HANDBOOK

SCHOOL PSYCHOLOGY
SPECIALIZATION
(APA-Accredited and NASP-Approved)

IN EDUCATIONAL PSYCHOLOGY
DOCTORAL PROGRAM

University of Wisconsin -Milwaukee
For students, faculty, and supervisors
2016-2018

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This student handbook serves to provide information specific to the School Psychology specialization. This specialization is fully accredited by the American Psychological Association.
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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 13 schools, colleges, and divisions of UWM serve over 29,000 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 53 masters programs and 32 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 Educational Psychology Department has four areas of concentration, including human development and learning, research and measurement, school psychology, and counseling psychology. The department offers programs leading to certification as school psychologists and school counselors.

The Department of Educational Psychology at the University of Wisconsin-Milwaukee offers two graduate programs of study at the master’s level and three specializations including School Psychology, Counseling Psychology, and Educational Psychology. The Educational Specialist degree and Doctoral degree in School Psychology are National Association of School Psychologists-approved. In addition, the American Psychological Association has also accredited the doctoral degree programs in School Psychology and Counseling Psychology.

School Psychology Program

Program Training Model

As an American Psychological Association (APA)-accredited program and a National Association of School Psychologists (NASP)-approved program, the UWM School Psychology program adheres to the APA and NASP guidelines for training psychologists and school
psychologists, respectively. Therefore, we have developed a philosophy and training model that reflects a comprehensive approach to preparing doctoral-level school psychologists who can competently engage in research and practice, especially with multicultural populations in urban settings. To this end, we have embraced a scientist-practitioner model of training doctoral-level school psychologists who have an enhanced understanding of serving multicultural populations in urban settings. The scientist-practitioner model emphasizes the integration 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. Finally, students learn to effectively critique and consume scientific research to inform practice as well as produce high-quality, scientific research to advance the knowledge base. In the context of becoming scientist-practitioner, we use an integration-separation multicultural training model (i.e., multicultural content integrated within core courses and a separate multicultural course) to also develop the knowledge, attitudes, and skills students need to understand urban contexts in order to provide high-quality services to individuals from diverse cultural, ethnic, and economic backgrounds. Thus, the program prepares students for employment in applied and academic settings, particularly within urban areas.

The UWM School Psychology Program has a curricular plan that develops doctoral-level psychologist who demonstrate the required competencies delineated by the APA Guidelines and Principles for Accreditation (2009) and the NASP Training Standards (2010).

The APA (2009, p. 7-8) competencies include:

- **Breadth of Scientific Psychology**
  - History and Systems
  - Biological Basis of Behavior
  - Cognitive and Affective Aspects of Behavior
  - Social Aspects of Behavior
  - Psychological Measurement
  - Research Methodology
  - Techniques of Data Analysis

- **Scientific, Methodological, and Theoretical Foundations**
  - Individual Differences in Behavior
  - Human Development
  - Dysfunctional Behavior/Psychopathology
  - Professional Standards and Ethics

- **Diagnosing and Defining Problems**
  - Theories and Methods of Assessment and Diagnosis
  - Effective Intervention
  - Consultation and Supervision
  - Evaluating Intervention Efficacy

- **Cultural Diversity** (as applied to all the above competencies)

- **Attitudes for Life-Learning, Scholarly Inquiry**

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 (2010) Training Standards. The NASP (2010) competencies include:

**Practices That Permeate All Aspects of Service Delivery**

- **Domain 1: Data-Based Decision Making and Accountability**
  School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

- **Domain 2: Consultation and Collaboration**
  School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

**Direct and Indirect Services for Children, Families, and Schools**

**Student-Level Services**

- **Domain 3: Interventions and Instructional Support to Develop Academic Skills**
  School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

- **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
  School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

**Systems-Level Services**

- **Domain 5: School-Wide Practices to Promote Learning**
  School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

- **Domain 6: Preventive and Responsive Services**
  School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

- **Domain 7: Family–School Collaboration Services**
  School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.
Foundations of School Psychological Service Delivery

- **Domain 8: Diversity in Development and Learning**
  School psychologists have knowledge of individual differences, abilities, disabilities, 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.

- **Domain 9: Research and Program Evaluation**
  School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

- **Domain 10: Legal, Ethical, and Professional Practice**
  School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

In addition to training students in accordance with the APA and 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](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/](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 in order to effectively serve schools, children, and families.

Collectively, the APA, NASP, DPI, and SOE standards reflect the essential competencies that are developed in the UWM School Psychology Doctoral Program. As shown in Appendix A, we have a curricular plan that integrates all of these competencies, which is reflected in the UWM School Psychology program 5 program goals that include 17 objectives and 47 competencies. The program’s goals, objectives, and competencies also reflect the school’s mission to serve multicultural populations in urban settings. The program, goals, and objectives are outlined in the subsequent section.

**Program Goals, Objectives, and Competencies**

Across the 5 goals listed below, the school psychology program has 17 objectives. Each objective has several core competencies that students must demonstrate in order to meet the program’s objectives and goals. The goals, objectives, and competencies reflect an integration of the APA and NASP standards (see Appendix A).

**Goal I Objectives and Competencies:**

**Goal I:** To prepare school psychology students to design and implement evidence-based therapeutic interventions that addresses the diverse educational and mental needs of children, adolescents, and families.
1. **Doctoral trainees will demonstrate knowledge of theory and research in evidence-based therapeutic interventions that target the diverse educational and mental health needs of individual or groups of students and families.**
   a. **Competencies**
      i. Demonstrate knowledge of theories and methods of effective academic, behavioral, and social emotional interventions
      ii. Demonstrate the ability to critically evaluate evidence-based academic, behavioral, and social emotional intervention research, especially as it applies to children in urban, school-based settings
      iii. Demonstrate knowledge of developmental, cultural, and contextual factors that can affect individual behavior when evaluating intervention research

2. **Doctoral trainees will demonstrate the ability to select, design, and implement individual, group, and systems-level evidence-based interventions**
   a. **Competencies**
      i. Demonstrate the ability to use data-based decision-making to select, design, and evaluate academic, behavioral, and social emotional interventions
      ii. Demonstrate the ability to implement and evaluate evidence-based individual, group, and systems-level academic, behavioral, and social emotional interventions
      iii. Demonstrate the ability to develop and adapt academic, behavioral, and social emotional interventions to address different and diverse developmental, cultural, and contextual factors that can affect behavior
      iv. Demonstrate the ability to implement and evaluate treatment integrity and treatment acceptability of academic, behavioral, and social emotional interventions

3. **Doctoral trainees will demonstrate knowledge of unique issues related to intervention planning and implementation for urban populations.**
   a. **Competencies**
      i. Demonstrate knowledge of the contextual aspects of urban schools (e.g., organizational structure, resources, urban sprawl, etc.) that can affect children and families
      ii. Demonstrate knowledge of the risk and protective factors that can affect the academic, behavioral, and social emotional functioning of children and families living in urban communities
      iii. Demonstrate knowledge of alternative models of school psychological service delivery for urban populations (e.g., urban school psychology, multicultural school psychology, and population-based models of service delivery)

4. **Doctoral trainees will demonstrate knowledge of primary prevention.**
   a. **Competencies**
i. Demonstrate knowledge of theories and methods of effective primary prevention
ii. Demonstrate knowledge of protective factors that promote resiliency and well-being as well as reduce the likelihood of psychopathology
iii. Demonstrate knowledge of and the ability to implement effective principles of teaching, learning, and classroom management that prevent academic, behavioral, and social emotional problems
iv. Demonstrate knowledge of effective school-wide academic, behavioral, and social emotional programs that promote children’s academic, behavioral, and social emotional competence

Goal II Objectives and Competencies:

Goal II: To prepare school psychologists to engage in problem-solving consultation within schools and community settings to enhance the competencies of youth and families.

5. Doctoral trainees will demonstrate knowledge of theory and research on evidence-based consultation
   a. Competencies
      i. Demonstrate knowledge of evidence-based theories, models, and components of consultation
      ii. Demonstrate knowledge of theory and research to design and adapt the consultation process to address developmental, cultural, and contextual factors

6. Doctoral trainees will demonstrate clinical skills in consultation practice, with particular emphasis placed on urban settings.
   a. Competencies
      i. Demonstrate the ability to use effective communication skills (e.g., active listening, reflection, summarizing, question asking, etc.) during consultation as well as the ability to effectively communicate results (orally and written) to diverse audiences
      ii. Demonstrates the ability to use interpersonal skills to build rapport and establish collaborative relationships with teachers, parents, school- and community-based professionals during consultation
      iii. Demonstrate the ability to implement evidence-based consultation practices with integrity for academic, behavioral, and social emotional problems
      iv. Demonstrate the ability to evaluate the consultation process, intervention outcomes, and acceptability of intervention to determine effectiveness

Goal III Objectives and Competencies:

Goal III: To prepare school psychology students to conduct comprehensive assessments that are linked directly to interventions that improve outcomes of youth, families, and schools.
7. **Doctoral trainees will demonstrate knowledge of evidence-based cognitive/intellectual, academic, behavioral, and social emotional assessment.**
   a. **Competencies**
      i. Demonstrate knowledge of theories and research that inform various methods of and approaches to academic, behavioral, and social emotional assessment
      ii. Demonstrate knowledge of and the ability to use assessment data to understand the developmental, cultural, and contextual factors that can affect academic, behavioral, and social emotional functioning of children and families
      iii. Demonstrate the ability to develop comprehensive, multidimensional assessments (i.e., assess multiple domains of functioning using multiple methods and sources across multiple settings)
      iv. Demonstrate knowledge of the strengths and limitations of authentic, informal as well as traditional, formal assessment techniques

8. **Doctoral trainees will demonstrate knowledge of how to use assessment data to make diagnostic decisions as well as design and evaluate academic, behavioral and social emotional interventions**
   a. **Competencies**
      i. Demonstrate the ability to use informal and formal assessment techniques to design academic, behavioral, and social emotional prevention and intervention programs
      ii. Demonstrate the ability to use informal and formal assessment techniques to make diagnostic decisions
      iii. Demonstrate the ability to use formative and summative assessments to monitor student progress, response to intervention, and evaluate intervention effectiveness
      iv. Demonstrate the ability to integrate as well as effectively communicate assessment results, orally and written, to children, parents, teachers, and other school and community-based professionals

**Goal IV Objectives and Competencies:**

**Goal IV: To prepare school psychologists who possess integrated knowledge across the basic areas of psychology and to provide service within the specialization of school psychology.**

9. **Doctoral trainees will acquire a solid foundation in the biological basis of behavior.**
   a. **Competency**
      i. Demonstrate competence in using basic biological principles to understand and explain human behavior

10. **Doctoral trainees will acquire a solid foundation in normal and abnormal developmental theories and principles.**
    a. **Competency**
i. Demonstrate competence in applying normal and abnormal developmental theories to understand and explain human behavior

11. Doctoral trainees will acquire a solid foundation in basic and applied learning
   a. Competency
      i. Demonstrate competence in using basic and applied learning principles to understand and explain human behavior

12. Doctoral trainees will acquire a solid foundation in basic personality theories.
   a. Competency
      i. Demonstrate competence in using basic personality theories to understand and explain human behavior

13. Doctoral trainees will acquire a solid foundation in basic and applied social psychological theories and principles.
   a. Competency
      i. Demonstrate competence in using basic and applied social psychological theories to understand and explain human behavior

14. Doctoral trainees will receive professional socialization to the scientist-practitioner model of practice in the field of psychology, and school psychology in particular.
   a. Competencies
      i. Adopt the scientist-practitioner orientation in their clinical work and research activities
      ii. Demonstrate knowledge of professional standards and ethics in psychology and apply it to the role and function of a school psychologist
      iii. Demonstrate knowledge of the history and systems of psychology and the specialty of school psychology
      iv. Demonstrate knowledge of models of school-based mental health services
      v. Demonstrate knowledge of theories and methods of supervision as a psychologist

15. Doctoral trainees will receive professional socialization to the field of psychology, and school psychology in particular.
   a. Competencies
      i. Demonstrate knowledge of legal issues including eligibility criteria for special education services based on federal, state, and district policies
      ii. Demonstrate knowledge of current professional issues and roles in the field (including in-service training and provision of professional development)

Goal V Objectives and Competencies:

Goal V: To prepare school psychologists to conduct, interpret, critique, translate, and disseminate high quality research that advances the field of school psychology, particularly in urban settings.

16. Doctoral trainees will demonstrate knowledge of research foundations and methodology and be capable in consuming and producing research knowledge.
   a. Competencies
i. Develop knowledge of a variety of basic and applied research methodologies to effectively design and conduct research

ii. Demonstrate competence in using various data analytic techniques and computer applications to effectively consume and produce research

iii. Demonstrate competence as an informed consumer and life-long learner of the scientific and professional research literature

iv. Demonstrate the ability to independently conduct high-quality, empirical research to create new knowledge and/or extend the existing knowledge base

17. Doctoral trainees will demonstrate knowledge of implementation science and the ability to translate and disseminate research evidence and methods to applied school, clinic, and community settings.

   a. Competencies

      i. Develop knowledge of research methodologies and strategies to effectively translate research based findings to applied school, clinic, and community settings

      ii. Demonstrate competence in disseminating research based findings to applied school, clinic, and community settings

      iii. Demonstrate competence in sharing and disseminating research through professional modalities (e.g., conferences, publication, etc.)

Satisfactory Academic Progress

The Ph.D. Program in School Psychology is designed so that it can be completed within five years of full-time study. Students are strongly encouraged to keep on schedule, though some students may take some of their coursework part-time. However, all doctoral students in the Ph.D. Program must complete their program within eight years of their acceptance date, which is the first day of the fall semester of the student’s first year in the doctoral Program. Time extensions may be granted in unusual cases upon written request to the Director of Training by April 15th in the student’s 8th 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 doctoral study is expensive, it is very difficult to fully benefit from doctoral-level 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 and graduate assistantships, 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 eight years.

Admissions Requirements and Procedures

The prospective student must initiate an application to the Graduate School. The applicant should indicate the student’s interest in pursuing the doctoral program in the School of Education under the title of Educational Psychology, with a specialization in School Psychology. Two official copies of all undergraduate and graduate transcripts must be forwarded to the Graduate School. The application deadline is available on the School Psychology program website (http://www4.uwm.edu/soe/academics/ed_psych/school_psych/apply.cfm).

Applicants should check the Department of Educational Psychology website link to the School Psychology Ph.D. program or contact the Educational Psychology Administrative Assistant, Doctoral Program, Department of Educational Psychology, School of Education, P.O. Box 413, University of Wisconsin-Milwaukee, 53201 for application materials. General admissions requirements include:

**Graduate Record Examination** – A combined score (verbal plus quantitative plus analytical) of at least 300 (1100 old system/approximately 50% or higher on verbal and quantitative reasoning) on the Graduate Record Exam with neither the verbal, quantitative, nor the analytical percentile falling below the 40th percentile. Results should be forwarded to the Department of Educational Psychology—Doctoral Admissions. Scores more than 5 years old will not be considered valid.

**Grade Point Average** – Undergraduate GPA of 3.00; graduate GPA of 3.5; and, a combined (Undergraduate and Graduate) GPA of 6.5.

Applicants must have a minimum of three appropriate persons write letters of recommendations. One letter should be from an academic professor in which you have worked closely with.
Application Deadlines

Applicants are admitted to begin the program in Fall one time during the academic year. The application deadline is on or about December 15 for fall admission. Incomplete applications will not be considered. An on campus interview will be held in late January. Students will be notified if they are to be invited for an on-campus interview. Admission decisions will be made by the end of January in any given year.

Admission Procedures

1. Students seeking admission to the Doctoral Program must indicate their intended area of specialization. The application will be reviewed by the graduate faculty of the School Psychology Area in the Department of Educational Psychology. School Psychology faculty in the Department of Educational Psychology have ultimate admissions authority into the specialization. Students undergo a personal interview and are reviewed on the basis of letters of recommendations, academic credentials, GRE scores, and intended professional goals. Admissions decisions are also influenced by space limitations and a match between student interests and faculty expertise. Approximately 3-4 School Psychology doctoral students are admitted each year.

2. Subsequent to admission a student must submit a program of concentration in School Psychology developed in conjunction with the student’s advisor.

3. When the student’s course of studies in School Psychology is approved by the School Psychology Area, the student must submit his or her program of study to the Office of Doctoral Studies for review and approval by the Director.

4. Prior to admittance, or within the first 30 graduate credits after admittance to the School of Psychology Ph.D. Specialization, students must complete a research project (i.e., master’s thesis or publishable paper).

5. Students without a master’s degree are accepted at the master’s level and fulfill requirements for the MS in Educational Psychology with a concentration in School Psychology. These requirements are completion of at least 30 graduate credits and a thesis or publishable paper or an original, independent research project. Upon completion of the master’s degree, students advance to the doctoral level. This does not require reapplication. Those who have previously earned a mater’s degree are admitted at the doctoral level if they have completed a thesis or publishable paper. Those who have not completed a thesis or publishable paper as part of a master’s degree must finish this requirement within the first 30 credits of enrollment in the doctoral program.

Residency Requirement
Students typically enter the School Psychology program with an undergraduate degree and finish their coursework within three to four years. Students entering with a master’s degree typically complete an additional two years of coursework. All students must complete a one-year full time (or two-year part time) pre-doctoral internship. According to university policy, students must fulfill a requirement of the graduate school to complete one year of full-time coursework (defined as 8 – 12 credits in two consecutive semesters) (see: http://www4.uwm.edu/future_students/residency_tuition_purposes.cfm#determining).

**Assistantship and Student Support**

Doctoral students are eligible to apply for research and project assistantships and fellowships through the University of Wisconsin-Milwaukee Educational Psychology Doctoral Program and the Graduate School. Doctoral students may be funded through research/program grants, teaching assistantships, or department positions when available.

Students are encouraged to apply for assistantships by contacting the Chair of the Educational Psychology program and applying at the time of application. Various fellowships and awards are offered through the Graduate School for those who have a financial need and for minority students. Students may contact the Graduate School for more information on the graduate school website: [http://graduateschool.uwm.edu/faculty-staff/administrative-financial/assistantships/grad-assistant-policies/](http://graduateschool.uwm.edu/faculty-staff/administrative-financial/assistantships/grad-assistant-policies/)

Stipends for Teaching or Research assistantships at or above a 33% time include tuition remission, which includes in-state or out-of-state rates. Stipends for an academic year (9 month) appointment vary by year. Please see the graduate school website above to obtain current stipend amounts. Students are eligible for assistantships funded through the School of Education typically for three years, thus after the 3rd year in the program, students are encouraged to seek assistantships through faculty grants, or off-campus support.

**Integration of Science and Practice**

The School Psychology Ph.D. Specialization program strives to integrate practice, theory, and research at all levels of the doctoral program. This integration is best exemplified in the structure and sequence of the program requirements:

a) Students are enrolled in psychological foundation areas early in their program. They are immediately exposed to the most current theories and research on development, principles of motivation and learning, social, psychological, and biological determinants of behavior, and statistical and research methods, while taking core course work in School Psychology and applying that to their practice in Practicum and Internship.

b) Students participate on Research Teams or other research projects early in their doctoral program, prior to developing their dissertations. Ph.D. students are encouraged to participate on Research Teams for a two-year period. Research Teams are typically comprised of the student, his/her major professor, other Ph.D. students, and may include a research faculty and master’s students. Students engage in supervised research activities which may include: (1) designing studies; (2) collecting, compiling, and analyzing data; and, (3) writing and
disseminating research findings. Students, may, however, choose to develop individualized projects with their advisors, and to work independently on those.

c) Students are required to work with faculty to have a publishable paper within 30 credits of admission to the doctoral program. This may be their master’s theses and/or master’s papers, where original research is generated or a critical review of research is developed. It may also be a collaborative effort, publishing a chapter or article with a faculty advisor.

d) Students are required to conduct an original research study for their dissertation that explores a topic relevant to School Psychology. Students are encouraged to conduct research relevant to an urban environment. Recent examples of student topics include: emergent language skill development among young English language learners, effects of collaborative consultation teams on student outcomes, predictors of risk and resilience among urban youth, and teachers’ ratings of urban students’ social competence.

e) All core School Psychology course work emphasize the integration of sound theoretical and empirically based psychological practices. Students are expected to demonstrate knowledge about the theoretical and research findings through examinations, papers, and other course requirements. The integration of science and practice will be achieved through successful completion of course work (B or better) as well as a number of other experiences (preliminary exams, research projects, and dissertation defense).

Program Courses

Students pursuing a Ph.D. in Educational Psychology with a Specialization in School Psychology must meet these minimum requirements (See Appendix B: Course Sequence example):

Doctorate Coursework (115 credits - minimum requirements):

- School psychology Core: Forty-five credits are required
  - Professional Practices, Standards, Ethics, and History
  - Required Educational Methods & Intervention Courses
  - Advanced Professional and Clinical Practice
  - Practicum: Nine credits are required
  - Internship: Nine to Twelve Credits are required
- Educational Methods & Interventions: Fifteen credits are required
- Cognition/Learning & Development: Twelve credits are required
- Statistics Measurement: Sixteen credits are required
- Master’s Thesis Credits: Three credits are required
- Dissertation: Six credits are required.
- Research Independent Study: Three credits required
- Psychology Minor: Nine credits are required
  - Biological Bases of Behavior
  - History of Psychology
  - Elective

Urban Education Seminar: Three credits are required
## Program Requirements

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<th>School Psychology Core</th>
<th>Professional Practices, Standards, Ethics, and History</th>
<th>Credits</th>
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<td></td>
<td>732 Cognitive Behavioral Therapy</td>
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<td>751 Professional and Historic Issues in School Psychology</td>
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<td>851 Social, Emotional, and Behavioral Assessment</td>
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<tr>
<th>Practica/ Internship Requirements</th>
<th>Practica and Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>974 Beginning Practicum</td>
<td>3</td>
</tr>
<tr>
<td>975 Adv. Practicum in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>977 Adv. Practicum in Intervention and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Educational Methods &amp; Intervention Strategies: (9 credits are required)</td>
<td>760 Academic Interventions &amp; Alternative Assessment</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>852 Social, Psychological, Biological Basis of Learning Disorders</td>
<td>3</td>
</tr>
<tr>
<td>805 Consultation Strategies for Counselors &amp; School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction OR Exceptional Education: (3 credits are required)</td>
<td>Examples: 747 Diagnosis and Treatment of Reading</td>
</tr>
<tr>
<td>715 Issues &amp; Trends in Exceptional Education</td>
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<tr>
<td>Total Educational Methods Required</td>
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**REQUIRED STATISTICS AND MEASUREMENT COURSES**

<table>
<thead>
<tr>
<th>Required: Research &amp; Evaluation: (required courses)</th>
<th>Credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>724 Educational Statistical Methods II</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>821 Psychometric Methods OR Equivalent</td>
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<tr>
<td>Other Research &amp; Evaluation Courses: (select a minimum of 9 credits)</td>
<td>728 Research Methods and Design</td>
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<tr>
<td>823 Structural Equation Modeling</td>
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<tr>
<td>824 Advanced Experimental Design and Analysis</td>
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</tr>
<tr>
<td>825 Multiple Regression and Multivariate Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>826 Analysis of Cross-classified Categorical Data</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>827 Survey Research Methods in Education</td>
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<tr>
<td>Total Statistics/Measurement Required</td>
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### REQUIRED THESIS-RESEARCH CREDITS

<table>
<thead>
<tr>
<th>Thesis Credits</th>
<th>790 Research or Thesis</th>
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<tbody>
<tr>
<td>Independent Study</td>
<td>999 Independent Study</td>
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<td>3</td>
</tr>
<tr>
<td>Dissertation Credits</td>
<td>990 Research or Thesis (6-12 credits)</td>
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<td><strong>Total Thesis-Research Required</strong></td>
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### REQUIRED DEVELOPMENT/COGNITIVE/URBAN COURSES

<table>
<thead>
<tr>
<th>Development: (select 6 credits in consultation with advisor)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>845 Immigrant Children</td>
<td>3</td>
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</tr>
<tr>
<td>746 Human Development: Study of Adolescents</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>833 Psychology of Race &amp; Ethnicity (REQUIRED)</td>
<td>3</td>
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</tr>
<tr>
<td>844 Multicultural Family Development</td>
<td>3</td>
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<td><strong>Development Total</strong></td>
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<table>
<thead>
<tr>
<th>Cognitive Aspects of Behavior: (select 6 credits in consultation with advisor)</th>
<th>Credits</th>
<th>Total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>631 Cognition: Learning, Problem Solving and Thinking</td>
<td>3</td>
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</tr>
<tr>
<td>734 Contextual Determinants of Motivation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>735 Social Cognition in Educational Psychology (Recommended)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>814 Cognition and Emotion (REQUIRED)</td>
<td>3</td>
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<tr>
<td><strong>Cognitive Aspects Total</strong></td>
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<table>
<thead>
<tr>
<th>Urban Education Seminar</th>
<th>701 Seminar in Urban Educational Issues</th>
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<tr>
<td><strong>Urban Education Seminar Total</strong></td>
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<p>| <strong>Total Cognitive/Development/Urban Required</strong> | <strong>15</strong> |</p>
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<thead>
<tr>
<th>Psychology Minor</th>
<th>Credits</th>
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</tr>
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<tbody>
<tr>
<td>PSYC 854 Behavioral Neurosciences <em>(required)</em></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>750 History of Psychology <em>(required)</em></td>
<td>3</td>
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<tr>
<td><strong>Select an elective (3 credits):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>660/760 Experimental Child Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>711 Functional Assessment and Intervention</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>742 Empirically Supported Interventions</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>741 Systems in Psychotherapy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>912 Seminar in Psychopathology</td>
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</tr>
<tr>
<td>930 Seminar in Social Psychology</td>
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<tr>
<td>960 Seminar in Child Psychology</td>
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<tr>
<td>961 Seminar in Child-Clinical Psychology</td>
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<tr>
<td><strong>Total Psychology Courses Required</strong></td>
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</tr>
</tbody>
</table>

**Total Credits Required for Graduation** | **115**

Official course titles and descriptions, as well as further detailed requirements, can be found in the [Graduate Student Bulletin](http://www.graduateschool.uwm.edu/students/current/bulletin-archive/)
Entering with a Master’s Degree

The sequence of courses noted above is delineated for students entering the program without a master’s degree. Students entering with a master’s degree may request a review of their graduate transcripts to determine if there are any deficiencies. Students must show that they have completed the following master’s level coursework.

Master’s Degree (minimum 30 credits)

- **School Psychology Core**: Twelve credits are required.
- **Learning & Development**: Three credits are required.
- **Statistics, Research & Evaluation**: Nine credits are required
- **Educational Methods & Interventions**: Three credits
- **Master’s Paper/Thesis**: Three credits are required.

Master’s Thesis/Paper

Students must show completion of a Master's Thesis or Paper. The majority of students complete a Master’s Paper, which consists of a “publishable” high quality review of the literature on a relevant topic (agreed upon by the faculty advisor) or a data-based study (may be qualitative, single-case, or quantitative research design). The Master’s Paper is typically 30 pages in length, excluding references and tables. Students entering with a Master’s Degree may be required to take additional courses after entering the doctoral program if these requirements cannot be documented.

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.

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-case 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 (http://www.graduateschool.uwm.edu/students/current/thesis-and-dissertation-formatting/). 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.

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.


**Sequence and Development of Clinical Skills**

The program emphasizes evidence-based school psychology practices. Field, applied clinical research, practica, and internship experiences have also been designed within a sequential framework as follows.

*Clinical Experience 1: Semester 1, Year 1*

- Introduction to School Psychological Roles & Practices: Evidence-Based Assessment & Interventions
Students are introduced to clinical roles, functions and practices of school psychology. Students may participate in the following activities: (1) shadowing a school psychologist; (2) interviewing a school psychologist; (3) conducting curriculum-based assessment and practicing academic interventions in reading (4) administering and interpreting cognitive assessment measures (e.g., DAS-II, WISC-V, WJ-III Cog, SB-5); and, (5) initial report of assessment findings. These field experiences occur while students are enrolled in EDPSY-751, Professional and Historical Issues in School Psychology and in EDPSY-755 Assessment and Intervention: School-age Children. Students demonstrate the following competencies:

1. Awareness of the roles and functions of school psychologists
2. Awareness of the legal and ethical principles guiding practice
3. Awareness of reform and innovative school psychology practices
4. Knowledge of theories of intelligence
5. Understand the strengths and limitations of traditional assessment measures
6. Knowledge of culturally fair and unbiased assessment practices
7. Knowledge of standardized administration of common cognitive measures (i.e., WISC, DAS, WJ, WJ Tests of Achievement, Stanford Binet)
8. Knowledge of personality theories of intelligence
9. Ability to administer and interpret common behavioral rating scales
10. Ability to conduct functional assessment
11. Understand the strengths and limitations of personality assessment measures
12. Knowledge of culturally sensitive and non-biased assessment practices
13. Ability to analyze and integrate data, and write psychological reports
14. Ability to link assessment data to interventions

Clinical experiences are coordinated by the faculty who teach 751 and 755. School psychologists in the field do on-site supervision.

**Clinical Experience 2: Semester 2, Year 1**

- **Introduction to Academic and Behavioral Assessment & Interventions: Personality, Social, and Emotional Assessment; Consultation Strategies**

Students learn to integrate research and theory into clinical practice through the following activities. (1) Conducting a functional behavioral assessment; (2) Conducting two clinical case studies of students with behavioral, psychosocial or emotional difficulties; (3) Designing and co-facilitating an evidenced-based intervention for a student with an academic or behavior problem. Students demonstrate the following competencies

1. Develop capacity as a consultant
2. Ability to conduct and facilitate consultations with teachers, parents, and teams
3. Understand different models of consultation
4. Ability to plan, monitor, and evaluate direct and indirect interventions
5. Ability to synthesize results of consultation into a report
6. Ability to analyze and integrate data, and write psychological reports
7. Ability to conduct academic assessment
8. Ability to link assessment data to interventions
Clinical experiences are coordinated by the faculty who teach 760, 805, and 851. School psychologists in the field do on-site supervision.

**Clinical Experience 3: Semester 1, Year 2**

- **Beginning School-Based Practicum**

In Beginning School-Based Practicum students learn the ethical and legal process of school psychological service delivery. Students learn to apply special education law and placement criteria to cases in a school setting. Assessment and decision-making skills are developed, with various assessment measures including traditional and alternative tools. Students learn to integrate their knowledge by writing reports and participating on multi-disciplinary teams. Students learn to plan and conduct interventions for academic difficulties. Beginning consultation and therapy skills are also practiced. Students learn how diversity issues impact student performance and learn how contextual factors impact children.

Students in Beginning School-Based Practicum are not expected to show independence or proficiency on all the competencies listed in the practicum handbook during the first semester. Students work under the close supervision of their field supervisor and UWM faculty. Initially students observe their field supervisors in various roles, co-facilitate interventions and meetings, then begin to work with children under observation. See Practicum Handbook (http://www4.uwm.edu/soe/student_services/school_psychology_student_association/upload/Ph-D-Practicum-2.doc) for a list of the Practicum competencies. Students are expected to complete approximately 200 hours (which includes time in the Practicum Seminar) during Beginning Practicum.

Students take the Intervention Sequence of courses (732 Cognitive Behavioral Therapy and 955 Advanced Therapeutic Interventions) in conjunction with Practicum during their second year. Both courses involve clinical experiences that are coordinated between the course instructors and the students. Some of the activities and requirements for these courses are completed as part of the Practicum experience.

**Clinical Experience 4: Semester 2, Year 2**

- **Advanced School-Based Practicum**

Students in Advanced Practicum develop more advanced clinical skills in the areas described in Beginning Practicum. Students learn advanced therapy skills, including group therapy and classroom-based interventions. Students begin to show independence and proficiency. At the end of Advanced School-Based Practicum, students must demonstrate competencies in the listed areas. Students are required to take 3 credits of Advanced Practicum, and to complete approximately 200 school-based clinical hours.

**Clinical Experience 5: Semester 1, Year 3 and Year 4**
**Advanced Practicum in Intervention and Supervision:** these additional rotations complete the 12 credits of practicum required of all students. Students must take 6 credits of EDPSY 977 in Year 3 and Year 4 (3 credits each year) and complete approximately 200-school-based hours (for a total of 600 school-based supervised hours) if 600 school-based hours were not reached in Beginning and Advanced School-Based Practicum. Students may take an additional 3 credits of this advanced practicum if they desire additional hours and experiences (for a total of 9 credits of EDPSY 977 Advanced Practicum in Intervention and Supervisor). In addition to the 600 hours of school-based practicum hours, doctoral students must obtain a minimum of 200 hours of additional supervised specialized clinical practicum hours in each of the 977 Year 3 and Year 4 course. Students receive didactic training and field-based experiences in intervention and in supervision through EDPSY 977. One component of the field experience in supervision in EDPSY 977 occurs by supervising junior school psychology students’ assessment or intervention cases. Program faculty coordinates supervision cases.

Students can apply for **one of the following specializations for their specialized clinical practicum for each practicum in Year 3 and Year 4:**

(a) Neuropsychological Assessment

**Pediatric Neuropsychological Assessment at the Medical College of Wisconsin**

Students wishing to acquire advanced assessment skills in pediatric neuropsychological assessment may apply for specialized training in neuropsychological assessment by completing 3 credits of practicum over two consecutive semesters at the Medical College of Wisconsin. Students develop skills and demonstrate competencies in:

1. Administering common neuropsychological assessment measures
2. Interpreting common neuropsychological assessment measures
3. Assessing neuropsychiatric and neurodevelopmental disorders of childhood and adolescence
4. Meeting and discussing report findings with parents and youths when appropriate
5. Collaborating with other professional psychologists and medical staff

Specialized training in neuropsychology may occur during year two or year three of training depending on the availability of positions at the Medical College. Due to the demanding nature of both the school and the Medical College practica experiences, students are encouraged to complete these experiences in separate years.

(b) Therapeutic Interventions

Students wishing to acquire advanced interventions can seek out placements in a variety of contexts focusing primarily on individual and group therapy. **Family Options** and the **Marquette University behavioral clinic** are two sites that have been used by doctoral students over the past few years.

(1) **Family Options**

   Students have the opportunity to conduct individual/group therapy with children/adolescents who have experienced maltreatment/trauma and/or who have been identified as sex offenders. Students also work with other cases/diagnoses.

(2) **Marquette University Behavioral Clinic/Penfield Center**
Students gain experience engaging in a myriad of intervention activities including home-based interventions and therapy, use of evidence-based packages of interventions in dyads (parent and child). Work with parents and children on their behavior. Work with parents on their parenting techniques.

Other practicum sites that have been used by students include Aurora Psychiatric Hospital, Pathfinders, and Rogers Memorial Hospital.

(c) Advanced Evidence-based Interventions and/or Consultation Practices in the Schools

Students wishing to gain additional expertise in advanced evidence-based interventions or consultation practices may seek placements in surrounding school-based sites such as the following school districts: Franklin Public Schools, Greenfield Public Schools, Kenosha Unified School District, Oconomowoc Public Schools, Shorewood Public Schools, Sussex School District or West Milwaukee/West Allis School District. These sites offer advanced experiences in professional training in evidence-based interventions and consultation including an opportunity to specialize in problem solving assessment, school reform, Positive Behavior and Intervention Support (PBIS), Response to Intervention (RTI), progress-monitoring, or other special projects.

Clinical Experience 6: Semesters 1-2, Year 5

- Doctoral Internship

The doctoral internship is considered the capstone experience in the doctoral program where students learn to integrate research, theory and clinical practice. The pre-doctoral internship is the last phase of the Ph.D. program in school psychology, culminating with a minimum of 1500 hours (2000 recommended), including at least 600 hours of supervised internship or the equivalent supervised experience in a school setting. It combines previously developed clinical competencies with new competencies gained under the internship. The internship takes place after course work and practica have been completed. The internship begins when the intern has displayed proficiency in practicum competencies. Students must obtain approval for their Internship from their major advisor and the Training Director prior to accepting an internship. Students must successfully propose their dissertation proposal prior to internship placement. Students must complete and submit an Internship Plan prior to beginning their Internship. In the final semester of internship, students must demonstrate the internship competencies listed in the Ph.D. Internship Handbook (http://www4.uwm.edu/soe/student_services/school_psychology_student_association/upload/Ph-D-Internship-3.doc).

Practicum

Formal practicum experiences are required of all students, and consist of twelve (12) credits over 3 consecutive years. At least 600 hours of practicum must be completed in a school setting. The
student will consult their Major Advisor about the best time to enroll in practicum, although most students enter practicum during their second year of study. The majority of professional school psychology courses, including consultation, intervention, and assessment (e.g., 732, 751, 755, 760, 805, and 851), also require supervised field experiences that accompany lecture and class work. Students will be placed in various clinical and school settings in an effort to provide sufficient opportunities to develop applied psychological skills.

All students are required to obtain a Criminal Background Check and get TB testing before starting practicum. During the Spring of your 1st year, students should go to the UWM Office of Field Experience website to download and print the Criminal Background Check form (http://www4.uwm.edu/soe/assets/scripts/clinical-experiences/Criminal-Background-Check-Application.pdf). Please complete this form and give it to Dr. Stoiber by the 2nd week of January of your 1st year.

All students also need to complete TB testing. Please go to Norris Health Center on campus and request a TB test. The testing is free to students. To make an appointment at Norris, please call 414-229-4716. Once you get your results, it can be dropped off at the UWM Office of Field Experience (http://www4.uwm.edu/soe/academics/clinical-experiences.cfm). The results need to be turned in by the 2nd week of January of your 1st year.

See Practicum Handbook on the school psychology website for specific details (http://www4.uwm.edu/soe/student_services/school_psychology_student_association/upload/Ph-D-Practicum-2.doc).

**Practicum Competencies and Objectives:** Students are expected to develop a number of competencies throughout their practicum experience (See Practicum Handbook). The competencies are categorized in eight general areas including Orientation to School Organization, Assessment and Diagnosis, Consultation, Individual Counseling/Group Interventions, Team Participation, Communication Skills, Ethnic and Cultural Diversity, and Professionalism/Personal Growth. Practicum is designed following principles and professional guidelines of the APA, NASP, School of Education and Department of Public Instruction (See Appendix D).

**ETS Praxis Exam**

During the Spring semester of the 2nd year, all students must take and pass the ETS Praxis Exam for school psychologists. The exam is required for program completion as well as WI licensure as a school psychologist. Students should go to the ETS website to register to take the exam (http://www.ets.org/praxis/nasp/requirements). Students should register for the School Psychologist test (Code: 5402). The exam is administered several times per year, but students are strongly encouraged to take the exam before June (end of practicum year). When registering to take the exam, please indicate that you would like your scores sent to UW-Milwaukee so that your scores can be posted on your transcripts. You will receive an email copy of your scores. When you receive your scores, please send them to Dr. Stoiber (kstoiber@uwm.edu) and Dr. Klingbeil (davidak5@uwm.edu) immediately.
This is a computer-adaptive test, and students are given 2 hours to complete the exam. The exam costs $115. There is also a practice version of the exam as well as tips for taking the exam on the following website: https://www.ets.org/praxis/prepare/materials/5402.

**Internship**

All Ph.D. students must complete a pre-doctoral internship. The internship is the last phase of the Ph.D. program in School Psychology. It combines previously developed competencies with new competencies gained under the internship. The internship takes place after course work and Practica have been completed. The internship begins when the intern has displayed proficiency/competency in a set of content areas previously established by the training program as necessary prerequisites for the internship, such as psychological foundations, knowledge of urban and multicultural competencies and research skills. Chronologically, the internship begins when a mutually agreed upon contract is formulated by the intern, university faculty, and internship supervising psychologists.

Preliminary examinations must be successfully completed and defended prior to application for internship. Students may not begin their internship until after the completion of Preliminary Exams and approval of their dissertation proposal. If students are unable to propose their dissertations before leaving for internship then the student must submit a written request to the faculty asking for an extension of the proposal deadline. The extension request must include the following information: 1) reason extension is needed; 2) new timeline for proposing the dissertation; and the actions the student will take to ensure an on-time proposal.

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, and 2000 or more clock hours are recommended. Students must complete 600 supervised hours in the school setting for their pre-doctoral internship. Students also are encouraged to complete dissertation requirements. Internship Competencies can be found in the Internship Manual (http://www4.uwm.edu/soe/student_services/school_psychology_student_association/upload/Ph-D-Internship-3.doc). Students must receive approval of the internship site from the Training Director prior to accepting the internship.

**Preliminary Examination**

Doctoral students in school psychology are only eligible to take the preliminary exam after they have either: (a) completed all required coursework in the PhD program, or (b) will complete all required coursework in the PhD program during the semester in which they sit for the exam. Preliminary examinations will be typically offered in the Fall semester each academic year. Students who wish to take the preliminary exam in the Spring and Summer will be permitted only with written permission from the School Psychology faculty. Students must complete all requirements of their masters’ paper or thesis prior to taking the preliminary exam. That is, students cannot take the preliminary exam in same semester that they are registered for EDPSY 790. On rare occasions, a student may make the request to take the preliminary exam with one remaining course to be taken in the subsequent semester (e.g., take prelims in Fall and one additional course requirement completed in the subsequent Spring semester).
The Doctoral Preliminary Examination requirements and process is outlined in Appendix C.

Students must apply to take the Doctoral Preliminary Examination - At the beginning of the semester that you are eligible to take the prelims, you must complete the electronic Application for the Doctoral Preliminary Examination, located in the online Doctoral Milestones System. After you electronically submit the form, your program unit will be notified to submit their approval, then eligibility is validated by the Graduate School. After the exam, the program unit will enter the results and submit their approval online. It then goes to Graduate School for final processing. http://graduateschool.uwm.edu/students/current/doctoral/.

**Students need to take and pass the preliminary exam prior to accepting a doctoral internship placement.**

**Dissertation**

Students are required to complete a dissertation on a topic appropriate for school psychologists, and it is recommended that the topic be related to urban settings. Students should plan to register for 3 credits of ED PSYCH 999 (Independent study with your advisor) during the fall or spring semester of their 3rd year to begin conceptualizing your dissertation. After students pass the Preliminary Exam and have completed all major course requirements during the fall semester of their 4th year, the student should apply for dissertator status before the beginning of the next semester. The application for dissertation status can be found at http://www.graduateschool.uwm.edu/forms-and-downloads/students/dissertator-status-application.pdf. After the graduate school has processed the application, you will become a dissertator during the spring semester of the 4th year. (see the Graduate Bulletin for details on Dissertator Status at http://www.graduateschool.uwm.edu/students/current/doctoral/). As a dissertator, students can only register for dissertation research credits (ED PSYCH 990). Students are required to have a minimum of 6 dissertation credits. Students must be enrolled in 3 credits of 990 when they propose their dissertation, and they must be enrolled in 3 credits of 990 when they defend their dissertation. In addition, doctoral students must take a minimum of 9 credits of internship (986) subsequent to passing their Preliminary Exam.

**Doctoral Dissertation Committee Composition and Procedures**

It is the student’s responsibility and choice to determine membership of his/her doctoral committee. The committee consists of four members and may contain no more than two faculty members from School Psychology, exclusive of the major advisor. One member of the committee must be selected from outside the Department of Educational Psychology, typically from the School of Education or from Psychology, who also serves as a Minor Advisor in Psychology. A fifth member may be chosen. All members are selected in consultation with the major professor.

All members of the student’s Doctoral Committee must be members of the University of Wisconsin-Milwaukee Graduate Faculty. However, upon petition to the Dean of the Graduate School, it is possible to have one member of the committee who is not a member of the University of Wisconsin-Milwaukee Graduate Faculty. Retired faculty members may serve as
Committee members (but not chair) with the permission of the Dean of the Graduate School and the Office of Doctoral Studies. In cases where it is desired to appoint an external member or retired member (or to retain a newly retired member), a letter of request should be sent by the student to the Major Advisor and the Graduate School.

The School Psychology Specialization requires that students work with their Major Professor when selecting committee members. At least one other School Psychology faculty should serve as a member.

**Student Evaluation**

Students in psychology training programs (at the doctoral, internship, or postdoctoral level) 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 (see PhD Practicum Handbook)
- d. Competencies in internship (see PhD Internship Handbook)
- e. Preliminary examinations
- f. Dissertation proposal hearing and defense of written dissertation
g. Overall grade point average

(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 thesis/dissertation progress will be used to evaluate the professional growth of the student. Students will be evaluated on progress toward timely completion of course work, preliminary exams, and dissertations.

Students will fill out an Annual Report of Student Progress form each year (See Appendix D). School psychology faculty will formally review each student, and will evaluate the student's academic and professional progress. Appendix E overviews the specific activities that faculty evaluate as part of the performance-based assessment. Students should review Appendix G so that they are aware of the different activities each year that correspond to the performance assessments conducted by the faculty. Students will be informed of the date on which evaluations are discussed by faculty. 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. Students may want to attach their reflective self-evaluation with this annual progress report.

School Psychology Faculty will inform students about their level of progress: excellent, satisfactory, and unsatisfactory. Students who receive an unsatisfactory progress letter from the Training Director will also receive written remarks on the Student Evaluation and Feedback Form. Students obtaining unsatisfactory progress 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.

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.
An instructor who believes a student has engaged in academic misconduct first discusses the matter with the student. Following the meeting, if the instructor concludes that misconduct occurred, the instructor might impose a sanction of reprimand, a repeat assignment, lower or failing grades for the assignment or course, or removal from the course. All sanctions may be appealed to a hearing committee.

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 team involvement, progress towards thesis/dissertation, 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, conferences, 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 Goals for next 12 months.
7) Professional behaviors and dispositions

Criteria for Maintaining Satisfactory Status

Students will be evaluated in each of these categories, and their progress will be judged as excellent, 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. While students are not expected to excel in every area, faculty will be looking for excellence in scholarship, research potential, and professionalism.

Excellent:
- Student has completed coursework in a timely manner, with high grades (A or A-).
- Student has been actively involved with research team projects in addition to their own thesis/dissertation projects, and has presented at the School of Education Research Conference.
- Student has published (either jointly or has been sole author) a manuscript, position paper, or other scholarly publication.
- Student has attended a national conference/meeting, and has participated with either joint or sole presentation.

Satisfactory:
- 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 made adequate and timely progress on thesis/dissertation or exams (preliminary exams or oral dissertation defense).
• Student has attended a local, state, or national conference/meeting.
• Student is an active member of at least two professional organizations [e.g., American Psychological Association (APA), National Association for School Psychologists (NASP), Wisconsin School Psychology Association (WSPA), Council for Exceptional Children (CEC), and/or UWM School Psychology Student Association (SPSA)].
• Students demonstrate acceptable professional behavior

Unsatisfactory Progress:
• Student has not maintained a B average (less than 3.0 on a 4.0 scale).
• Student has not met expectations in areas of assessment, interventions, consultation, or interpersonal/professional demeanor in practica/internship or academic settings.
• Student has not made adequate progress on thesis/dissertation or exams (failed preliminary exams or oral dissertation defense).
• 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 per semester to remain active in the School Psychology program.
• Students exhibit unethical or unprofessional behaviors in applied (e.g., practica/internship) or didactic courses

Termination of Enrollment
Students may be dropped from the Ph.D. 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 preliminary examinations or has failed their oral dissertation defense. Students may be given a second opportunity to pass preliminary exams or dissertation defense; however, this is at the discretion of the doctoral committee and Major Professor.
5. Student engages in a pattern of unethical and unprofessional behavior and/or serious acts of academic misconduct and unprofessional behaviors

(b) Professional Portfolio

Progressive portfolio techniques will be used as one of the methods of evaluating student competencies in the School Psychology Program at UWM. 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 program currently requires students to complete the e-portfolio through D2L (see PhD Practicum Handbook for Description of ePortfolio). In short, students are required to submit artifacts (assessment reports, case notes, program development materials, case studies etc.) illustrating their competency across NASP and APA 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 751: Professional and Historical Issues. Other courses that will incorporate portfolio components include: School-age Assessment and Intervention, Personality Assessment, Cognitive-Behavioral Interventions, Consultation Strategies, Educational Practices and Alternative Assessment, Beginning and Advanced Practicum in School Psychology, and Internship in School Psychology.

(c) Practicum Competencies: Competency Checklists

Checklists related to the knowledge and skills targeted for Practica are used to determine the ‘match’ between training priorities and achieved competencies by students. A competency checklist is completed by the field-based supervisors to monitor students’ acquisition of knowledge and skills. Hence, the competency checklist provides concrete and ongoing documentation of student progress.

(d) Preliminary Examinations

Students must demonstrate their knowledge and competences in the areas of theory, research, and practice by completing a portfolio conference and oral interview in the last year of their coursework. See Appendix C for an outline of the requirements and process.

(e) Dissertation

Students are evaluated on their research skills/competencies by passing a written and an oral defense of their dissertations.

(f) Overall GPA

Students must maintain a 3.0 average (4.0 point scale) throughout their program of studies. Students who obtain less than a B in major courses may be required to repeat course work. PLEASE NOTE: Incompletes are given only under exceptional circumstances at the Instructor’s discretion; the course must subsequently be completed within one (1) semester.
Feedback to Students

Faculty in the School Psychology area review student annual reports and evaluate the progress of every student in the Ph.D. 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. Students receive written feedback and may request meeting 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.

Students also receive feedback on the quality of their preliminary examination (oral and written), on their proposal hearing for their dissertation, and for the oral and written presentation of their dissertation. Each of these benchmarks provides an opportunity for students to receive guidance and feedback from their major professor and other committee members.

Remedial Procedures

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 (B- or less) in major 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 Ph.D. program under the following conditions:

1. Student has received Unsatisfactory Student Evaluations for two years.
2. Student has failed to maintain active status (enrolled in less than 3 credits per semester) without prior approval.
3. Student has not maintained a B average.
4. Student has not passed preliminary examinations or has failed their oral dissertation defense. Students may be given a second opportunity to pass preliminary exams or dissertation defense; however, this is at the discretion of the doctoral committee and Major Professor.
Satisfactory Academic Progress

The Ph.D. Program in School Psychology is designed so that it can be completed within five years of full-time study. Students are strongly encouraged to keep on schedule. Should the faculty determine that a student is having difficulty doing so, 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, 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 of the Graduate School Bulletin (http://www.graduateschool.uwm.edu/students/policies/appeals-and-exceptions/).
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.

Ethical conduct in psychological research is also included as a component of other coursework (e.g., 724, 728, 960, 959) 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 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 doctoral education.

Introduction

As described in this Doctoral Student Handbook, the overarching goal of the School Psychology Ph.D. Specialization 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. Specific goals and expected competencies are described in detail in this Doctoral Student Handbook.

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 Doctoral 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 Practicum Coordinator, 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 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 remediated?

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 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, 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 F) 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 University of Wisconsin-Milwaukee Graduate Student & Faculty 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 Ph.D. Specialization 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 is 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 doctoral program include evaluations of student performance and conduct. Students and faculty members may encounter interpersonal interactions that are difficult and that may 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 directly approach the student or faculty member 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 the 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 where 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.

**Students Interested in Entering the EdS Program**

Once a doctoral student has been admitted into the PhD program it is expected that they will remain in the program until successful completion. In the event that a student is unable to remain in the PhD program and wants to enter the EdS program, he/she must formally withdraw from
the PhD program and complete an application for the EdS program. Such a change will not be approved beyond the first year of the program unless the student can provide a compelling reason and is granted permission. Please review the EdS program requirements and application process (http://www4.uwm.edu/soe/academics/ed_psych/school_psych/apply.cfm). You must complete all EdS application requirements as if you are a completely new student to the program. Your application must be complete in order for the Admissions Committee to review your application. Your application will be considered along with all other applicants for that year. If you have questions about the EdS program or application process, please speak with your advisor.

**Licensing and Certification**

Students are advised to work closely with their Major Advisor to ensure that all program requirements, course work, practica/ internship, master’s thesis/paper, preliminary examination, and dissertation and oral defense requirements are met in a timely manner.

**Description of Certifications**

Students completing the School Psychology Program are eligible for certification as a School Psychologist as well as licensure as a psychologist in the State of Wisconsin. The State of Wisconsin requires the following:

- **Provisional School Psychologist**: (3 year nonrenewable license)
- **School Psychologist**: (institutional endorsement for 5 year renewable license)
  - All requirements listed for provisional school psychologist
  - Doctor of Psychology, Philosophy or Education, Educational Specialist Degree or at least 60 graduate semester credits.
  - Completion of one of the following:
    - 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.
    - An internship in school psychology under the supervision of a cooperating school psychologist and a written recommendation from the school administrator (max. 12 credits).
- **Licensed Psychologist**
  - Doctoral degree in psychology from a regionally accredited institution
  - EPPP and State Ethics Exam
  - Supervised Experience
    - Applicant must have 3,000 hours of supervised experience, of which a minimum of 1,500 hours follows completion of all requirements for the doctoral degree.
The person supervising the applicant must have at least 3 years of post-licensure experience and must have had training or experience in supervision of psychological work. See Psy 2.09(3), Wis. Stats., for a more complete description of supervised experience requirements.

School Psychology Licensure Application Process

Students should apply for their school psychology certification and/or psychology license.

**Applying for School Psychology Certification.** At the end of practicum (if you have completed all of the master’s degree requirements), students may apply for certification as an Initial Educator License with Stipulations (3 year nonrenewable). You will apply for your license during the summer session (June or July) of the summer of your 2nd year. The stipulations are that you must complete your degree program before you can obtain your Initial Educator License. The Initial Educator License is a temporary license for all educators in WI (3-5 years). You have 3-5 years to complete required hours of professional development in order to get your full license.

To apply for your license, go to the following website:
Follow all the instructions on the website for pupil service personnel (i.e., school psychologist). There is a $100 application fee. All applications are filed through the online process.

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. DO NOT SEND THIS APPLICATION PACKET TO THE WISCONSIN DPI.

Nationally Certified School Psychologists by NASP must obtain continuing education credits (CEU's) to maintain and renew their certification. School Psychologists meet CEU requirements by taking 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.

**Applying for Psychology License.** After completion of the doctoral degree, student should complete the following process to become a licensed psychologist in Wisconsin. Psychology license applications should be submitted to the Wisconsin Department of Safety and Professional Services (http://dps.wi.gov/Default.aspx?Page=8996eee5-e34f-41f0-8667-c665214f92d3)

The license application includes the following material (see the above website for details):

1. Complete education from a regionally accredited institution with a doctoral degree in psychology.
2. Complete and submit application forms including all required documentation and fees.
3. Pass required examinations (including EPPP and state Ethics Exam)
5. Board review of application.
   a. Your application file must be complete, i.e., all supporting documents must have been submitted correctly and completely and the national exams passed, **30 days prior** to the board meeting date in order for the file to be reviewed by the board on that date. If the board approves your file, you would sit for the ethics exam and appear for the oral interview on the meeting date subsequent to the meeting date that your file was reviewed.

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 for School Psychologists (5402), and must graduate from a NASP/NCATE approved program. The program at UWM is approved by NASP and thus graduates are encouraged to apply for their NCSP.

**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 (APA; www.apa.org)**

The American Psychological Association (APA) is the major national organization devoted to the advancement of psychology as a science, profession, and as 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 had 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*. 
**Wisconsin Psychological Association** (WPA; www.wipsychology.org)

The Wisconsin Psychological Association (WPA) is the official state affiliate of the APA. Its members represent all parts of Wisconsin and all settings in which psychologists teach, conduct research, administer programs and provide direct services to the public. The mission of WPA is to advance psychology as a profession which promotes human welfare through the ethical application of psychological principles in research, teaching and practice. WPA provides a professional identity for psychologists by maintaining active affiliation with APA and advocating on behalf of the profession and the interests of its members.

**NASP**

**National Association of School Psychologists (www.nasponline.org)**

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 1990, there are nearly 16,000 NASP members. NASP also publishes a professional journal, the School Psychology Review, and a newsletter, the Communique.

**Wisconsin School Psychologists Association (WSPA; www.wsponline.net)**

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.

**SCHOOL PSYCHOLOGY PROGRAM FACULTY**

<table>
<thead>
<tr>
<th><strong>Karen Callan Stoiber, Ph.D.</strong></th>
<th><strong>Training Director and Professor of Ed. Psychology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology</td>
<td>1988 University of Wisconsin-Madison</td>
</tr>
</tbody>
</table>

**Teaching Topics:**
- Consultation Strategies
- Advanced Intervention Strategies
- Evidence-based Practices
- Advanced Practicum
- Internship
- Multileveled Systems of Support
- Urban and Diversity Issues
Research Interests: Evidence-Based Practices, Collaborative Teaming and Consultation, Response-to-Intervention or Multitiered Systems of Support, Social-Emotional Intervention Strategies, Function-based Assessment, Early Literacy, Adolescent Risk and Resilience, Adolescent Pregnancy and Parenting, School Change & Staff Development

Kyongboon Kwon, Ph.D.  Associate 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: 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: Integration of APA, NASP, DPI, and SOE Standards

<table>
<thead>
<tr>
<th>APA Training Competencies</th>
<th>NASP Training Competencies</th>
<th>WI DPI Standards</th>
<th>SOE Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth of Scientific Psychology</td>
<td>• Data-Based Decision-Making and Accountability</td>
<td>DPI Pupil Services Standard #1: The pupil services professional understands the Ten Teacher Standards.</td>
<td>SOE Pupil Services Standard #1: For UWM candidates this means understanding the 10 UWM-WI Teacher Standards within a multicultural and urban education context.</td>
</tr>
<tr>
<td>• History and Systems</td>
<td>• Consultation and Collaboration</td>
<td>DPI Pupil Services Standard #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.</td>
<td>SOE Pupil Services Standard #2: For UWM candidates this means applying human development theory, proven learning and motivational theories and concern for diversity to the learning process. They demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of practices that fully accommodate learners' diverse needs. They are able to work collaboratively with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments for children and others.</td>
</tr>
<tr>
<td>• Biological Basis of Behavior</td>
<td>• Interventions and Instructional Support to Develop Academic Skills</td>
<td>DPI Pupil Services Standard #3: Using Research and Knowledge to Improve Practice: 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.</td>
<td>SOE Pupil Services Standard #3: For UWM candidates this means a commitment to researching and using research to better understand complex learning and social problems and advocate for needed changes. They are able to combine the research, knowledge and practice of their discipline with children, youth,</td>
</tr>
<tr>
<td>• Cognitive and Affective</td>
<td>• Interventions and Mental Health Services to Develop Social and Life Skills</td>
<td>DPI Pupil Services Standard #5: The pupil services professional understands the organization, development, management and content of collaborative and mutual supportive pupil services programs within educational settings.</td>
<td></td>
</tr>
<tr>
<td>• Aspects of Behavior</td>
<td>• School-Wide Practices to Promote Learning</td>
<td>DPI Pupil Services Standard #6: The pupil services professional is able to address the wide range of social,</td>
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<tr>
<td>• Social Aspects of Behavior</td>
<td>• Preventive and Responsive Services</td>
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<tr>
<td>• Psychological Measurement</td>
<td>• Family-School Collaboration Services</td>
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<tr>
<td>• Research Methodology</td>
<td>• Diversity in Development and Learning</td>
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<tr>
<td>Techniques of Data Analysis</td>
<td>• Research and Program Evaluation</td>
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<tr>
<td></td>
<td>• Legal, Ethical, and Professional Practice</td>
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</tbody>
</table>
| emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies. | families, learners of all ages, from diverse backgrounds. They see the importance of data-based decision making when understanding problems, identifying assets and taking action. They are well-versed in a variety of assessment methods validated for the problem area under consideration, and guard against the historical and socio-cultural biases associated with some assessment tools and approaches. | **SOE Pupil Services Standard #5:** For UWM candidates this means being a major contributor to the development of comprehensive pupil services programs that promote and enhance student learning. Candidates are an integral part of school efforts designed to insure a safe and productive learning environment for all members of the school community. **SOE Pupil Services Standard #6:** For UWM candidates this means focusing on prevention and solutions. It also means understanding the oppression and poverty as critical factors in students' lives and supporting the goal of achieving social and economic justice. Their practice is grounded in a systems framework, where multiple points of potential intervention are considered. UWM candidates are equipped with effective strategies for addressing the social, emotional,
| Scientific, Methodological, and Theoretical Foundations | • Interventions and Mental Health Services to Develop Social and Life Skills  
• Diversity in Development and Learning  
• Legal, Ethical, and Professional Practice | DPI Pupil Services Standard #4: 
The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.  

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

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

SOE Pupil Services Standard #4: For UWM candidates this means demonstrating ethics at the highest levels. They understand that many students face social, emotional, learning, cultural, and economic barriers, which must be addressed in a highly professional and ethical manner in order for these students to be successful in school.  

SOE Pupil Services Standard #5: For UWM candidates this means being a major contributor to the development of comprehensive pupil services programs that promote and enhance student learning. Candidates are an integral part of school efforts designed to insure a safe and productive learning environment for all members of the school community.  

SOE Pupil Services Standard #6: For UWM candidates this means focusing on prevention and solutions. It also means understanding the oppression and poverty as critical factors in students' lives and supporting the goal of achieving social and economic justice. Their practice is grounded in a systems framework, where multiple points of potential intervention are considered. UWM candidates are | behavioral and physical concerns that students present in urban settings. |
Diagnosing and Defining Problems

- Theories and Methods of Assessment and Diagnosis
- Effective Intervention
- Consultation and Supervision
- Evaluating Intervention Efficacy

- Data-Based Decision-Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- Preventive and Responsive Services
- Research and Program Evaluation

**DPI Pupil Services Standard #1:**
The pupil services professional understands the Ten Teacher Standards.

**DPI Pupil Services Standard #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.

**DPI Pupil Services Standard #3:**
Using Research and Knowledge to Improve Practice: 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.

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

**SOE Pupil Services Standard #1:**
For UWM candidates this means understanding the 10 UWM-WI Teacher Standards within a multicultural and urban education context.

**SOE Pupil Services Standard #2:**
For UWM candidates this means applying human development theory, proven learning and motivational theories and concern for diversity to the learning process. They demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of practices that fully accommodate learners' diverse needs. They are able to work collaboratively with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments for children and others.

**SOE Pupil Services Standard #3:**
For UWM candidates this means a commitment to researching and using research to better understand complex learning and social problems and advocate for needed changes. They are able to combine the research,
The pupil services professional is able to address the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.

**DPI Pupil Services Standard #7:**
The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

knowledge and practice of their discipline with children, youth, families, learners of all ages, from diverse backgrounds. They see the importance of data-based decision making when understanding problems, identifying assets and taking action. They are well-versed in a variety of assessment methods validated for the problem area under consideration, and guard against the historical and socio-cultural biases associated with some assessment tools and approaches.

