

HANDBOOK

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

IN EDUCATIONAL PSYCHOLOGY
DOCTORAL PROGRAM

University of Wisconsin -Milwaukee

For students, faculty, and supervisors

2008

TRAINING DIRECTOR: Karen Callan Stoiber, Ph.D.
414 229-6841
kstoiber@uwm.edu

This student handbook serves to provide information specific to the School Psychology specialization. This specialization is fully accredited by the American Psychological Association.
Committee on Accreditation
c/o Office of Program Consultation and Accreditation
Education Directorate
American Psychological Association
750 First Street NE
Washington, DC, 2002-4242
(202) 336-5979

Table of Contents

Introduction	4
THE UNIVERSITY	4
THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY	4
School Psychology Program	4
MODEL.....	5
R! BOOKMARK NOT DEFINED.	ERRO
GOALS	5
SATISFACTORY ACADEMIC PROGRESS	8
WORK/NON-PROGRAM COMMITMENTS	8
LEAVES OF ABSENCE/CONTINUOUS REGISTRATION	8
Admissions Requirements and Procedures	Error! Bookmark not defined.
APPLICATION DEADLINES.....	9
ADMISSION PROCEDURES	9
Assistantships and Student Support	Error! Bookmark not defined.
Integration of Science and Practice	10
Program Courses	11
CORE SCHOOL PSYCHOLOGY COURSES.....	13
EDUCATIONAL PSYCHOLOGY	16
PSYCHOLOGY MINOR	15
ENTERING WITH A MASTER’S DEGREE	15
PRACTICA	19
INTERNSHIP	20
DOCTORAL COMMITTEE COMPOSITION &PROCEDURES.....	21
DISSERTATION	21
Student Evaluation	21
(A) ANNUAL STUDENT EVALUATION.....	23
Evaluation Criteria.....	24
Criteria for Maintaining Satisfactory Status.....	24
(B) PROFESSIONAL PORTFOLIO	26
(C) PRACTICUM COMPETENCIES: COMPETENCY CHECKLISTS	25
(C) PRELIMINARY EXAMINATIONS	26
(D) DISSERTATION	26
(E) OVERALL GPA	26
FEEDBACK TO STUDENTS	26
Remedial Procedures	26
PROCEDURES FOR STUDENT DIFFICULTIES.....	26
UNSATISFACTORY STUDENT PROGRESS	27
SATISFACTORY ACADEMIC PROGRESS.....	29
UNACCEPTABLE PERFORMANCE IN CLINICAL TRAINING	29
ETHICAL VIOLATIONS	28
Policy on the Retention and Remediation of Students	29
OBJECTIVE.....	29

INTRODUCTION	29
DEFINITIONS	30
Impairment.....	30
Incompetence.....	30
Ethical Misconduct.....	30
Academic Misconduct.....	30
Problematic Behaviors.....	31
IDENTIFICATION AND VERIFICATION OF PROBLEMS REQUIRING REMEDIATION OR DISMISSAL	31
Informal Identification of Problems.....	31
Review Procedures for Possible Problems.....	31
REMEDATION PROCEDURES	33
Appeal and Grievance Procedures 33	
INFORMAL GRIEVANCE POLICY AND PROCEDURE	33
ACADEMIC APPEALS.....	34
APPEALS TO THE GRADUATE SCHOOL.....	35
Licensing and Certification 37	
Professional School Psychology Organizations Error! Bookmark not defined.	
AMERICAN PSYCHOLOGICAL ASSOCIATION: DIVISION 16.....	33
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP).....	34
WISCONSIN SCHOOL PSYCHOLOGISTS ASSOCIATION (WSPA)	35
School PSYCHOLOGY FACULTY 40	
 APPENDICES	
Appendix A: Sequence of Courses 40	
Appendix B: Annual Evaluation Letter 43	
Appendix C: Student Performance Review Cover Sheet 45	
Appendix D: Practicum Competencies 46	
DESCRIBING LEVELS OF COMPETENCE	46
TRAJECTORY OF ACQUIRING COMPETENCE	47
Appendix E: Internship Competencies 49	
Appendix F: Professional Practice Standards 52	
Appendix G: Program Outcomes 55	
Appendix H: Preliminary Examination 60	

Introduction

Progressively, UWM strives to train their students with the most current and relevant information in the field of School Psychology. School Psychologists are seen as leaders in their school buildings, are appreciated for their effort and knowledge, and are compensated well for their work. Recently, *US News & World Reports* described School Psychology as one of the “Best Fields in 2008.” To read this article on the growing appreciation of School Psychology, log on to <http://www.usnews.com/articles/business/best-careers/2007/12/19/school-psychologist-executive-summary.html>

The University

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

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

The Department of Educational Psychology

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

The Department of Educational Psychology at the University of Wisconsin-Milwaukee offers two graduate programs of study at the master’s level including educational psychology and three specializations including School Psychology, Counseling Psychology, and Educational Psychology. The School Psychology and Counseling Psychology specializations are accredited by the American Psychological Association.

The Educational Psychology Department has five areas of concentration, including human development and learning, research and measurement, school psychology, and counseling/counseling psychology. The department offers programs leading to certification as school psychologists and school counselors.

School Psychology Program

Model

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

Major Program Goals

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

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

To prepare students as psychologists, the program draws upon theoretical and foundational course work from the department faculty expertise in the curricular areas of learning, development, personality theory, social psychology, and individual differences. In addition, students are given a thorough grounding in psychological foundations of history of

psychology, physiological psychology, and psychopathology. Wherever possible, psychological foundation courses are consistent with our urban and multicultural emphases, thus clearly communicating our urban mission to students.

Acquisition of research skills is an expectation of all doctoral students reflecting the scholarly scientific nature of a Ph.D. Formal course work serves as the initial vehicle through which students acquire research competencies. Course work includes quantitative and qualitative analysis, measurement, methodology, or research design; specific focus on school psychology research programs is expected, and students participate on Research Teams with their major professor for two years beginning early in their program of studies. Doctoral students must complete a master's thesis or publishable paper, and subsequently complete a dissertation. The thesis and dissertation represent original and independent research scholarship.

Program Objectives

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

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

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

Third, collaboration with educational, medical, and other health care professionals is an essential feature of the School Psychology Program. Students are provided opportunities to learn effective consultation, communication, and conflict resolution skills. Effective psychological

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

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

Fifth, students are exposed to evidenced-based principles and practices of psychology in the schools. Students are expected to analyze research critically, to develop original research, and to disseminate their empirical findings. In addition, a structure for linking research findings into practice is provided in courses, practica, and internship experiences.

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

Students develop and demonstrate cultural competencies through their coursework, clinical experiences, and research projects (i.e., dissertations and research terms). Readings and clinical experiences are selected to help students become aware of their cultural attitudes and beliefs, be knowledgeable and urban and multicultural issue, and to engage in cultural responsive practices. Experiences are designed to help students become cultural competent professionals.

Early in their graduate program, students are exposed to the principles and ethical guidelines of professional practice as stated by the APA and NASP. The development of professional ethics occurs through clinical experiences and field-based components (see syllabi for 732, 760, 755, 805, 852, 955, 974-75 and 986) that expose students to regular education programs, exceptional education referral practices, multidisciplinary teams, consultation strategies, therapeutic interventions, and individual and program evaluation procedures.

Attitudes that foster ethical, professional conduct and behavior are developed throughout the program. Students become aware of the need to be life-long learners in order to stay abreast of the evolving body of scientific and professional literature. Professional development can be

achieved by maintaining current licensing requirements, by attending national, professional conferences and completing continuing education courses/workshops.

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. A list of critical dates for Applicants is available in Appendix C.

Applicants should check the Department of Educational Psychology website link to 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 1100 on the Graduate Record Exam with neither the verbal, quantitative, or 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.

Application Deadlines

Applicants may be admitted **one time during the academic year**. The **application deadline is December 1** for Fall admission. Incomplete applications will not be considered. All on-campus interviews 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 February 10, 2008.

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 4-6 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 master'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.

Assistantship and Student Support

Doctoral students are eligible to apply for research and project assistantships and fellowships through the University of Wisconsin-Milwaukee Urban Education Doctoral Program and the Graduate School. The doctoral program provides assistantships to approximately 28 students in the School of Education each year; typically about 4 students in the school psychology program are funded through this mechanism. In addition, the faculty members may provide assistantship support through research and program grants.

Students are encouraged to apply for assistantships by contracting the Director of the Urban Education Doctoral 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 at either:

-UWM PO Box 340, Milwaukee, WI 53201 –or-

- http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/assistantships.html

Stipends for Teaching or Research assistantships above a 33% time include tuition remission. Stipends for an academic year (9 month) appointment for 2004-5 are \$10,919 for 50% assistantships and \$7206 for 33% assistantships. During the 2003-4 academic year, the following table indicates the type of support given to each cohort of students. Students are eligible for assistantships funded through the School of Education for three years, thus after the 3rd year in the program, students 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 Urban Education** with a **Specialization in School Psychology** must meet these minimum requirements:

Doctorate Coursework (109 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:** Twelve Credits are required
- **Educational Methods & Interventions:** Fifteen credits are required.
- **Cognition/Learning & Development:** Nine credits are required.
- **Statistics, Research & Evaluation:** Thirteen credits are required
- **Master's Thesis Credits:** Three credits are required.
- **Dissertation:** Six credits are required.
- **Psychology Minor:** Nine credits are required.
 - **Biological Bases of Behavior**
 - **History of Psychology**

- Elective
 - **Urban Education Seminars:** Nine credits are required.

Program Requirements

Required Courses			
		Credits	Total credits
School Psychology Core	<u>Professional Practices, Standards, Ethics, and History</u>	3	
	315-732 Cognitive Behavioral Therapy		
	315-751 Professional and Historic Issues in School Psychology	3	
	315-851 Social, Emotional, and Behavioral Assessment	3	
	315-752 Developmental Psychopathology	3	
	315-755 Assessment & Intervention: School Age	3	
	<u>Advanced Professional and Clinical Practice</u>		
	315-952 Pediatric Psychology in Urban Settings	3	
	315-955 Advanced Therapeutic Interventions	3	
	315-960 Advanced Treatment: Evidenced-based Practices in Intervention & Prevention	3	
	315-977 Adv. Child & Adolescent Therapy Practicum (optional)	3	
Practica and Internship Requirements	<u>Practica and Internship</u>		
	315-974 Beginning Practicum	3	
	315-975 Adv. Practicum in School Psychology	3-6	

	315-977 Adv. Practicum in Intervention and Supervision		
	315-986 Internship in School Psychology	12	
Total Core School Psychology Courses			48
Required Educational Methods & Intervention Courses			
Educational Methods & Intervention Strategies (9 credits are required)	315-760 Academic Interventions & Alternative Assessment	3	
	315-852 Social, Psychological, Biological Basis of Learning Disorders	3	
	265-805 Consultation Strategies for Counselors & School Psychology	3	
Curriculum & Instruction (3 credits are required)	272-747 Diagnosis and Treatment of Reading (Or other in consultation with advisor)	3	
Exceptional Education (3 credits are required)	360-715 Issues & Trends in Exceptional Education (Or other in consultation with advisor)	3	
Total Educational Methods Required			15
Required Research and Statistics Courses			
		Credits	Total credits
Required: Research & Evaluation (required courses)	315-626 Workshop in the Computerized Analysis of Educational Data	1	
	315-724 Educational Statistical Methods II	3	
	315-821 Psychometric Methods	3	
Other Research & Evaluation Courses (select a minimum of 6 credits)	315-823 Structural Equation Modeling	3	
	315-824 Advanced Experimental Design and Analysis	3	
	315-825 Multiple Regression and Multivariate Methods	3	
	315-826 Analysis of Cross-classified Categorical Data	3	
	315-827 Survey Research Methods in Education	3	
Total Research/Statistics Required			13
Thesis Credits	315-790 Research or Thesis		3
Dissertation Credits	315-990 Research or Thesis 6-12		6
DOCTORATE COURSEWORK (MINIMUM REQUIREMENTS):			
Required Development/Cognitive Courses			

		Credits	Total credits
Development: (select 6 credits in consultation with advisor)	315-741 Cognitive Development	3	
	315-743 Human Development: Study of Infancy & Early Childhood	3	
	315-745 Human Development: Study of Middle Childhood	3	
	315-746 Human Development: Study of Adolescents	3	
	315-833 Psychology of Race & Ethnicity	3	
	315-844 Multicultural Family Development	3	
Cognitive Aspects of Behavior (select 3 credits in consultation with advisor)	Select 3 credits from the following:		
	315-731 Cognition & Design of Instruction	3	
	315-734 Contextual Determinants of Motivation	3	
	315-834 The Psychology of Achievement Motivation	3	
Total Development/Cognition Required			9
Urban Education Seminars (9 credits are required)	300-701 Seminar in Urban Educational Issues	3	
	315-801 Doctoral Seminar in Educational Psychology	3	
	300-901 Advanced Seminar in Urban Education	3	
Total Urban Education Seminars Required			9
Required Psychology Courses			
Psychology Minor		Credits	Total credits
Psychology Foundations: (9 credits)	820-754 Seminar in Biological Psychology (required)	3	9
	820-750 History of Psychology (required)	3	
	Select an elective (3 credits):		
	820-742 Empirically Supported Interventions	3	
	820-741 Systems in Psychotherapy	3	
	820-912 Seminar in Psychopathology	3	
	820-960 Seminar in Child Psychology	3	
	820-961 Seminar in Child-Clinical Psychology	3	

	Total Psychology Courses Required	
Total Credits Required for Graduation		112

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

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 Thesis:** Three credits are required.

Master's Examination, or Thesis/Paper

Students must show completion of a Master's Thesis, Paper, or Comprehensive Examination.

Students entering with a Master's Degree may be required to take additional courses after entering the doctoral program if these requirements can not be documented.

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 years part time) internship. 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 p. 74 of Graduate School Handbook). The majority of students in

the School Psychology program are full time students, apply for internships during their 4th or 5th year in the program, and complete a full time internship over one year.

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 participate in the following activities: (1) shadowing a school psychologist; (2) interviewing a school psychologist; (3) conducting a behavioral observation of a child with academic, social-emotional or behavioral problem; (4) administering and interpreting cognitive assessment measures (i.e., DAS or WISC-IV) of 2 children; and, (5) initial report of assessment findings. These field experiences occur while students are enrolled in 315-751, Professional and Historical Issues in School Psychology and in 315-755 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-IV, DAS, WJ-III, Stanford Binet-II)
8. Ability to analyze and integrate data, and write psychological reports
9. Ability to link assessment data to interventions

Clinical experiences are coordinated by the Training Director, in collaboration with faculty who teach 751 and 755. School psychologists in the field do on-site supervision. The Training Director routinely meets with field supervisors to maintain quality training. A graduate student is assigned to the program director to facilitate these field experiences.

Clinical Experience 2: Semester 2, Year 1

Introduction to Academic and Behavioral Assessment & Interventions: Personality, Social, and Emotional Assessment

Students learn to integrate research and theory into clinical practice through the following activities. (1) Conducting a functional behavioral assessment; (2) Conducting 2 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. Knowledge of personality theories of intelligence
2. Ability to administer and interpret common behavioral rating scales
3. Ability to conduct functional assessment

4. Understand the strengths and limitations of personality assessment measures
5. Knowledge of culturally sensitive and non-biased assessment practices
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 Training Director, in collaboration with faculty who teach 760 and 851. School psychologists in the field do on-site supervision. A graduate student is assigned to the program director to facilitate these experiences.

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 (Appendix E) and the for a list of the Practicum competencies.

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.

Clinical Experience 5: Semester 1, Year 3

Specialized Clinical Practicum Experiences: these additional rotations complete the nine (9) hours of practicum required of all students. Students must apply for **only one of the following specializations**.

(a) Neuropsychological Assessment (3 credits)

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) Advanced Evidence-based Interventions in the Schools (3 credits).

Students wishing to gain additional expertise in advanced evidence-based interventions may seek placements in the following sites: Franklin Public Schools, Oconomowoc Public Schools or Shorewood Public Schools. These sites offer advanced experiences in professional training in evidence-based interventions including an opportunity to specialize in problem solving assessment, school reform or other special projects.

Clinical Experience 6: Semester 2, Year 3

Applied Research in Clinical Settings: Evidence-Based Practices

Students are actively involved on faculty directed research teams with other students at various levels of training. Research projects vary depending on the interests of the faculty and students comprising the teams. Teams have investigated the following topics: alternative assessment paradigms, consultation, psychosocial or behavioral interventions, therapy, school-reform or basic research on issues relevant to school psychology (i.e., risk and resiliency, violence exposure and post traumatic stress, developmental psychopathology, treatment of challenging behaviors and behavior disorders, etc.). Evidence-based practices are emphasized and students are taught to conduct quality research to empirically support their practice. Students demonstrate the following competencies

1. Knowledge of ethical treatment of human subjects – IRB process
2. Awareness of parameters for conducting evidence-based research
3. Ability to work on a team to conceptualize and design a study
4. Ability to work on a team to collect and analyze data

Students are provided opportunities to present their research findings at professional conferences (i.e., APA), and through publications. Students begin to develop their own independent research and research questions to examine from the team projects in their 2nd and 3rd year of training. Research teams are supervised by the major professor.

Clinical Experiences 6: Semesters 1-2, Year 4

Advanced Applied Research in Clinical Settings: Evidence-Based Practices

This is a continuation of the applied research started in Semester 2, Year 3. Students in Year 4 begin to assume supervisory responsibilities over beginning doctoral students. Students demonstrate the following competencies

1. Ability to report and disseminate research findings at conferences (e.g., School of Education Research Conference or APA or NASP conferences)
2. Ability to assume supervisory responsibilities
3. Ability to disseminate research findings through written products

Clinical Experiences 8: 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 internship is the last phase of the Ph.D. program in school psychology. 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 complete their dissertation proposal prior to internship placement. In the final semester of internship, students must demonstrate the internship competencies listed in Appendix F for the Ph.D. Internship Handbook.

Practicum

Formal practicum experiences are required of all students, and consist of nine (9) credits over two consecutive semesters. At least 600 hours of practicum must be completed in the schools. The student will consult their Major Advisor about the best time to enroll in practicum, although most students enter practicum during their fourth year of study. School psychology core courses must be completed prior to enrolling in Practicum or may be taken concomitantly with approval of advisor. See Practicum Handbook for specific details.

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.

Practicum Competencies and Objectives

Students are expected to develop a number of competencies throughout their practicum experience (See Appendix D). 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. An overview of the competencies can be found in Appendix D. Practicum is designed following principles and professional guidelines of the APA, NASP, School of Education and Department of Public Instruction (See Appendix F).

Internship

All Ph.D. students must complete an internship. The internship occurs on a full-time basis over one year or half-time for two consecutive years. A minimum of 2000 clock hours is required. Students may not begin their internship until after completion of Preliminary Exams and approval of their dissertation proposal. Students also are encouraged to complete dissertation requirements.

Preliminary examinations must be successfully completed and dissertation proposals successfully defended prior to application for internship. The student may not apply for internship sites unless these steps have been completed. Students will be asked to meet with Program Faculty to provide evidence of ability to conceptualize a case prior to applying for 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. Internship Competencies can be found in Appendix E. Please see the Internship Manual for more information.

Doctoral Committee Composition and Procedures

It is the student's responsibility and choice to determine membership of his/her doctoral committee. The committee consists of five 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 School of Education, typically from Psychology, who also serves as a Minor Advisor in Psychology. The fifth member may be chosen after the program of studies has been filed, but must be chosen prior to the preliminary exams. 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 and the Office of Doctoral Studies, 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 Office of Doctoral Studies. After selection of part and/or all of the committee members the student must notify the Office of Doctoral Studies.

All members, including a Minor Professor, need to be designated when a student files their program of studies.

Any membership change in a student's Doctoral Committee, from the point where preliminary exams are scheduled through the final approval of the dissertation, must be initiated by the faculty member involved and countersigned by the Major Professor and student. The Director of Educational Psychology Doctoral Studies will not approve Committee changes that violate this rule.

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.

Dissertation

Students are required to complete a dissertation on a topic appropriate for school psychologists, and related to urban settings. Students may consult the Urban Education Doctoral Program Handbook for more specific information on UEDP and Graduate School guidelines on dissertations. Students are required to register for dissertator status after they have completed their course work.

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. These 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 Appendix D)
- d. competencies in internship (see Appendix E)
- 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 B). School psychology faculty will formally review each student, and will evaluate the student's academic and professional progress. 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 provide the student with written remarks on the Student Evaluation and Feedback Form (See Appendix C). Students must review the evaluation with their advisor, and sign the form indicating they have been informed of their progress. Student Evaluation and Feedback Forms must then be placed in the Student Portfolio.

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.

Criteria for Maintaining Satisfactory Status

Students will be evaluated in each of these categories, and their progress will be judged as exceptional, satisfactory, or unsatisfactory. School psychology faculty may seek information from other professors who have instructed or supervised the student, including practicum and internship supervisors. The following criteria are offered as guidelines for judging student progress. While students are not expected to excel in every area, faculty will be looking for excellence in scholarship, research potential, and professionalism.

Exceptional:

- Student has completed coursework in a timely manner (See schedule for suggested Time lines in Appendix A), 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 (See schedule for suggested Time lines in Appendix A), 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 Association for Students in School Psychology (ASSP)].

Unsatisfactory Progress:

- Student has not maintained a B average (less than 3.0 on a 4.0 scale).
- Student has not met expectations in areas of assessment, interventions, consultation, or interpersonal/professional demeanor in practica/internship 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 to remain active in the School Psychology program.

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.

(b) Professional Portfolio

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

The student evaluation package will incorporate three types of measures: portfolios, competency checklists, and student yearly reports. This multifaceted, data-based system of student evaluation is designed to ensure sound integrity of the program goal and student outcomes. Because competency data on training school psychology personnel should be integral to the content and processes that correspond to core school psychology coursework, explicit progressive portfolio activities will be incorporated into these courses.

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

portfolio assessment can be used to examine student outcomes and competencies as well as to modify the training model so that it is responsive to student needs.

Individual portfolios will be initiated by students while they are enrolled in Professional and Historical Roles in School Psychology. The concept of the progressive portfolio will be introduced and discussed in this course. Other courses that will incorporate portfolio components include: School-age Assessment and Intervention, Early Childhood 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. Several types of individual portfolio entries will be assembled by school psychology students, including reflective practice forms, psycho-educational reports, in-service activities, journals, and case-study projects. Instructors of these core courses will provide guidelines for developing your portfolio entries. Journals permit a mechanism for field-based students to "story-tell" about issues and situations regarding school psychology practices in general, and their own professional development in specific. Practicum students will also engage in case-study projects that require them to explore an idea, belief, or concept central to a particular aspect of assessment, consultation, or direct intervention. The portfolio would be a "meta-cognitive" document of the case analysis or problem solving.

Composite Portfolios will be used to aggregate information for demonstrating the student outcomes and competencies. Criteria for determining which portfolio measures should be collected as evidence of students' learning and development will be developed and determined by the School Psychology faculty teaching corresponding core course. In May of each year, students will submit their portfolio for student evaluation purposes. The portfolio should be submitted to the student's advisor. However, when students are enrolled in Practicum, the portfolio is submitted to the Practicum Instructor. The Composite Portfolio should be completed at the end of Internship in School Psychology. In addition to the above entries, students will be encouraged to provide other exemplars of their learning and practice, such as a video tape showing a consultation session with a consultee from a practicum site or conducting an interview with an administrator of a practicum site regarding how the administrator views the practice of school psychology.

Competency checklists related to the knowledge and skills targeted in specific core courses will be used to determine the "match" between training priorities and achieved competencies by students. Competency checklists will correspond to the substantive content contained in core school psychology courses. To ensure social validation of the competency checklists, the checklists were developed by surveying field-based practitioners on what they view as necessary skills and knowledge for achieving "best practices" in school psychology training. Competency checklists will then be completed by the student and verified either by faculty or field-based supervisors to monitor students' acquisition of knowledge and skills. Hence, the competency checklist will provide concrete and ongoing documentation of student progress. See Practicum and Internship manuals for competency checklists.

(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 (see Appendix D).

(d) Preliminary Examinations

Students must demonstrate their understanding of theory and research by completing a portfolio conference and oral interview in the last year of their coursework. See Appendix H for an outline of the portfolio process.

(d) Dissertation

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

(e) 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 Professor'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 and they may provide verbal support of their materials if they so request. Students receive written feedback and meet with their advisor to discuss their progress reports. First year students are also informally evaluated at the end of the first semester and will receive any feedback needed to correct or improve performance at that time.

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 (pp. 44-45; Graduate School Bulletin).

Ethical Violations

The School psychology program sets high standards for ethical behavior. Students are given direct instruction on ethical behavior, as well as guiding ethical research and practice.

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

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 first day of classes for the Fall 2004 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 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 (Appendix H), 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 H) 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 are committed to creating an educational environment in which both students and faculty are treated with courtesy and respect. Following the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2002), the faculty strives towards the highest ethical behavior in our conduct towards students and in the delivery of the program. This is guided, in particular, by the 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 be described as disrespectful or uncollegial. If this occurs, the following steps are provided as a guide for students to follow in informally resolving the situation. Students seeking to appeal a grade or academic decision should review the following Academic Appeal section.

STEP 1. We encourage students to remember that as psychologists, they will frequently be in situations where they will engage in uncomfortable discussions. We highly recommend that students follow the first step outlined for informal resolution by the APA Code of Ethics, and "attempt to resolve the issue by bringing it to the attention of that individual, if an informal

resolution appears appropriate.” (APA, 2002, p. 3). Thus, students are encouraged to directly approach the student or faculty member directly to discuss the situation or issue.

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

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

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

Students should know, however, that because faculty members and DOT have 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.

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 requirement are met in a timely manner.

Description of Certifications

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

Provisional School Psychologist: (3 year nonrenewable license)

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

(2) Course work

a) Psychological Foundations, including:

- Developmental psychology
- Measurement theory
- Personality theory
- Psychology of learning
- Psychopathology
- Research theory and methods
- Statistics

b) Educational Foundations, including:

- Regular education methods
- Special education methods
- School administration, school law, or other educational foundation

c) Core Professional Program

- Individualized academic/behavioral programming (6 credits)
- Psycho-educational interventions (6 credits)
- Psychological assessment (9 credits)
- Roles, issues, ethics, laws, & regulations
- Practicum (minimum 9 credits, 600 hours in the schools)

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

- (1) All requirements listed for provisional school psychologist
- (2) Doctor of Psychology, Philosophy or Education, Educational Specialist Degree or at least 60 graduate semester credits.
- (3) Completion of one of the following:
 - a) One year of supervised experience as a school psychologist under the supervision of a cooperating school psychologist and a written recommendation from the school system administrator.
 - b) An internship in school psychology under the supervision of a cooperating school psychologist and a written recommendation from the school administrator (max. 12 credits).
- (4) National Examination in School Psychology. Students are required to pass the Educational Testing Service (ETS) Praxis Series Exam, School Psychologist (0400). For information and registration materials see www.ets.org/praxis.
The Praxis Series, Educational Testing Service
P.O. Box 6051, Princeton, NJ 08541-6051
Phone: (609) 771-7395

Application Process

At the end of all program requirements doctoral students may apply for certification as a School Psychologist (5 year renewable). Doctoral students are eligible for certification after they have completed all coursework, practica and internship, preliminary exams, and dissertation defense. Students obtain forms from the UWM School of Education Advising Office. Materials that should accompany your application form include a copy of transcripts and a letter from school administrator. An initial certification also requires a \$100 fee payable to the State of Wisconsin.

The Director of the School Psychology Program reviews materials and endorses the applicant if all the above requirements are met. No student is recommended for certification without completing all program requirements and practicum/internship experiences. Materials are forwarded to the Department of Public Instruction (DPI), the agency issuing the certification. School Psychologists must obtain continuing education credits (CEU's) to maintain and renew their certification. Psychologists meet CEU requirements by taking 6 credits at a college or university, or by attending DPI (or other professional endorsements such as APA, NASP, & WSPA) approved workshops, conferences, or training sessions. School Psychologists may also want to obtain National Certification as a School Psychologist (NCSP). NASP regulates NCSP, and school psychologists make application directly to the national offices of NASP. Applicants must successfully pass the ETS Praxis Exam, School Psychologist (0400), and must graduate from a NASP/NCATE approved program.

PROFESSIONAL SCHOOL PSYCHOLOGY ORGANIZATIONS

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

American Psychological Association: Division 16

The American Psychological Association (APA) is the major national organization devoted to the advancement of psychology as a science, profession, and as 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.

National Association of School Psychologists

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

The Wisconsin School Psychologists Association (WPSA) met for the first time in Milwaukee, Wisconsin in 1954. WPSA 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.

WPSA 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.

UWM

Graduate Student Bulletin: http://www.uwm.edu/Dept/Grad_Sch/Publications/Bulletin/

Department of Educational Psychology:

http://www.soe.uwm.edu/pages/welcome/Departments/Educational_Psychology/

School of Education: <http://www.soe.uwm.edu/>

University of Wisconsin – Milwaukee: <http://www.uwm.edu/>

School Psychology Website: <http://soe.uwm.edu/schoolpsych>

Professional Organizations

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

NASP: <http://www.naspweb.org>

SCHOOL PSYCHOLOGY PROGRAM FACULTY

Karen Callan Stoiber, Ph.D.
Educational Psychology

Professor of Educational Psychology
1988 University of Wisconsin-Madison

Teaching Topics: Consultation Strategies, Psychopathology, Advanced Intervention Strategies, Evidence-Based Prevention and Intervention Practices.

Research Interests: Children with Challenging Behaviors, At-risk Youth and Families, Early Literacy, Response-to- Intervention and Collaborative Teaming, School Change & Staff Development.

Tim Cleary, Ph. D.
Educational Psychology

Assistant Professor of Educational Psychology
2001 City University of New York

Teaching Topics: Assessment of cognitive abilities, strategic learning, & motivation; Evidence-based interventions; Assessment & interventions for learning disabilities; Problem-solving model.

Research Interests: Self-regulation & motivation interventions: Single Case research methodology & social validity; Microanalytic assessment of learning strategies & motivational processes; Development of alternative assessment measures & teacher feedback.

Markeda Newell, Ph.D.
Educational Psychology

Assistant Professor of Educational Psychology
2007 University of Wisconsin-Madison

Teaching Topics: Professional Issues of School Psychology, Multicultural Issues in the Context of Schools, Developmental Psychopathology.

Research Interests: Use of Computer-simulated environments to examine discursive practices within multiracial contexts; Integration of Cultural-Historical Activity Theory and Problem-Solving Consultation to design interventions for racially, ethnically, and culturally diverse students.

Appendix A: Sequence of Courses

Ph.D Specialization in School Psychology

YR	Fall Semester	Spring Semester	Summer	Program Benchmarks
1	751 Intro School Psych (3 cr) 755 Cognitive Assessment (3 cr) 701 Urban Ed OR 700+ Lng/Dev Elec (3 cr) 724 Statistics (3 cr) 626 Lab Wrksh (1 cr)	752 Dev Psychpath (3 cr) 760 Altern Asst (3 cr) 851 Soc, Emot & Beh Asst (3 cr) 821 Psychometric Methods OR 824 Exper Design (3 cr) OR 701 Urban Ed	852 Learning Disorders (3 cr) 700+ level Lng/Dev Elec (3 cr) 990 Research OR Thesis (3 cr)	31 credits 1 Elective 701 2 Stats Classes Plan Masters
2	805 Consultation (3 cr) 732 Cog-Beh Therapy (3 cr) 974 Practicum (3 cr) 801 Urban Ed OR Dev/Lng OR Psych Elec (3 cr)	955 Advanced Interventions (3 cr) 975 Practicum (3 cr) XXX Psych Elective (3 cr) OR 747 C&I 821 Psychometric Methods OR 824 Experimental Design OR XXX Stats Elective (3 cr)	952 Pediatric Psychology (3 cr) XXX C & I OR Ex Ed Course (3 cr)	30 credits 2 Electives Complete Masters Complete 400-600 hours of Practicum Portfolio Mid-Point
3	975 Practicum (3 credits) 801 Urban Ed (3 cr) 960 EBI (3 cr) XXX C & I OR Ex Ed Course OR XXX Psych Elective (3 cr)	975/977 Optional Practicum (3 credits) XXX C & I or Ex Ed XXX Psych Elective (3 cr) OR XXX Lng/Dev Elec 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	27 credits 4 Electives Complete 3 credits of Practicum Complete Optional Practicum Plan Dissertation Begin Preparing for Prelims
4	990 Research/Thesis (3 cr) 977 Advanced Prac XXX Elective (3 cr)	990 Research/Thesis (3 cr)	990 Research/Thesis (2/3 cr) (optional)	15 credits 1 Elective Pass Prelim Exam Propose Dissertation
5	986 Internship (3 cr)	986 Internship (3 cr)	986 Internship (3 or 6 cr) 990 (optional)	9 or 12 credits* Internship Complete 6 dissertation credits Defend Dissertation

Electives = Psychology Minor 9 credits
 Learning/Development 9 credits
 Statistics 724/626 & 821 & 824 plus 3 credits

631 or 640 is required if not a psychology undergraduate major

Minimum Credits Required for Ph.D. is 112

*Summer semester required if the internship is for 12 months

SCHOOL PSYCHOLOGY DOCTORAL COURSE REQUIREMENTS

I. School Psychology Area Requirements

<u>Course # and Description</u>	<u>Credits</u>
315-732 Cognitive Behavioral Therapy	3
315-751 Professional & Historic Issues in School Psychology	3
315-752 Developmental Psychopathology	3
315-755 Assessment & Intervention: School Age	3
315-760 Academic Interventions & Alternative Assessment	3
265-805 Consultation Strategies for Counselors & School Psychology	3
315-851 Social, Emotional, & Behavioral Assessment	3
315-852 Social, Psychological Basis of Learning Disorders	3
315-952 Pediatric Psychology in Urban Settings	3
315-955 Advanced Therapeutic Interventions	3
315-960 Advanced Treatment: Evidence-based Practices in Intervention & Prevention	3
315-974 Beginning Practicum	3
315-975 Advanced Practicum in School Psychology	6
315-977 Advanced Child & Adolescent Therapy Practicum (optional)	3
315-986 Internship in School Psychology	12
315-790 Masters Research or Thesis	3
315-990 Dissertation Research or Thesis (6-12 credits possible)	6
315-626 Workshop in the Computerized Analysis of Educational Data [and 315-624 if needed]	1
315-724 Educational Statistical Methods II	3
315-821 Psychometric Methods	3
315-824 Advanced Experimental Design & Analysis	3
315-XXX research & evaluation (825, 826, or 827)	3
315-XXX learning & development (743,745,746,833, or 844)	3
315-XXX learning & development	3
315-XXX learning & development	3
272-747 Diagnosis & Treatment of Reading (or other in consultation with advisor)	3
360-715 Issues & Trends in Exceptional Education (or other in consultation with advisor)	3
300-701 Seminar in Urban Education Issues	3
315-801 Doctoral Seminar in Educational Psychology	3
300-901 Advanced Seminar in Urban Education	3

Minor Coursework:

Course 1 _____
Course 2 _____
Course 3 _____

APA Breadth RequirementsRequired AreaCourse Numbers

Biological Aspects _____
Cognitive-Affective Aspects _____
Social Aspects _____
History & Systems _____
Psychological Measurement _____
Research Methodology _____
Techniques of Data Analysis _____

Appendix B: Annual Evaluation
Annual Progress Form

Students Name: _____

Fall Semester 2007 and Spring Semester, 2008

1. Coursework

List Courses completed and grades obtained:

Fall Semester, 2007

Spring Semester, 2008

Course Name	Grades	Course Name	Grades
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Summer, 2008

Course Name	Grades
_____	_____
_____	_____
_____	_____

2. Research Experiences

- _____ Research Team Experience, _____
- _____ Research/Project Assistant
- _____ Masters Thesis/Paper Completed
- _____ Preliminary Exam Passed
- _____ Dissertation Proposal Approved
- _____ Dissertation Data Collected
- _____ Participation in other research projects, _____

3. Scholarship

- _____ Membership in APA, NASP and/or WSPA (circle associations)
 _____ Publication in refereed journals _____
 _____ Publication in non-refereed journals/book chapters _____
 _____ Conference presentations _____
 _____ Conference attended _____
 _____ Reviewer for Journal, Book Chapter, etc.

4. Field WorkClinical/Field Work

Date Completed _____

Of Hours _____

Internship

Hours Completed _____

Hours Remaining _____

Date Completed _____

Field Practicum _____

Date Completed _____

Hours Completed _____

5. Portfolio Development

List specific components of portfolio currently included in your portfolio. Note particular focus or area of expertise that you highlight in your portfolio.

6. Honors/Awards/Grants: _____**7. Projected date of completion of Ph.D. Program** _____

Self-assessment. Respond to the following questions, writing a paragraph on each.

- Looking at your work over the past year note your progress in conducting comprehensive assessments that are linked directly to interventions for improving student and school outcomes.
- Identify and describe your involvement in conducting research, including your involvement on a research team or project.
- Identify one to two goals for improvement for the next academic year.

Students Beyond 1st Year of Training, please provide additional information on these items.

- Looking back at your work over the past year, note specific progress in understanding, designing, and or implementing evidence-based therapeutic interventions.
- Looking at your work over the past year specify your progress and activities related to problem-solving consultation.
- Describe work being done with diverse populations or that advances the field of school psychology in urban settings.

Return this form to Dr. Stoiber by October 13, 2008.

**School Psychology Faculty will review you professional, academic progress in the program.
Your advisor will arrange to meet with you to apprise you of your progress**

Appendix C: 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:

Area

Specific Behavioral Objectives and Target Dates	Method of Remediation	Met? Y/N
A		
B		
C		
D		

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 D: Practicum Competencies

Describing Levels of Competence

A guiding principle for this competencies document was that practicum training should prepare the psychology student to make effective use of the internship. We worked to specify the level of competence in the various skill domains that would characterize a well-prepared beginning psychology intern. This approach is based on a doctoral level training model (vs. terminal masters) and assumes that clinical work will begin only after the student has had a period of classroom-based preparation. We recognize that not all programs endorse or adhere to this model.

We have found that it is important to recognize that competencies are acquired at different rates. Some competencies, such as administrative or supervisory skills, may come slowly and later in professional development. Other more basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected and/or required to be substantially attained very early in training. These differences in the rate of development are reflected in the level of competence expected at the conclusion of practicum training.

When discussing competence, keeping the terms straight is a challenge, since similar-sounding terms refer to different concepts. In particular, note that “competency” refers to a skill domain (e.g., assessment), “level of competence” refers to the level of skill an individual has acquired (e.g., intermediate level of competence in assessment), and “competent” is a description of a particular level of skill (e.g., this psychologist is competent in neuropsychological assessment). There is also the forensic definition of competent and competence, which one encounters when doing a web search on these terms, but these meanings are irrelevant to the current discussion.

The following rubric will be used to evaluate professional competencies.

PERFORMANCE LEVEL	DEFINTION
Exemplary	Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.
Proficient	Competence is assessed to be proficient only a minimal need for supervision.
Emerging	Competence is currently considered below average, but supervision and experience are expected to develop the skill.
Needs Further Development	Competence is considered to be in need of further development and training. Practicum student seems to lack basic professional maturation in this area.

Trajectory of Acquiring Competence

As noted above, it is important to recognize that competencies are acquired at different rates. Some competencies, such as administrative or supervisory skills, may come slowly and later in professional development. Other more basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected and/or required to be achieved at a fully professional level very early in training. These differences in trajectory are reflected in the level of competence expected at the conclusion of practicum training. For example, in Section B.1.a.i below, “Ability to take a respectful, helpful professional approach to patients/clients/families” is expected to be at the Advanced, or “A” level by the end of the practicum, since these skills are basic or foundational clinical skills; in Section B.2.a below, “Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases” is expected to be at the Intermediate or “I” level at the end of practicum, since these skills will be a focus of considerable work in the internship year.

Practicum Competency 1: Orientation to School Organization

- Broad understanding of the organizational framework of the public schools and the school psychologist's role.
- Understanding of administration policies and personnel practices.
- Understanding of role and function of various school personnel.
- Understanding of office and clerical procedures involved in the organization of psychological services in the schools, proficient in organization of personal paperwork and record-keeping of activities.

Practicum Competency 2: Assessment and Diagnosis

- Proficient in administration, scoring, and interpretation of comprehensive intellectual assessment instruments/techniques.
- Understanding of reading skills assessment.
- Understanding of math skills assessment.
- Understanding of language skills assessment.
- Proficient in individual assessment of psycho-educational/behavioral skills.
- Proficient in choosing appropriate assessment techniques relevant to a specific referral issue, integrating assessment results, and developing explicit and practical recommendations appropriate to child's needs.
- Experience with DSM-IV categories and diagnoses.

Practicum Competency 3: Consultation

- Proficient in developing relationships with teachers and parents that promote collaboration and action.
- Proficient in problem analysis and including observation and recording of behaviors in natural environment.
- Proficient in conducting an intervention and/or supporting other school personnel in conducting and evaluating the effectiveness of the intervention.

Practicum Competency 4: Individual Counseling/Group Work

- Proficient in beginning-level individual counseling/therapy.

- Proficient in beginning-level group work.
- Experienced at teaching concepts in a classroom setting.

Practicum Competency 5: Team Participation

- Awareness of community resources to support psychological services in the schools.
- Experienced in participating and facilitating the team process.

Practicum Competency 6: Communication Skills

- Skilled in reporting information in a considerate and clear manner.
- Proficient in writing psychoeducational reports.

Practicum Competency 7: Ethnic and Cultural Diversity

- Recognize that, as cultural beings, they may hold attitudes and beliefs that can detrimentally influence their perceptions of and interactions with individuals who are ethnically and racially different from themselves.
- Recognize the importance of multicultural sensitivity/responsiveness to, knowledge of, and understanding about ethnically and racially different individuals.
- Employ the constructs of multiculturalism and diversity in psychological education.
Recognize the importance of conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds.
- Apply culturally relevant practices in clinical and other applied psychological practices
Use organizational change processes to support culturally informed organizational (policy) development and practices.

Practicum Competency 8: Professionalism and Personal Growth

- Well developed level of professionalism.
- Understanding of legal/ethical issues relevant in school setting.
- Developed habit of ongoing self-evaluation.

Develop habits of life-long professional development.

Appendix E: Internship Competencies

- Competency 1: Develop knowledge about how system-level problems (e.g., schools, families, and communities) affect the child’s academic and social-emotional functioning.**
- A. Develop a system-levels intervention program/plan to alleviate a problem (e.g., truancy, homework/work completion, violence reduction, compliance in the home/classroom) in your school or other internship setting (clinic or hospital).
 - B. Develop a method of measuring the effectiveness of the system-level intervention plan.
 - C. Observe various types of programs in other schools/clinics/hospitals.
- Competency 2: Continue to develop your professional skills as a school psychologist.**
- A. Read about current issues relevant to the field of school psychology including ethics/professional practice, consultation, assessment, therapeutic interventions, and/or research/evaluation.
 - B. Participate as a school psychologist through the following activities:
 - 1. Identify needs of children, families and schools.
 - 2. Develop an understanding of special needs children (i.e., LD, CD, BD/ED).
 - 3. Formulate recommendations regarding the development and implementation of programs to meet the needs of children, families and teachers.
 - 4. Consult with teachers, coordinators, and curriculum supervisors in regular and special education.
 - C. Attend and/or participate in state-wide and national professional meetings.
- Competency 3: Continue to broaden your understanding of ethnic and cultural diversity in school-aged children, adolescents, and their families.**
- A. Conduct on-going multicultural assessment and intervention with children and families.
 - B. In case evaluations and therapy/consultations, determine how the sociocultural values and beliefs of the child, family, and school affect the child’s adjustment.
 - C. Integrate your understanding of the interaction of culture and gender identity issues when assessing/intervening with children with various learning, psychosocial, and behavioral problems.
 - D. Assess the appropriateness of particular assessment and intervention procedures with culturally, ethnically, and sexually diverse populations.
- Competency 4: Develop advanced skills in diagnosis and assessment within a transactional, developmental framework (e.g., impact of biological, neuropsychological, cognitive-intellectual, behavioral, cultural, psychosocial, family, and school variables).**
- A. Perform comprehensive evaluations of children and adolescents presenting a wide variety of learning and/or behavior problems which will necessitate the use of a number of specific instruments (See Appendix B of Internship handbook).

- B. Develop skills for identifying co-existing disorders (e.g., ADHD, conduct disorders, depression, and anxiety) in children with various learning, psychosocial, and behavioral problems.
- C. Determine factors that influence efficiency and classroom behavior of the child.
- D. Integrate information and data from various sources and combine them into meaningful written reports which are characterized by clear communication, thoroughness, and conciseness. An effective evaluation provides realistic recommendations for remediation and/or treatment.
- E. Understand potential limitations of assessment instruments as well as the legal, ethical ramifications of assessment instruments/procedures for all children especially children from ethnically and culturally diverse backgrounds.
- F. Make use of alternate means of gathering diagnostic information (e.g. systematic observations, interviews with parents, teachers, other pupil personnel services staff, physicians, community agencies, etc.).
- G. Attend and participate in seminars and workshops designed to develop advanced diagnostic and behavior analysis skills.
- H. Confer frequently and regularly with the supervising psychologist regarding collection of data, interpretation, report writing, and related concerns.

Competency 5: Develop advanced consultative skills and the ability to engage in teamwork efforts for problem solving.

- A. Participate in collaborative support teams in your school/clinic/hospital, to address problems related to the academic, behavioral, and psychosocial adjustment of all children in the schools. (If your placement does not provide this opportunity, intern must develop an action plan to implement such a collaborative team.)
- B. Participate in formal case conferences with school/clinic/hospital staff regarding individual children.
- C. Confer informally with school/clinic/hospital staff to problem-solve on less serious issues/problems of concern.
- D. Attend and participate in in-service training programs for professional staff and promote opportunities to communicate the collaborative problem-solving skills of the school psychologist.
- E. Evaluate the effectiveness of collaborative child study teams.

Competency 6: Continue professional growth through in-service training, observation, and study, and acquire knowledge of ethical considerations and legal aspects of school psychology.

- A. Participate in gatherings of school psychologists or other clinical/counseling psychologists to discuss professional issues related to ethical-legal practice.
- B. Become and/or remain affiliated with professional organizations pertaining to psychology and/or education and attend their meetings and conventions (e.g., Division 16 of APA, National Association of School Psychologists, Council for Exceptional Children, Wisconsin School Psychology Association).
- C. Read selections from current professional publications to stay abreast of ethical-legal trends and issues.

- D. Participate in and/or conduct in-service training for school/clinic/hospital staff on ethical-legal issues.

Competency 7: Promote the acquisition and utility of ongoing, scientific research and professional knowledge.

- A. Remain abreast of current research reported in major journals (e.g., School Psychology Review, Journal of School Psychology, School Psychology Quarterly, Journal of Learning Disabilities, Child Development, Journal of Educational Psychology, Journal of Clinical and Consulting Psychology).
- B. Incorporate empirically-based assessment, intervention, and consultation strategies in your practice.
- C. Conduct ongoing evaluation of your practice (e.g., program evaluation, single-subject case study evaluation).
- D. Identify and conduct research on problems of personal/professional interest.
- E. Participate in ongoing research or evaluation studies in the school/clinic/hospital.
- F. Review literature on researchable problems or professional practice issues.
- G. Disseminate research findings to teachers, administrators, and/or professionals (i.e., psychologists, social workers) at local or national professional conferences/meetings.

Appendix F: Professional Practice Standards

1. School of Education (SOE) PRINCIPLES: SOE #1 Advocate and provide for equitable education in urban schools; and, SOE #6: Advocate and support inclusive educational environments

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

NASP: Blueprint for Training & Practice

-2.5 Student Diversity in Development & Learning: School psychologists have knowledge of individual differences, abilities, and disabilities & of the influence of biological, social, cultural, ethnic, experiential, SES, gender, & linguistic factors in development & learning. School psychologists have skills needed to work with individuals with diverse characteristics & to implement strategies based on characteristics, strengths, & needs.

-2.6.1 Prevention, Crisis Intervention, & Mental Health: School psychologists have knowledge of human development psychopathology, biological, cultural, & social influences on human behavior. School psychologists provide prevention & intervention programs to promote the mental health & well-being of students.

2. SOE PRINCIPLES: #2 Operate from a developmental framework with learners at the center

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

NASP: Blueprint for Training & Practice

-2.3 Effective Instruction and Development of Cognitive/Academic Skills: School Psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions.

-2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions.

3. & 4. SOE PRINCIPLES: #3 Possess liberal arts and professional knowledge; #4 Demonstrate knowledge of one's profession

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

NASP: Blueprint for Training & Practice

-2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

5. SOE PRINCIPLES: # 5: Practice based on empirical evidence and clinical knowledge

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

NASP: Blueprint for Training & Practice

-2.1 Data-Based Decision-Making and Accountability: School Psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

-2.9 Research and Program Evaluation: School psychologist have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations.

-2.11 Information Technology: School psychologists have knowledge of information sources and technology.

7. SOE PRINCIPLES: #7: Collaborate with and advocate for families and foster community participation

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

DPI #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.

NASP: Blueprint for Training & Practice

-2.2 Consultation & Collaboration. School psychologists have knowledge of behavioral, mental health, collaborative, and/or methods & their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making process at the individual, group, and system level.

-2.6 Home/School/Community Collaboration: School psychologists have knowledge of family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

-2.8 Home/School/Community Collaboration: School psychologists have knowledge of family strengths & influences on student development, learning, behavior, & of methods to involve families, educators, & service delivery. School psychologists work effectively with families, educators, & others in the community to promote & provide services to children & families.

8. SOE PRINCIPLES: # 8: Demonstrate professionalism and a commitment to professional development

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

NASP: Blueprint for Training & Practice

-2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Appendix G: Program Outcomes

Table 10: School Psychology Program Review May 1 2006	
Program Goals	Evidence of Performance, 2004-2006
<p>1. Prepare school psychology students to design and implement evidenced-based therapeutic interventions that meet the educational and mental health needs of children, adolescents, and families.</p> <p><u>Faculty interpretation:</u></p> <p>Instruction in intervention is an area of strength for our program. However, it continues to be a primary goal of the program to improve and ensure use of evidence-based practices. In the last two years, the program has benefited substantially from collaborations with schools in providing evidence-based psychological services at the school, classroom, and individual student level. Our intent is to continue collaborative ties with schools and to pursue options for additional supervision of our students in school and clinic facilities.</p> <p><u>Add to Plan:</u></p> <p>Faculty will continue to pursue UWM-supported and extramural grants related to therapeutic interventions and mental health issues.</p> <p>Need for fourth faculty member or school-based supervisor to expand students' school-based intervention.</p>	<ul style="list-style-type: none"> • On a scale of 1 to 4¹, school-based supervisors rated student performance in Interventions during Practicum to be near exemplary at 3.73 in June 05. • All doctoral interns were rated by their internship supervisors to be exemplary or proficient (mean = 3.8) in the areas of prevention and intervention. • All doctoral students' academic grades in EDPSYC 732 (CBT) were As. • All doctoral students achieved a grade of an A in EDPSYCH 955 (Advanced Therapy/Interventions) in Spring 2005. • Doctoral students participated in 12 faculty supervisor feedback sessions regarding implementation of individual cognitive-behavioral interventions. • Diverse interventions were implemented in conjunction with EDPSYC 732, EDPSYC 955, and Practicum including: Anger Management, Resilience Enhancement, Classroom-based Social Competence Program, Self-Regulation and Self-Control Training, Behavior Feedback and Monitoring, Home-School Notes, Relaxation Training, Academic Intervention, and Manualized Group Interventions. Intervention protocols included CBT for depression, for OCD, for GAD; problem solving approaches; relaxation training; and anger management. <p>In 2004-2005, 6 students made presentations at National Conferences at APA, NASP, and PBS in which they shared results of health and mental health promotion interventions conducted in 6 different school-based sites. Schools have reported being highly satisfied with the services and have asked to remain as sites for intervention work.</p>

Table 10: School Psychology Program Review May 1 2006	
Program Goals	Evidence of Performance, 2004-2006
<p>2. Prepare school psychologists to engage in problem-solving consultation within and across schools and community settings with families and professionals to enhance the competencies and resilience of youth and to promote healthy home, school, and community environments.</p> <p><u>Faculty interpretation:</u></p> <p>Faculty believe this is an area of strength in the program, and student data also reflects this strength. In addition, a recent survey of our graduating school psychologists noted that consultation was the second highest area of competence among 20 different roles and functions.</p> <p><u>Add to Plan:</u></p> <p>Only minor changes related to consultation training needed at this time; Plan to obtain specific feedback from students in their competence in consultation prior to their entering internship; Plan to incorporate teacher acceptability and satisfaction scale as a component of all consultations completed in conjunction with EDPSYC 805.</p>	<ul style="list-style-type: none"> • On a scale of 1 to 41, school-based supervisors rated student performance in Consultation to be 3.7 in June 05. Twenty-eight school-based team consultation cases for children with challenging behavior were completed; 25 of the 28 cases made significant gains in social competence and showed a significant reduction in problem behavior. • On a scale of 1 to 4, school-based internship supervisors rated the performance of doctoral interns to be 3.9 in June 05, indicating a high level of proficiency in consultation. • During 2004-2005, more than 20 school-based consultation cases were facilitated by doctoral students in conjunction with research team experience. • Six consultation cases were completed with parents and/or teachers in EDPSYC 805 including 4 behavioral, 2 academic and 2 combination cases. • Acceptability and satisfaction data for consultation services rated by teachers indicated a high level of acceptability and satisfaction with consultation process and procedures. <p>More than 45 consultation cases were completed by the 4 interns during their internships in 2004-2006. For example, one student on internship facilitated and completed 22 problem-solving consultation teams. Three of the five interns reported promoting innovative consultation practices as one of their major accomplishments during internship</p>

1 = Emerging skill; 2 = Competent performance; 3 = Proficient; 4 = Exemplary

Table 10: School Psychology Program Review May 1 2006	
Program Goals	Evidence of Performance, 2004-2006
<p>3. Prepare school psychologists to conduct comprehensive assessments that are directly linked to interventions that improve understanding and outcomes of youth, families, and schools.</p> <p><u>Faculty interpretation:</u></p> <p>Assessment is a strong area for the program. In comparison to previous years, site supervisors in the Practicum and Internship are rating student skills as having greater competencies in this area. This could be because supervisors are more familiar with acceptable assessment measures and that their expectations are commensurate with ours. We also suspect that changes in assessment courses in which field-based experiences are emphasized has led to greater familiarity with assessment measures and their stronger performance. A recent survey of graduating students indicates that intellectual and personality assessment are areas in which they feel highly competent.</p> <p><u>Add to Plan:</u></p> <p>Plan to collect specific feedback from students regarding their satisfaction with training in assessment prior to entering their internship.</p>	<ul style="list-style-type: none"> • On a scale of 1 to 4, school-based supervisors rated student performance in Assessment during Practicum to be 3.8 in June 05 indicating exemplary skills. • On a scale of 1 to 4, school-based supervisors rated student performance in Assessment during Internship to be 3.9 in June 05, indicating exemplary performance. • Three School Psychology students earned Academic grades of an A in EDPSYC 755- School-Age Assessment (Fall 04); Three of 4 students earned a grade of A- or better in EDPSYC 851- Personality Assessment (Spring 05); 3 school psychology students earned a grade of A- or better in 760-Alternative Assessment in Spring 05. • In EDPSYC 755, EDPSYC 851, and EDPSYC 760 students learned and completed 16 different cognitive, social-behavioral, personality, academic, and/or progress-monitoring assessment measures; they completed 12 assessments involving students in the schools. Each student conducted 3 classroom observations. • Students performed 4 school-based alternative assessments involving observations of classroom ecology and interventions for addressing academic concerns. <p>Students completed more than 200 early literacy assessment batteries (phonological awareness, letter naming, PPVT-III) and 9 comprehensive cognitive/intellectual batteries) at pre- and post-intervention with at-risk, multi-cultural children in conjunction with their research team experience.</p>

Table 10: School Psychology Program Review May 1 2006	
Program Goals	Evidence of Performance, 2004-2006
<p>4. Prepare school psychologists to provide service delivery and to conduct research that reflects APA and NASP ethical and professional standards.</p> <p><u>Faculty interpretation:</u></p> <p>This area is sound in the program. Virtually all doctoral students are involved on research teams and engage in research activities in conjunction with their graduate studies.</p> <p><u>Add to Plan:</u></p> <p>Encourage greater student involvement in securing Institutional Review Board approvals for research they are conducting.</p>	<ul style="list-style-type: none"> • On a scale of 1 to 4, school-based supervisors rated student performance in Ethical and Professional Behaviors to be 3.8 or near exemplary. • Ph.D. students in the program have received nearly 100 hours of individual supervision, 50 hours of group supervision, and 15 hours of peer supervision in Practicum. • Eight students were funded on federally-funded grants as research assistants during 2004-2005. These include projects involving outcomes of problem-solving assessment approaches, early literacy intervention, functional assessment, innovative mathematics instruction, and evidence-based interventions with children with challenging behaviors. One additional student received SOE funding to assist in a research project examining resiliency among African American youth. • Eight doctoral students involved in collecting program evaluation outcome data. • Students have been associated or submitted 5 IRB proposals for their own or research team studies; all were approved. • One student received the 2005 Outstanding Student Research Award for her dissertation by the School of Education. • One student was awarded the Student Research Award at the 2004 CHADD Conference. • Three students successfully obtained APPIC approved internship sites, and one student will work within an innovative urban school setting in 2006.

Table 10: School Psychology Program Review May 1 2006	
Program Goals	Evidence of Performance, 2004-2006
<p>5. Prepare school psychologists to conduct, interpret, critique and disseminate high quality scientist-practitioner research that advances the field of school psychology in urban settings.</p> <p><u>Faculty interpretation:</u></p> <p>Having 4 students defend their comprehensive exams and 4 students defend their dissertations is viewed as a significant improvement in moving students through the Ph.D. program successfully compared to previous years. We want to continue to focus on this area and emphasize it as an important outcome of our program.</p> <p><u>Add to Plan:</u></p> <p>Continue to pursue external funding to support students as research assistants. Continue to promote student progress to defending high-quality dissertations in a timely fashion. Attempt to involve more students in research and journal publications.</p>	<ul style="list-style-type: none"> • Of 4 doctoral students attempting their doctoral comprehensive exams during the year, all 4 earned a ‘pass’ on their first attempt and 1 was noted as exemplary by her committee. • Four students defended their dissertation successfully and graduated with a Ph.D. • Six students made presentations at state and national professional conferences. • One student published a journal article with their faculty advisor, two more articles are ‘in press,’ and two are under review in refereed journals. • Three book chapters with a student co-author were published in 2005; Several chapters with student co-authors are ‘in press’ or “under review.” • Two recent graduates have obtained positions involving tenure-track teaching and research or teaching at the university level. • 95% of students are student affiliates of the American Psychological Association.

1 = Emerging skill; 2 = Competent performance; 3 = Proficient; 4 = Exemplary

Appendix H: Preliminary Examination in School Psychology

Major Steps and Timelines for Producing a Portfolio

Year 1

1. New students attend an orientation meeting in the Fall semester during which the Outcome Competencies are discussed along with basic steps for documenting accomplishments and organizing evidence that will be presented in a portfolio. Students sign an attendance sheet to show they attended an orientation meeting.
2. Students consult with their advisors to begin developing a portfolio. Students and advisors may seek opportunities to familiarize themselves with the portfolio/prelim process, such as area presentations or meetings of the School Psychology Student Association. (Appendix contains a checklist to help students organize and present their portfolios.)
3. Students present their evolving portfolios to their advisors two times, once in December and once in May.

Year 2

1. Students present their evolving portfolios to their advisors as part of the Annual Review of Student Progress (January) and again in May. General feedback from the faculty to students is provided by advisors.
2. Students consult with their advisors to refine the format of the portfolio and to monitor accomplishments relevant to the Program's Outcome Competencies (see pages 38-39).

Year 3

1. Students present their portfolios to their advisors as part of the Annual Review of Student Progress (January) and again in May. General feedback from faculty to students is provided by advisors.
2. Students finalize the faculty on the Examining Committee (at least 3 faculty in school psychology) with their advisor.

Year 4

1. Students participate in a Portfolio Conference and Oral Interview in accordance with the procedures described below.

Major Steps in Portfolio Conference

1. Students who have completed a thesis and/or masters paper and have been admitted to the doctoral program register for a Portfolio Conference and Oral Interview. The interview should occur before students apply for and/or accept an internship placement, typically during the Fall of their fourth year in the program.
2. Preliminary examinations are offered in the Fall semester and in the Spring semester. One exam date for each of the Fall and Spring semesters will be posted prior to the beginning of each academic year, with additional dates scheduled as needed.
 - 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 (60 minutes).
 - b. Students must complete the preliminary examination registration procedures. Currently, exam registration occurs 5 to 6 weeks prior to the exam period. On the registration form, students should indicate the composition of the committee.
 - c. The Department Preliminary Examination coordinator sends confirmation of the interview time and place to the student and Examining Committee.
3. At least three weeks prior to the Oral Interview, students present the following materials to the Examining Committee during a **Portfolio Conference**:

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. Each evidence source should be accompanied by a brief description of the context for the work (e.g., when it was created, for what purpose, whether it was evaluated, etc.).

I. Practice Section

- a. **Personal Competency Paper.** The Personal Competency Paper consists of two broad components. The first component is an integrative reflection of your own competencies across four key areas of professional development: (1) data-based decision making/assessment, (2) problem-solving consultation, (3) intervention, and (4) diversity. This section should be succinct integrative piece, but

must highlight one's knowledge, skills, and clinical experiences based on your graduate school training and related to his/her career goals. The second section focuses on discrete skills and interests that you believe need to be developed further with consideration of your career goals and desired service delivery (e.g., age range of clients, service settings, types of problems/disorders). This reflective analysis emphasizes clinical practice skills that capture "who you are, what you can do, and what you need to develop to attain your career goals." Of all the components of a portfolio, this document should represent the best succinct definition of you as a developing professional psychologist. This statement should be 8-10 double-spaced pages in length.

- b. **Evidence of Domain Competencies** for each of the eight domains as delineated in the practicum e-portfolio process. However it is expected that artifacts will be updated and incorporated as you develop throughout your graduate education. Each of the eight domain overview statements must provide an overview of all the evidence in the portfolio for each domain. A short (1-2 pages) summary or reflection paper should be prepared for each domain.

Domain #1: Research and Evaluation

School psychologists should be knowledgeable consumers of educational and psychological research and consistently rely on the empirical literature base to guide their professional activities in school. School psychologists should understand the various types of research methodology and demonstrate strong skills in designing and applying the scientific method to instructional or intervention planning and evaluation.

Domain #2: Professional Issues and Human Relations

School psychologists should be prepared to practice in ways that meet all appropriate ethical, professional, and legal standards in order to enhance the quality of services and protect the rights of all parties. School psychologists should also demonstrate strong interpersonal skills, the ability to work effectively and collaboratively with people and agencies, and characteristics such as the ability to listen, adapt, tolerate ambiguity, and to be patient in difficult situations.

Domain #3: Data-based Decision Making and Comprehensive Assessments

School Psychologists should be good problem-solvers who collect information that aids in understanding problems, making decisions about appropriate interventions, assessing educational outcomes, and making accountability decisions. School psychologists are knowledgeable about ecologically appropriate forms of assessment but strive to gather information from multiple sources using multiple assessment methods when making school-based decisions.

Domain #4: Prevention and Intervention

School psychologists help schools develop challenging but achievable cognitive and academic goals for all students, taking into account the need to adjust expectations for individual students, or to implement alternative ways to monitor or assess individual student progress toward goal or standards accomplishment. School psychologists should be the leading mental health experts in schools who are knowledgeable about development in social, affective, and adaptive domains and are able to identify and apply

sound principles of behavior change within these domains in order to help design and implement prevention and intervention programs to promote wellness and resiliency.

Domain #5: Consultation

School psychologists should possess the necessary interpersonal and professional skills to effectively work with teachers, parents, administrators, and community personnel to various mental health, behavioral, and academic needs of school-aged children. School psychologists should be knowledgeable about all types of consultation models but strive to use approaches that emphasize progress monitoring, data-based decision making, and the use of empirically-supported interventions.

Domain #6: Multicultural Competence and Diversity

School psychologists are knowledgeable about multiculturalism and issues of diversity and seek to consistently perform their professional activities, such as assessment, consultation, and intervention planning, through a multicultural competent lens. School psychologists must be able to recognize when issues of diversity affect the manner and nature of interactions with other people and organizations and must have the ability to modify or adapt their practices in response to those being served.

Domain #7: Schools and Schooling, including Human Abilities and School Reform

School psychologists should provide leadership in developing schools as safe, caring, and inviting places in which there is a sense of community, in which contributions of all persons are valued, in which there are high expectations of excellence for all students, and in which home-school agency partnerships are valued. School psychologists also strive to highlight and utilize the personal strengths of students, educators, and parents when developing school-based programs and interventions and use their multi-faceted expertise to develop innovative educational or psychological programs in schools.

II. Research Section

- a. **Theoretical Orientation Paper.** The Theoretical Orientation Paper should (a) describe and explain the theory, theories, or theoretical model(s) that best capture the basis or foundation for your orientation to practice. While three or four theories might be appealing, you should not incorporate an eclectic framework or approach. Next, discuss how you have applied this theoretical framework to your clinical and/or research endeavors. In particular, reflect on how this framework has facilitated and could limit your clinical understanding and clinical practice.
- 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 scholar. This paper includes the following sections: (1) Literature review, (2) Method section, and (3) 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, study design and procedures, measures and/or implementation parameters,

and data collection and analysis plan. In the third section, 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 their development of their research concept paper. The entire Research Concept Paper should not exceed 30 pages, and the literature review should be approximately 10 pages.

III. Research-to-Practice Section

- a. **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, or diversity) 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 pages, and should be supported by references.
- b. **Best Sample of Work.** This is a concise statement (including rationale) of what the student believes is the Best Sample of Work contained in his/her portfolio of evidence. The specific sample is already contained in the portfolio. The purpose of this statement is to direct the Examining Committee as to why and what to focus on this sample as a reflection of the student's "best practices" performance.
- c. **Best Practices Reading List.** This is a student's personal reference list preferably organized according to the seven eight competency domains. It should reflect the interests and orientation of the student and be limited to readings (i.e., books, chapters, articles) that represent the student's perception of best professional practices. The reading list should also include a section on theory, in which students list 1-3 key resources that have influenced their theoretical orientation to research and practice.
- d. **National Certification in School Psychology (NCSP) Examination.** Although the NCSP exam is not a required portfolio element, students are strongly encouraged to take the NCSP exam near the end of or after completing their third year (i.e., three years of courses and required practica). Results

showing a successful outcome provide evidence of program competencies in ethics and other domains.

4. The Portfolio Conference is directed by the student and is informative, not evaluative. Typical conferences last approximately 20-30 minutes. The goal 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.
5. 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.
6. 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 will 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.
3. The Oral Interview generally should last no longer than 75 minutes, with the following division of time:
 - a. 5 minutes for student summary of portfolio (as needed).
 - b. 45 minutes for questions by Examining Committee.

- c. 10 minutes for a closed discussion among the Examining Committee to determine the student's evaluation (see below).
 - d. 10 minutes for feedback to the student.
4. It is important to provide some immediate feedback to the student, although more descriptive feedback will be provided in writing by the Preliminary Examination Chair. Therefore, the student must leave the room for 10 minutes so the Examining Committee can coordinate reactions and comments. The student returns and a brief feedback session (led by the Chair) occurs. Written feedback to the student concerning strengths and weaknesses of his or her interview is provided to the student (by the Chair) within two weeks of the conclusion of the interview.

Ratings and Outcomes

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 the eight competency domains.

Domain #1:	Research and Evaluation
Domain #2:	Professional Issues and Human Relations
Domain #3:	Assessment
Domain #4:	Prevention and Intervention
Domain #5:	Consultation
Domain #6:	Multicultural Competence and Diversity
Domain #7:	Schools and Schooling, including Human Abilities and School Reform

These ratings must be tabulated at the close of the Oral Interview (and any additional meetings).

3. A mean rating of 3.0 or higher in each domain is needed for a student to pass the Oral Interview. A mean 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 domain(s) 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. A mean 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. 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.

