed Psych-624 Educational Statistical Methods I

- In December/January, complete background check and TB testing in preparation of Spring field placement

Spring, Year 1
Ed Psych-752 Developmental Psychopathology
Ed Psych-852 Social, Psychological, Biological Basis of Learning Disorders
Couns-805 Consultation Strategies for Counselors & School Psychology
Ed Psych-720 Techniques of Educational & Psychological Measurement

- Field experience in academic assessment/intervention and consultation
- Apply for Master’s graduation and apply for the EdS program

Summer, Year 1
Ed Psych-851 Assessment & Intervention: Personality, Social, Emotional Functioning
Ed Psych-952 Pediatric Psychology in Urban Settings

C & I-747 Diagnosis and Treatment of Reading OR equivalent OR
Ex Ed-715 Issues & Trends in Exceptional Education OR equivalent

- Complete annual student evaluation: June
- Take Master’s exam: August

Fall, Year 2
Ed Psych-955 Advanced Therapeutic Interventions
Ed Psych-974 Beg. Practicum in School Psychology (3 credits)
Ed Psych-760 Academic Interventions & Alternative Assessment

Ed Psych-735 Human Learning and Cognition OR
Ed Psych-640 Human Development

- School-based Practicum
Spring, Year 2
Ed Psych-732 Cognitive Behavioral Intervention Strategies in Education
Ed Psych-975 Adv. Practicum in School Psychology (6 credits)

C & I-747 Diagnosis and Treatment of Reading OR equivalent OR
Ex Ed-715 Issues & Trends in Exceptional Education OR equivalent

- School-based Practicum
- Take ETS Praxis Exam
- Apply for internship

Summer, Year 2
Ed Psych-779 Current Topics in Educational Psychology (Multitiered Systems of Support)
Ed Psych-779 Current Topics in Educational Psychology (Topic to be determined)

- Complete annual student evaluation
- Apply for initial educator licensure: June

Fall, Year 3
Ed Psych-976 Internship in School Psychology (3 credits)

Spring, Year 3
Ed Psych-976 Internship in School Psychology (3 credits)

- Educational Specialist’s Project
Appendix B: Annual Evaluation Letter

Annual student evaluation. This is conducted each spring. Students meet with their advisors to discuss their evaluation, and are invited to discuss the evaluation with the faculty.

<Name>
<Street Address>
<City, State Zip>

Dear <Name>:

Each year the faculty members in the School Psychology program evaluate the progress of the graduate students in School Psychology Program.

Please complete the attached document summarizing your coursework and activities of the past year in practicum, and other research activities.

Please fill out the attached form and submit your answers to each question to your advisor by xxx. Faculty is planning to meet to discuss the progress of each student on xxx. You are welcome to attend the meeting to discuss any aspect of your progress this year. Contact your advisor to arrange for your participation in the meeting.

Sincerely,

Drs. Klingbeil, Kwon and Stoiber
School Psychology Program
Ed.S. School Psychology Annual Progress Form

Full Name: _______________________

Directions: Please complete all sections of this Annual Progress Form regarding your academic and professional activities between Summer of 2015 and Spring of 2016.

Contact Information
Permanent Address: ________________  Current Address: ________________

________________________________
________________________________

UWM Email: ________________________  Alternative Email: ________________________ (optional)

Current Phone: ________________  Alternative Phone: ________________ (optional)

Program Status
Year Program Started: ________  Entered Program w/ Master’s (circle one): Yes or No

Total earned credits towards MS degree: _______ (30 credits total)

Master’s Exam (circle one): Not taken yet, Pass or Fail

Total earned credits towards EdS degree: _______ (39 credits total)

Current Funding (circle one): None  Assistantship  Fellowship

Program Activities
Program Advisor: ________________

Coursework: List Courses completed and grades obtained:

<table>
<thead>
<tr>
<th>Summer 2016</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Grade</td>
<td>Course Number</td>
</tr>
<tr>
<td>____________</td>
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</table>
Most recent Praxis Exam:  Date Taken __________ Total Score _____ (circle one) Pass or Fail

Praxis Exam Subscale Scores: (ONLY COMPLETE IF YOU HAVE PASSED THE PRAXIS)