**SOE Pupil Services Standard #5:**
For UWM candidates this means being a major contributor to the development of comprehensive pupil services programs that promote and enhance student learning. Candidates are an integral part of school efforts designed to insure a safe and productive learning environment for all members of the school community.

**SOE Pupil Services Standard #6:**
For UWM candidates this means focusing on prevention and solutions. It also means understanding the oppression and poverty as critical factors in students' lives and supporting the goal of achieving social and economic justice. Their practice is grounded in a systems framework, where multiple points of potential intervention are
considered. UWM candidates are equipped with effective strategies for addressing the social, emotional, behavioral and physical concerns that students present in urban settings.

**SOE Pupil Services Principle #7:** For UWM candidates this means knowing the communities in which they work and respecting diversity as a core principle in providing support services to students and families. They approach their work in a collaborative manner drawing upon the assets of the student and community. They have knowledge of diverse family systems and have the dispositions and skills needed to develop positive working relationships. As specialists in human behavior and relationships, they provide assistance to students, parents, professional educators, employers, and community support systems through well-developed and collaborative interventions. Above all, pupil service professionals are student advocates who work cooperatively with other individuals and organizations to promote the development of children, youth, and families in their communities.
<table>
<thead>
<tr>
<th>Cultural Diversity (as applied to all the above competencies)</th>
<th>• Diversity in Development and Learning</th>
<th>DPI Pupil Services Standards: #1-#7</th>
<th>SOE Pupil Services Standards: #1-#7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes for Life-Learning, Scholarly Inquiry</td>
<td>• Data-Based Decision-Making and Accountability</td>
<td>DPI Pupil Services Standard #1: The pupil services professional understands the Ten Teacher Standards.</td>
<td>SOE Pupil Services Standard #1: For UWM candidates this means understanding the 10 UWM-WI Teacher Standards within a multicultural and urban education context.</td>
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<td>• School-Wide Practices to Promote Learning</td>
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<td>• Family-School Collaboration Services</td>
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<td>• Research and Program Evaluation</td>
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Appendix B: Sequence of Courses (Example) and Program Milestones
PhD Specialization in School Psychology

Fall Semester 1, Year 1

Ed Psych-724 Educational Statistical Methods II (4 credits)
Ed Psych-752 Developmental Psychopathology
Ed Psych-755 Assessment & Intervention: School Age
Ed Psych- 735 Social Cognition OR
Ed Interdepartmental 701 Urban Issues in Education

Clinical Experiences: Introduction to School Psychology & Psychological Assessment

EDPSY 631 or 640 is required if not a psychology undergraduate major
EDPSY 624 required as prerequisite for 724 if student does not have sufficient background OR

Spring Semester 1, Year 1

Ed Psych-751 Professional and Historic Issues in School Psychology
Ed Psych-760 Academic Interventions & Alternative Assessment
Ed Psych-851 Assessment & Intervention: Personality, Social, Emotional Functioning
Ed Psych-852 Social, Psychological, Biological Basis of Learning Disorders
Couns- 805 Consultation Strategies for Counselors & School Psychology
Elective Course (Psychology Minor Course recommended) or 790 (Master’s Research)

Clinical Experiences: Introduction to Academic, Social & Behavioral Assessment & Interventions; Consultation Practices

All students must apply for Master’s graduation in March of the Spring Semester 1, Year 1

Summer Semester 1, Year 1

Ed Psych-790 Master’s Research or Thesis
Ed Psych 952 Pediatric Psychology in Urban Settings
Elective Course (Curriculum & Instruction or Exceptional Ed course recommended) OR
Elective Course (Psychology Minor course recommended) OR
Other Elective Course (e.g., Statistics)

Fall Semester 2, Year 2

Ed Psych 955 Advanced Therapeutic Interventions
Ed Interdisciplinary 701 Urban Issues in Education
Ed Psych-974 Beginning Practicum in School Psychology (3 credits)
Ed Psych 824 Experimental Design
Elective Course (Learning/Development course recommended)
Clinical Experiences: Beginning Practicum Psychological Assessment & Interventions

All students begin working on their portfolios during this semester.

Spring Semester 2, Year 2

Ed Psych-732 Cognitive Behavioral Therapy
Ed Psych 975 Adv. Practicum in School Psychology (3 credits)
Elective Course (Curriculum & Instruction or Exceptional Ed course recommended) OR
Elective Course (Psychology Minor course recommended) OR
Ed Interdisciplinary 701 Urban Issues in Education
Ed Psych 821 Psychometric Methods or Equivalent Measurement/Stats Course

Clinical Experiences: Advanced Practicum: Psychological Interventions

Summer Semester 2, Year 2

Elective Course (Curriculum & Instruction or Exceptional Ed course recommended) OR
Elective Course (Psychology Minor course recommended)

Fall Semester 3, Year 3

Ed Psych 977 Advanced Practicum (Supervision or Therapeutic Interventions) (3 credits)
Ed Psych 959 Research Seminar
Elective (Statistics course recommended)

Spring Semester 3, Year 3

Ed Psych 960 Evidence-based Prevention and Intervention OR Equivalent
Ed Psych 977 Advanced Practicum (Supervision or Therapeutic Interventions) (1 credits)
Ed Psych 999 Independent Study (Dissertation Preparation)
Ed Psych 833 Psychology of Race and Ethnicity OR
Elective Course (Learning/Development course recommended)
Elective Course (Statistics course recommended)

Summer Semester 3, Year 3

Elective Course (Curriculum & Instruction or Exceptional Ed course recommended)
Elective Course (Learning/Development course recommended)
Elective Course (Psychology Minor Course recommended)

Begin working on Preliminary Examination Portfolio

Fall Semester 4, Year 4
Ed Psych 977 Advanced Practicum (Supervision or Therapeutic Interventions) (3 credits)
Ed Interdepartmental 701 Urban Issues in Education (if not yet taken)

*Preliminary Examination (October)*
Apply for APPIC Internships
Prepare for Dissertation Proposal

Spring Semester 4, Year 4—**Dissertator Status**

Ed Psych 977 Advanced Practicum (Supervision or Therapeutic Interventions) (1 credits)
Ed Psych 990 Research Credits (Dissertation Proposal)

**Dissertation must be proposed before leaving for internship**
Notification about obtaining an internship

**Summer Semester 4, Year 4**

Ed 990 Research Credits (Dissertation)—If necessary

**Leave for Internship!**

**Fall Semester 5, Year 5**

Ed Psych 986 Internship (3-6 credits)

**Work on Dissertation**

**Spring Semester 5, Year 5**

Ed Psych 986 Internship (3-6 credits)

**Work on Dissertation**

Apply for Summer Graduation (if you expect to defend your dissertation in the summer)

**Summer Semester 5, Year 5**

Ed Psych 986 Internship (3 credits)—If necessary (minimum of 9 internship credits required; Summer semester required if the internship is for 12 months)
Ed Psych 990 Research Credits (Dissertation)—**Students must be enrolled in dissertation credits in order to propose their dissertation.**

**Defend Dissertation**

Students must be enrolled in dissertation credits during the semester of the dissertation defense.

*Congratulations, GRADUATION!*
# SCHOOL PSYCHOLOGY DOCTORAL COURSE REQUIREMENTS

## School Psychology Area Requirements

<table>
<thead>
<tr>
<th>Course # and Description</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDPSYC-732 Cognitive Behavioral Therapy</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYC-751 Professional &amp; Historic Issues in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYC-752 Developmental Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYC-755 Assessment &amp; Intervention: School Age</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYC-760 Academic Interventions &amp; Alternative Assessment</td>
<td>3</td>
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<td>COUNS- 805 Consultation Strategies for Counselors &amp; School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYC-851 Social, Emotional, &amp; Behavioral Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYC-852 Social, Psychological Basis of Learning Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYC-952 Pediatric Psychology in Urban Settings</td>
<td>3</td>
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<tr>
<td>EDPSYC-955 Advanced Therapeutic Interventions</td>
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</tr>
<tr>
<td>EDPSYC-960 Advanced Treatment: Evidence-based Practices in</td>
<td>3</td>
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<tr>
<td>EDPSYC-974 Beginning Practicum</td>
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<tr>
<td>EDPSYC-975 Advanced Practicum in School Psychology</td>
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<tr>
<td>EDPSYC-977 Advanced Practicum in Intervention and Supervision</td>
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<tr>
<td>EDPSYC-986 Internship in School Psychology</td>
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</tr>
<tr>
<td>EDPSYC-790 Masters Research or Thesis</td>
<td>3</td>
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<tr>
<td>EDPSYC-990 Dissertation Research or Thesis (6-12 credits possible)</td>
<td>6</td>
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<tr>
<td>EDPSYC-888 Independent Study</td>
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<tr>
<td>EDPSYC-724 Educational Statistical Methods II</td>
<td>3</td>
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<tr>
<td>EDPSYC-821 Psychometric Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDPSYC-824 Advanced Experimental Design &amp; Analysis</td>
<td>3</td>
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<tr>
<td>EDPSYC-XXX Research &amp; evaluation (825, 826, or 827)</td>
<td>6</td>
</tr>
<tr>
<td>EDPSCY-833 Psychology of Race and Ethnicity</td>
<td>3</td>
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<tr>
<td>EDPSYC-XXX learning &amp; development (743,745,746, or 844)</td>
<td>3</td>
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<tr>
<td>EDPSYC-XXX learning &amp; development</td>
<td>3</td>
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<tr>
<td>EDPSYC-XXX learning &amp; development</td>
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</tr>
<tr>
<td>C&amp;I-747 Diagnosis &amp; Treatment of Reading</td>
<td>3</td>
</tr>
<tr>
<td>(or other in consultation with advisor)</td>
<td></td>
</tr>
<tr>
<td>EXED-715 Issues &amp; Trends in Exceptional Education</td>
<td>3</td>
</tr>
<tr>
<td>(or other in consultation with advisor)</td>
<td></td>
</tr>
<tr>
<td>ED INTERD 701 Seminar in Urban Education Issues</td>
<td>3</td>
</tr>
</tbody>
</table>
### Minor Coursework:

<table>
<thead>
<tr>
<th>Course 1:</th>
<th>PSYC 750 History of Psychology</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 2:</td>
<td>PSYC 854 Behavioral Neurosciences</td>
<td>3</td>
</tr>
<tr>
<td>Course 3</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

### APA Breadth Requirements

<table>
<thead>
<tr>
<th>Required Area</th>
<th>Course Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Aspects</td>
<td>PSYC 854 Behavioral Neurosciences</td>
</tr>
<tr>
<td>Cognitive-Affective Aspects</td>
<td>L &amp; D Cognition and Emotion</td>
</tr>
<tr>
<td>Social Aspects</td>
<td>EDPSYC 833 Psychology of Race and Ethnicity</td>
</tr>
<tr>
<td>History &amp; Systems</td>
<td>PSYC 750 History of Psychology</td>
</tr>
<tr>
<td>Psychological Measurement</td>
<td>EDPSYC 821</td>
</tr>
<tr>
<td>Research Methodology</td>
<td>EDPSYC 728; EDPSYC 959</td>
</tr>
<tr>
<td>Techniques of Data Analysis</td>
<td></td>
</tr>
<tr>
<td>Law &amp; Ethics for Psychologists</td>
<td>COUNS 814 Professional Ethics for Psychologists</td>
</tr>
</tbody>
</table>

**Student Name:**_________________  **Date of Entry:**___________
PhD Major Milestones

**Year 1, Semester 1**
- Get acquainted with the program through reading the handbook as well as participating in classes and social/professional development
- Join a professional organization (WSPA, NASP, and/or APA – Division 16) as a student affiliate.
- Join Faculty Research Team

**Year 1, Semester 2**
- Apply for Graduation (Master’s) in March *(Note: Only apply for graduation if you plan to complete your Master’s Thesis/Paper in the subsequent summer.)*
- Talk with your advisor about your thesis (topic ideas, data collection, etc…)
- Complete TB testing (Norris Health Center) and Criminal Background Check (early January)

**Year 1, Summer**
- Register for 790 (3 credits) – Master’s Paper/Thesis
  - Finish Master’s Thesis and graduate with Master’s degree (do not have to attend graduation).
- Meeting/interview with the practicum placement coordinator will be in June

**Year 2, Semester 1**
- Take 3 credits of Beginning School-Based Practicum
- Talk with advisor about Advanced practicum site(s) and find out about the application process and deadlines
  - May need to apply to sites in the Fall depending on your interest area
- Continue progress on your Master’s Thesis (stay in contact with your advisor)
- Begin compiling your e-portfolio as part of Practicum Class- Ed Psych 974

**Year 2, Semester 2**
- Take 3 credits of Advanced School-Based Practicum
- Apply for advanced practicum sites and attend interviews
- Have completed 600 hours of practicum—by the end of the semester
- Your ePortfolio should be at the mid-point of completion

**Year 2, Summer**
- Some advanced practicum sites will start during the summer

**Year 3, Semester 1**
- Take 3 credits of Advanced Practicum in Intervention and Supervision
- Become more involved in research as part of a research team, faculty led research, and/or independent research.
Year 3, Semester 2
- Continue involvement in research
- Plan dissertation
- Begin preparing for Preliminary Examinations

Year 3, Summer
- Continue preparing for Preliminary Examinations
- Begin work on Dissertation
- Review internship handbook for internship requirements

Year 4, Semester 1
- Take 3 credits of Advanced Practicum in Intervention and Supervision
- Submit your application for doctoral prelim exam (beginning of the semester)
- Take and Pass Preliminary Examination (ePortfolio at completion)
- Propose Dissertation (some students)
- Begin applying for Internship sites

Year 4, Semester 2
- Propose dissertation—You must propose dissertation before leaving for internship
- Some students continue with a second advanced practicum experience
- Apply and attend interviews for internship sites

Year 5
- Internship
- Defend Dissertation
- Apply for School Psychology License (see handbook for instructions)

All PhD students should apply for doctoral graduation the semester before they plan to defend their dissertation.
Appendix C: Preliminary Examination in School Psychology

Preliminary Examination Requirements in School Psychology

Process and Guidelines

Eligibility for Sitting for Preliminary Exam
1. Doctoral students in school psychology are only eligible to take the preliminary exam after they have either: (a) completed all required coursework in the PhD program, or (b) will complete all required coursework in the PhD program during the semester in which they sit for the exam. Preliminary examinations will be typically offered in the Fall semester each academic year. or Summer The preliminary exam is not offered during the summer.
2. Students must complete all requirements of their masters’ paper or thesis prior to taking the preliminary exam. That is, students cannot take the preliminary exam in the same semester that they are registered for EDPSY 790.
3. Students need to take and pass the preliminary exam prior to accepting a doctoral internship placement.

Major Steps in Portfolio Conference
1. Preliminary Exam Registration
   a. Most full-time doctoral students will take the preliminary exam during the Fall (Offered August-October date) of their fourth year in the program.
   b. At the beginning of the semester that you are eligible to take the prelims, you must complete the electronic Application for the Doctoral Preliminary Examination, located in the online Doctoral Milestones System. After you electronically submit the form, your program unit will be notified to submit their approval, then eligibility is validated by the Graduate School. After the exam, the program unit will enter the results and submit their approval online. It then goes to Graduate School for final processing.

2. Preliminary Examination Dates
   a. Exam dates specify two meetings with the Examining Committee: (1) Portfolio Conference (30 minutes) to occur at least two weeks prior to the interview, and (2) Oral Interview (75 minutes) on the exam date.
   b. The student’s advisor sends confirmation of the interview time and place to the student and Examining Committee.
3. Preliminary Examination Portfolio Conference
   a. At least two weeks prior to the Oral Interview, students present the portfolio materials to the Examining Committee during a Portfolio Conference (see section on Portfolio Materials)

   b. The Portfolio Conference is directed by the student and is informative, not evaluative. Typical conferences last approximately 15 minutes. The goal of this conference is to ensure that each member of the Examining Committee has an overview of the student’s work and to coordinate a subsequent review of the student’s materials among individual faculty. Immediately following the portfolio conference the student will receive general feedback about the adequacy of the portfolio material and whether any supplementary materials are needed to proceed to Portfolio Evaluation. Students will have an opportunity to ask any questions that they may have about the process at this time.

   c. Once students begin the Portfolio Conference phase they may not withdraw from a preliminary exam. That is, any student who withdraws or does not complete the process after holding a Portfolio Conference will be considered to have failed the preliminary examination in all domains. Students may then have one retake of the preliminary examination.

   d. Following the Portfolio Conference, the Examining Committee reviews the contents of the portfolio and may generate questions to ask during the Oral Interview. The student’s advisor is designated as the Preliminary Examination Chair for the student’s Oral Interview. Upon requests from Committee members, students may be expected to provide written responses to questions from members of the Examining Committee. The Chair is responsible for monitoring duplication of questions and managing the Oral Interview.

Major Steps in Oral Interview

1. Oral Interviews are conducted with only the Examining Committee and student examinee present.

2. At least one week prior to the interview, the student may receive a list of questions/issues/topics (from each member of the Examining Committee, compiled and communicated by the Chair of the committee) that could be raised during the interview. This list does not reflect the entire content of the interview but allows the student to prepare for at least one issue/topic from each faculty member. However, it should be noted that these questions may not be asked during the interview.

3. The Oral Interview generally should last no longer than 75 minutes, with the following division of time:
e. 5 minutes for student summary/updates of portfolio (if requested by faculty or student).

f. 45 minutes for questions by Examining Committee.

g. 10 minutes for a closed discussion among the Examining Committee to determine the student’s evaluation (see below).

h. 10 minutes for feedback to the student.

4. Students will be provided written feedback regarding whether they have passed or failed the preliminary exam (by the Chair) two weeks following the conclusion of the Oral Interview. Students may be asked to revise their preliminary exam to attain an acceptable level for passing the exam. Students will be provided with a deadline for submitting their revision.

Content of Portfolio

A portfolio is a systematic and organized collection of evidence concerning a student’s professional competencies and personal growth within three distinct threads: (1) practice, (2) research/scholarship, and (3) research-to-practice. The portfolio of evidence can take several forms, and evidence may be organized and sequenced in different ways.

I. Practice Section

a) Breath of Scientific Knowledge and Application to School Psychology Paper. This section requires students to discuss application of three key theoretical approaches to their practice. The three key areas are biological basis of behavior, cognitive and affective of behavior, and social/contextual aspects of behavior. The focus should be on describing how students have used scientific knowledge to guide their practice in case conceptualization, assessment, and intervention. Students are to name specific aspects of each theory and provide specific examples of the application. This statement should be 7 double-spaced pages in length and include a minimum of 6 references.

b) Evidence of Domain Competencies

Students are required to present (a) five artifacts that represent competences in at least five NASP competency domains and (b) a 3-page summary reflection that integrates and describes how all of the artifacts demonstrate competency within those domains chosen. The artifacts should be diverse and representative of your range of skills; one artifact may represent more than one competency domain. Also, the artifacts should come from students’ advanced practicum or products post their second year.

II. Research Section

b) Research Concept Paper. This paper should demonstrate your skill in conceptualizing and developing a research study based on an original topic or area of interest. It represents your competence as an emerging researcher and
This paper includes the following sections: (1) Introduction, (2) Literature review, (3) Research Questions/Hypotheses, (4) Method, and (5) Hypothesized outcomes and contribution to the literature. The literature review should incorporate the rationale and overview critical research supporting your study, and should culminate in your research question(s). The Method section should include a) description of participants, b) study design and c) procedures, d) measures and/or implementation parameters, and e) data collection and analysis plan. Students should consider what knowledge he/she expects to uncover and possible limitations of the study. Students are encouraged to review published articles in research-based journals to assist in the development of their research concept paper. The Research Concept Paper should not exceed 30 double-spaced pages (excluding references and figures/tables), and the literature review should be approximately 10 double-spaced pages. Include a minimum of 15 references and a significant portion should be recent (within the last 10 years) empirical studies.

III. Research-to-Practice Section

c) Research-to-Practice Translation Paper. This paper addresses the research-practice gap or disconnect that often occurs in research informing practice, or practice informing research. In this paper, you should select one of the four practice domains (i.e., assessment, consultation, intervention,) and identify a specific practical issue or research area that would benefit from evidence-based approaches. Explain the rationale or the basis for the research-practice disconnect you have identified, and both the research and practices that would bridge this gap. This paper should be 15 to 20 double-spaced pages, and should be supported by references (a minimum of 10 references).

Evaluation of Student Portfolio and Oral Interview

1. The Portfolio and Oral Interview will be judged by each member of the Examining Committee using a 4-point rating scale, as follows:

   4 = outstanding performance in the outcome competency domain  
   3 = adequate performance in the outcome competency domain  
   2 = inconsistent or questionable performance in the outcome competency domain  
   1 = competence has not been achieved in the outcome competency domain

2. Based on an analysis/review of the materials submitted during the Portfolio Conference and the student’s defense at the Oral Interview, each member of the Examining Committee will provide a rating and brief written feedback for each of three sections: (a) Practice, (b) Research, and (c) Research-to-Practice

   These ratings will be tabulated at the close of the Oral Interview (and any additional meetings).
3. Committee rating of 3.0 or higher within each of the three areas is needed for a student to pass the Oral Interview. Committee rating less than 3.0 but greater than or equal to 2.0 in any domain will require the student to elaborate the portfolio materials in the specific areas of concern. The committee will set a time and date for continuation of the Oral Interview, and direct the student with respect to issues and concerns. Committee rating less than 2.0 in any domain will result in a failure of that domain, and will require an exam retake, with another Portfolio Conference and Oral Interview in the domain(s) of concern.

4. For mean ratings less than 3.0 in any domain or section of the preliminary exam, the student may be required to provide written revisions. The final score achieved subsequent to the revision will be the score the student receives.

5. A student may have only one retake in any domain. Retakes must be scheduled according to the same procedures as used for the first Portfolio Conference and Oral Interview. The student must achieve a mean rating of 3.0 or higher to successfully complete each domain retaken. Failure to pass the retake of any domain will result in an overall failure of the examination and termination from the degree program.
Appendix D: Ph.D. 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 2014 and Spring of 2015.

Contact Information

Permanent Address: ________________________
Current Address: _________________________

UWM Email: ___________________________
Alternative Email: _____________________

Current Phone: _______________________
Alternative Phone: ___________________

Program Status

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

Completed Master’s Degree Requirements (circle one): Yes or No

Current Funding (circle one): None Assistantship Fellowship

Program Activities

Program Advisor: ________________

Coursework: List Courses completed and grades obtained:

<table>
<thead>
<tr>
<th>Summer 2017</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Grade</td>
<td>Course Number</td>
</tr>
<tr>
<td>____________</td>
<td>____</td>
<td>____________</td>
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<td>____________</td>
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<td>____________</td>
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<tr>
<td>____________</td>
<td>____</td>
<td>____________</td>
</tr>
</tbody>
</table>

Praxis Exam: Date Taken ____________
Total Score ____
Pass or Fail
Praxis Exam Subscale Scores: (ONLY COMPLETE IF YOU HAVE PASSED THE PRAXIS)

Professional Practices
Direct and Indirect Services for Children, Families, and Schools
Systems level services
Foundations of School, Psychological Services Delivery

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 (COMPLETE FOR CURRENT YEAR)

School-Based Practicum Site #1: Name of School __________________________________
(ED PSY 974) Grade Level (circle all that apply): 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 (circle all that apply): Elementary Middle High
School-Based Supervisor: ___________________________
Semester/Year Started and Ended: ____________________
Number of Hours Completed (to date): ________________

Advanced Practicum: Name of Site: __________________________________
(ED PSY 977) Population: __________________________________
Site Supervisor: ___________________________________
Semester/Year Started and Ended: ____________________

Additional Advanced Practicum: Name of Site: __________________________________
(ED PSY 975) Population: __________________________________
Site Supervisor: ___________________________________
Semester/Year Started and Ended: ____________________

Other Practicum: Name of Site: __________________________________
(not connected with course) Population: __________________________________
Site Supervisor: ___________________________________
Semester/Year Started and Ended: ____________________

Internship Site: Name of Site: __________________________________
Type of Setting: ___________________________________
Full Time or Part-Time (circle one)
Funded (circle one): Yes or No
Site Supervisor: ____________________
Year Started and Ended: ____________________
APA-accredited site (if applicable): ____________________
APPIC (circle one): Yes or No

Professional Activities  (COMPLETE FOR CURRENT YEAR ONLY)

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 authored/co-authored book chapters or peer-reviewed articles: __________

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: __________

Reviewer for journal, books, conferences, etc (circle one): Yes or No

Teaching Experience (at a college or university only): Yes or No
   If yes, list courses taught: __________________________________________

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

Master’s Paper/Thesis Completed (circle one): Yes or No
   Title of Master’s Thesis: ____________________
   Original Date Completed: ____________________
   Paper Published (circle one): Yes or No

Dissertation Completed: Yes or No  N/A
   Title of Dissertation: ____________________
   Original Data Collected: 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**

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

2. 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 year students and beyond)**

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

**Research Competency**

4. 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 major advisor by June 2017**

**School Psychology Faculty will jointly review your professional, academic progress in the program.**
## Appendix E: Schematic of Performance-based Assessments for Ph.D. Program in School Psychology

<table>
<thead>
<tr>
<th>Year 1 Assessments</th>
<th>Year 2 Assessments</th>
<th>Year 3 Assessments</th>
<th>Year 4 Assessments</th>
<th>Year 5 Assessments (continuing as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades of B or better in all required courses</td>
<td>Grades of B or better in all required courses</td>
<td>Grades of B or better in all required/elective courses</td>
<td>Grades of B or better in all required/elective courses</td>
<td>Self-assessment</td>
</tr>
<tr>
<td>Mid-year assessment of all first year student: Faculty Advisor meets with advisee individually in spring.</td>
<td>Complete Therapy Case in Ed Psych 732</td>
<td>Complete 100-200 hours of Supervision or Advanced Practicum (3 credits)</td>
<td>Complete Supervision or Advanced Practicum (3 credits)</td>
<td>Successful completion of pre-doctoral internship (minimum of 1500 hours in approved setting; a minimum of 600 hours in school setting)</td>
</tr>
<tr>
<td>Complete Shadowing Experience/Paper in Ed Psych 751 (fall)</td>
<td>Complete Masters Degree</td>
<td>Begin Preparing for Prelims</td>
<td>Complete Minor in Psychology</td>
<td>Formative and summative evaluation by intern supervisors</td>
</tr>
<tr>
<td>Complete Case Study Evaluations in Ed Psych 851 (spring semester)</td>
<td>Portfolio Mid-Point Evaluation</td>
<td>Take and Provide Score on State Praxis Test in School Psychology</td>
<td>Pass Preliminary Exam</td>
<td>Progress Report: Students’ Self-assessment, faculty advisor, and area faculty evaluation of professional and interpersonal skills and functioning</td>
</tr>
<tr>
<td>Complete Literacy Tutoring Experience in Ed Psyc 760 (spring)</td>
<td>Progress Report: Students’ Self-assessment, faculty advisor, and area faculty evaluation of professional and interpersonal skills and functioning</td>
<td>Progress Report: Students’ Self-assessment, faculty advisor, and area faculty evaluation of professional and interpersonal skills and functioning</td>
<td>Secure Internship Placement</td>
<td>Annual feedback with advisor reviewing student status and progress; student provided with a written summary</td>
</tr>
<tr>
<td>Complete Consultation Project Activities in Couns 805 (spring)</td>
<td>Annual feedback with advisor reviewing student status and progress; student provided with a written summary</td>
<td>Annual feedback with advisor reviewing student status and progress; student provided with a written summary</td>
<td>Propose Dissertation</td>
<td></td>
</tr>
<tr>
<td>Progress Report: Students’ Self-assessment, faculty advisor, and area faculty evaluation of professional and interpersonal skills and functioning</td>
<td>Progress Report: Students’ Self-assessment, faculty advisor, and area faculty evaluation of professional and interpersonal skills and functioning</td>
<td>Progress Report: Students’ Self-assessment, faculty advisor, and area faculty evaluation of professional and interpersonal skills and functioning</td>
<td>Propose Dissertation</td>
<td></td>
</tr>
<tr>
<td>Annual feedback with advisor reviewing student status and progress; student provided with a written summary</td>
<td>Annual feedback with advisor reviewing student status and progress; student provided with a written summary</td>
<td>Annual feedback with advisor reviewing student status and progress; student provided with a written summary</td>
<td>Annual feedback with advisor reviewing student status and progress; student provided with a written summary</td>
<td></td>
</tr>
</tbody>
</table>
Appendix F: Student Performance Review 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>Area</th>
<th>Specific Behavioral Objectives and Target Dates</th>
<th>Method of Remediation</th>
<th>Met? Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
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<td></td>
</tr>
</tbody>
</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:
### Appendix G: Example Sequence of Courses

**Ph.D Specialization in School Psychology**

<table>
<thead>
<tr>
<th>YR</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
<th>Program Benchmarks</th>
</tr>
</thead>
</table>
| 1  | 752 Dev Child Psychopathology (3)  
755 Cognitive Assessment (3 cr)  
735 Human Lng &Cog (3 cr) OR  
701 Urban Ed OR  
700+ Lng/Dev Elec (3 cr)  
724 Statistics (3 cr)  
626 Lab Wrksh (1 cr) | 751 Intro School Psych (3 cr)  
760 Alter Asst (3 cr)  
805 Consultation (3)  
851 Soc, Emot & Beh Asst (3 cr) | 952 Pediatric Psychology/  
Diversity (3 cr) OR  
779 Special Topics in School Psychology | 31 -34 credits |
| 2  | 852 Learning Disorders (3 cr)  
955 Advanced Interventions (3 cr)  
974 Practicum (3 cr)  
701 Urban Ed OR  
Dev/Lng OR Psych Elec (3 cr)  
821 Psychometric Methods (3) OR  
728 Res Design (3) OR  
824 Exper Design (3) | 732 Cog-Beh Therapy (3 cr)  
975 Practicum (3 cr)  
XXX Psych Elective (3 cr) OR 747 C&I OR  
952 Pediatric Psych  
821 Psychometric Methods OR  
728 Research Des OR  
824 Experimental Design OR  
XXX Stats Elective (3 cr) | 952 Pediatric Psychology (3 cr) OR  
XXX C&I OR  
Ex Ed Course (3 cr) OR  
790 Research (Thesis) (3 cr) | 30-33 credits |
| 3  | 977 Adv Practicum (3 credits)  
Couns 814 Ethics (3)  
960 EBI (3 cr) OR  
XXX C & I OR  
Ex Ed Course OR  
XXX Psych Elective (3 cr) | 977 Adv Practicum (1 cr optional)  
XXX C & I or Ex Ed  
XXX Psych Elective (3 cr) OR  
814 Cog/Emo OR  
XXX Stats Elec | XXX Dev/Lng or Psych Elective (3 cr) OR  
XXX C & I OR  
XXX Ex Ed Course (3 cr) OR  
901 | 30-33 credits |
| 4  | 959 Research in SP (3 cr)  
990 Research/Thesis (3 cr)  
977 Advanced Prac XXX Elective (3 cr) | 990 Research/Thesis (3 cr)  
977 Adv Prac (1 cr optional) | 990 Research/Thesis (2/3 cr) (optional) | 15-18 credits |
| 5  | 986 Internship (3 cr) | 986 Internship (3) | 986 Internship (3 or 6 cr)  
990 (optional) | 9 credits* Internship  
Complete 6 dissertation credits  
Defend Dissertation |

**Electives =**  
Psychology Minor 9 credits (includes PSYC 750 & PSYC 854)  
Learning/Development 12 credits  
Statistics 724 & 821 & 824 plus 6 credits (16 total)

640 is required if not a psychology undergraduate major  
624 required as prerequisite for 724 if student does not have sufficient background  
Minimum Credits Required for Ph.D. is 115; May require 117 + credits

---

*Note: The asterisk (*) indicates that the credit is required for the internship.
Example Sequence of Courses and Milestones (2016)
Doctoral Degree in School Psychology

Fall, Year 1

Ed Psych-755 Assessment & Intervention: School Age
Ed Psych-752 Developmental Psychopathology

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

Ed Inter- 701 Urban Education Seminar

Ed Psych-624 Educational Statistical Methods I OR
Ed Psych-724 Educational Statistical Methods II (4 credits) (Ed Psych-724 recommended)

➢ Participate on Research Team with doctoral advisor*

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

Spring, Year 1

Ed Psych-751 Professional and Historic Issues in School Psychology
Ed Psych-760 Academic Interventions & Alternative Assessment
Ed Psych-851 Assessment & Intervention: Personality, Social, Emotional Functioning
Couns- 805 Consultation Strategies for Counselors & School Psychology

➢ Field experience in academic assessment/intervention and consultation
➢ Apply for Master’s graduation if plan to complete Master’s in summer
➢ Participate on Research Team with doctoral advisor
Summer, Year 1

Ed Psych-790 Masters Research or Thesis
Ed Psych-952 Pediatric Psychology in Urban Settings

Other Possible Courses
Ed Psych-640 Human Development OR other 700+ L & D course OR
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
- Complete masters paper or thesis (recommended)

Fall, Year 2

Ed Psych-955 Advanced Therapeutic Interventions
Ed Psych-852 Social, Psychological, Biological Basis of Learning Disorders
Ed Psych-974 Beg. Practicum in School Psychology (3 credits)

Ed Psych-640 Human Development OR Ed Psych-735 Human Learning and Cognition (whichever you have not taken, yet) OR other 700+ L & D course OR

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

- School-based Practicum(3 cr)
- Participate on Research Team with doctoral advisor

Spring, Year 2

Ed Psych-732 Cognitive Behavioral Intervention Strategies in Education
Ed Psych-975 Adv. Practicum in School Psychology (sign up for 3 credits)
Ed Psych XXX Emotion & Cognition OR other XXX L & D 700+ Course

Ed Psych-821 Psychometric Methods OR
Ed Psych-728 Research Design OR Ed Psych XXX R & E Stats class OR

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

- School-based Practicum (3 cr)
- Participate on Research Team with doctoral advisor
- May take ETS Praxis Exam

Summer, Year 2

Ed Psych-952 Pediatric Psychology in Urban Settings (if not taken in prior summer)

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
- Portfolio Mid-Point

Fall, Year 3

Ed Psych-977 Advanced Practicum (3 credits)
Ed Psych-959 School Psychology Research Seminar OR
Ed Psych-960 Evidence-based Prevention and Intervention OR equivalent

Ed Psych-728 Research Methods OR
Ed Psych-821 Psychometric Methods OR other Statistics course

Ed Interd-701 Urban Issues in Education (if not yet taken)
Couns- 814 Professional Ethics and Law

Psyc- 750 History of Psychology OR
Psyc- 854 Behavioral Neurosciences (typically offered in Fall) OR Psyc elective

**Spring, Year 3**

Ed Psych-977 Advanced Practicum (1 credit optional)
Ed Psych 960 Evidence-based Prevention and Intervention OR Equivalent

Ed Psych-814 Emotion and Affect Course (if not taken) OR
Ed Psych-833 Psychology of Race and Ethnicity OR
Elective Course (Learning/Development course recommended)

Psyc- 750 History of Psychology OR
Psyc- 854 Behavioral Neurosciences OR Psych minor elective

Elective Course (Statistics course recommended)

Ed Interdepartmental 701 Urban Issues in Education

**Summer, Year 3**

Elective Course (Curriculum & Instruction or Exceptional Ed course recommended)
Elective Course (Learning/Development course recommended)

➢ Begin working on Preliminary Examination Portfolio

**Fall, Year 4**

Ed Psych 959 Research Seminar OR Ed Psych 960 Evidence Based Prevention and Intervention
Ed Psych 977 Advanced Practicum (Supervision or Therapeutic Interventions) (3 credits)

Psyc- 750 History of Psychology OR
Psyc- 854 Behavioral Neurosciences OR Psych minor elective

Ed Psych-728 Research Methods OR
Couns- 814 Professional Ethics and Law (if not taken)

Ed Psych-999 Independent Study (Prelim Exam/ Dissertation Preparation)

*Preliminary Examination (Early Fall)*

➢ Apply for APPIC Internships
- Prepare for Dissertation Proposal
- Apply for Dissertator Status once preliminary exam is passed

**Spring, Year 4—Dissertator Status**

Ed Psych-977 Advanced Practicum (1 credit optional)

Psych Elective or other remaining Statistics or Ed Psyc 960 course requirement AND/OR

Ed Psych 990 Research Credits (Dissertation Proposal)

Preliminary exam must be passed for Dissertator Status  
Dissertation must be proposed before leaving for internship  
Notification about obtaining an internship

**Summer, Year 4**

Ed 990 Research Credits (Dissertation)—if necessary

Propose dissertation  
Leave for Internship!

**Fall Semester, Year 5**

Ed Psych 986 Internship (3-6 credits)

- Work on Dissertation

**Spring Semester, Year 5**

Ed Psych 986 Internship (3-6 credits)

- Work on Dissertation
- Apply for Summer Graduation (if you expect to defend your dissertation in the summer)

**Summer Semester, Year 5**

Ed Psych 986 Internship (3 credits)—If necessary (minimum of 9 internship credits required; Summer semester required if the internship is for 12 months)

Ed Psych 990 Research Credits (Dissertation)—**Students must be enrolled in dissertation credits in order to propose and/or defend their dissertation.**

- Defend Dissertation**
Students must be enrolled in dissertation credits during the semester of the dissertation defense.

* Congratulations, GRADUATION!

* Four semesters of research team experience at minimum is required
** Graduation for summer PhD program completion occurs in December (diploma is dated August)