Data-Based Decision-Making  Points Earned _____  Points Available _____
Research-Based Academic Practice  Points Earned _____  Points Available _____
Research-Based Beh./MH Practice  Points Earned _____  Points Available _____
Consultation and Collaboration  Points Earned _____  Points Available _____
Applied Psychological Foundation  Points Earned _____  Points Available _____
Ethical/Legal & Professional Found.  Points Earned _____  Points Available _____

Field-Based Experiences (ONLY PRACTICUM SITES FOR CURRENT ACADEMIC YEAR)
School-Based Practicum Site #1:  Name of School ____________________________
(ED PSY 974)  Grade Level: Elementary  Middle  High
School-Based Supervisor: __________________________
Semester/Year Started and Ended: ________________
Number of Hours Completed (to date): _____________

School-Based Practicum Site #2:  Name of School ____________________________
(ED PSY 975)  Grade Level: Elementary  Middle  High
School-Based Supervisor: __________________________
Semester/Year Started and Ended: ________________
Number of Hours Completed (to date): _____________

Internship Site:  Name of Site: __________________________
Type of Setting: __________________________
Full Time or Part-Time (circle one)
Funded: Yes or No
Site Supervisor: __________________________
Year Started and Ended: ________________
Number of Hours Completed (to date): _____________
APA-accredited site (if applicable): ____________

Professional Activities
Member of Professional Organization (circle one): Yes or No
If YES, circle all that apply: NASP  APA  AERA  Other: ________________

Number of Oral and/or Poster Presentations at conferences: ________________
Number of regional/state conferences attended: ______________________
If YES, circle all conferences attended: WSPA  SOE  Other: ________________
Number of national conferences attended: ______________________________________________________________________

If YES, circle all conferences attended: NASP  APA  AERA  Other: __________

____________________________________________________________________

Research Experiences
Involved in unpaid faculty research (circle one): Yes or No
Involved in paid faculty research (circle one): Yes or No
Conducted any student-initiated research in which an IRB was submitted (circle one): Yes or No
Received any grants for student research (circle one): Yes or No

Self-Assessment:
Respond to the following questions, writing a brief paragraph on each. **FIRST YEAR STUDENTS ARE NOT REQUIRED TO COMPLETE QUESTIONS 2 AND 3.**

Professional Competencies
Looking at your work over the past year, note your progress in conducting comprehensive assessments.

1. Looking back at your work over the past year, note specific progress in understanding, designing, and or implementing evidence-based therapeutic interventions. (to be completed by 2nd and 3rd year students)

2. Looking at your work over the past year specify your progress and activities related to problem-solving consultation. (to be completed by 2nd and 3rd year students only)

Research Competency

3. Identify and describe your involvement in conducting research, including your involvement on a research team or project.

Diversity Competency

5. Describe work being done with diverse populations or that advances the field of school psychology in urban settings.

Goals:

6. Identify one to two goals for improvement for the next academic year.

Please complete and return form to your advisor by June 15, 2016
Appendix C: Student Performance Remediation Cover Sheet

Date of Initial Meeting with Student: ________________________________

Faculty Members Present (Must include the Director of Training and Student’s Advisor or Mentor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):
____________________________________________________________________

Date of Faculty Review Meeting __________

Faculty Recommendation:
___ No action required
___ Remediation required (attach copy of plan)
___ Dismissal recommended (must be reviewed and approved by Department Chair and Dean)
RECOMMENDATION APPROVED:

Student’s Advisor or Mentor __________________ Date ________

Director of Training __________________________ Date __________

Date of Student Feedback Meeting __________

Student Comments:

Signature of Student: Date: ____________ (Does not indicate agreement)

Student Performance Remediation Plan
(check one ) ____ Initial Plan Review ____ Follow-up ____ Final Review

Student: __________________________ Date: ________________

Identified Areas of Concern:

A. 
B. 
C. 
D.
Remediation Plan and Schedule:

<table>
<thead>
<tr>
<th>Specific Behavioral Objectives and Target Dates</th>
<th>Method of Remediation</th>
<th>Met? Y/N</th>
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</table>

Progress Since Last Review (if applicable): ___Sufficient___Insufficient

Comments and Recommendations:

Date of Next Review (if applicable):

Student Reactions:

Signatures:

Student Signature:

Advisor/Mentor:

Director of Training: