The UWRF School Psychology Program is housed in the Wyman Education Building (WEB), as labeled in the map below. The Wyman Building is centrally located on campus, adjacent to the University Center and the Chalmer-Davee Library. Parking for classes can be secured in metered parking near the Wyman Building, or in any lot after 4:30pm (no ticketing after 4:30).
School Psychology Program
University of Wisconsin – River Falls
Wyman Education Building
400 East Wild Rose Avenue
River Falls, WI 54022

School Psychology Graduate Faculty:
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Department FAX: (715) 425-3242
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LINKS TO FORMS, EVALUATIONS & FIELD HANDBOOKS
Welcome to the University of Wisconsin – River Falls!

Dear School Psychology Student:

Welcome to the nationally approved school psychology program at the University of Wisconsin-River Falls (UW-RF). We are committed to helping you achieve your goal of becoming a highly skilled school psychologist. School psychology is a profession that offers opportunities to provide a wide range of services to schools and those they serve. You will learn to help children and adolescents achieve their potential as well as to assist parents, families, teachers, administrators, and other school personnel in supporting students.

Our program is accredited by the National Association of School Psychologists (NASP) and approved by the Wisconsin Department of Public Instruction (DPI). You will develop knowledge and skills related to data-based decision-making, collaboration, student evaluation and intervention, culturally competent practices and numerous other critical skill sets important to school psychologists. We believe you will find the program to be comprehensive, challenging, and rewarding.

This handbook contains:

- important details about the program
- expectations of program candidates
- a description of how students are evaluated and all related forms
- official policies and procedures of the program

Please, review this information carefully and consult with your advisor or the program director about any questions you may have.

Again, we want to extend to you a warm welcome to the school psychology program at UW-RF. We look forward to working with you.

Scott A. Woitaszewski, Ph.D.
Donald L. Stovall, Psy.D.
Todd O. Savage, Ph.D., NCSP
FACULTY BIOGRAPHIES

Dr. Scott Woitaszewski joined the UW-RF program in 2002, following a year of teaching in the psychology department at St. Olaf College and experience as a practicing school psychologist in Minnesota. He received his B.A. from Gustavus Adolphus College and his M.A. and Ph.D. from Ball State University in Indiana. Dr. Woitaszewski is the Program Director and is responsible for the supervision of school psychology internship students. Additionally, he teaches coursework on behavioral assessment, cognitive assessment, program evaluation, crisis prevention and intervention, and other advanced school interventions. Dr. Woitaszewski’s scholarly interests include the study of childhood resiliency, crisis prevention and intervention, educator collaboration, and intervention best practices in schools. He was named the outstanding faculty member of the College of Education and Professional Studies in 2007.

Dr. Donald Stovall joined the program faculty in 1989. He received his B.A. in psychology and elementary education from Macalester College in 1979. In 1987, he received his M.S.E. in school psychology from the University of Wisconsin-River Falls and completed a Psy.D. at the Minnesota School of Professional Psychology in 1995. Dr. Stovall’s interests include promoting mental health programs for children and adolescents, parenting issues, and integrating children with exceptional needs into mainstream school settings. Dr. Stovall is currently responsible for teaching courses in mental health assessment and intervention, introduction to school psychology, preschool and autism assessment and intervention, and practicum and intern supervision. He was named the outstanding faculty member of the College of Education and Professional Studies in 2012.

Dr. Todd Savage joined the faculty of the school psychology program at UWRF in 2008, after serving as an assistant professor and director of training in the school psychology program at New Mexico State University. He earned his B.A. from the University of Minnesota and his M.S. and Ph.D. from the University of Kentucky. Dr. Savage’s scholarly interests include culturally responsive education, social justice issues, cooperative learning, and lesbian, gay, bisexual, and transgender issues. Dr. Savage teaches courses in school consultation and collaboration; psychoeducational appraisal and intervention; diversity, social, and cultural issues; school crisis prevention and intervention, and practicum seminars and supervision. He also co-teaches an introductory course in lesbian, gay, bisexual, and transgender issues at the undergraduate level. Dr. Savage was named the outstanding faculty member of the College of Education and Professional Studies at UW-RF in 2009. He will serve as president of the National Association of School Psychologists during the 2015-16 academic year.
SECTION ONE: Introduction to the Program

ADMISSION REQUIREMENTS

To be considered for admission, an applicant must have a minimum undergraduate grade point average (GPA) of 2.75 (with 3.0 or higher preferred). The applicant must provide a word-processed statement of professional goals and three letters of recommendation, using required letter guidelines. The applicant must also submit transcripts from all undergraduate and graduate schools attended. Graduate Record Examination (GRE) scores are not required but they will be considered, if available. These materials (i.e., statement of professional goals, letters of recommendation, transcripts, and GRE scores) should be submitted to the Admissions Office, and be postmarked no later than January 15th. Application details and an on-line application are available at: http://www.uwrf.edu/CSP/Apply-to-the-School-Psychology-Program.cfm. Applicants are encouraged to check the status of an application status by calling the Admissions Office at (715) 425-3843. Incomplete and late applications will not be considered. Admitted applicants must notify the program of their intentions no later than April 15th.

The program faculty does not formally interview program applicants. However, all applicants are highly encouraged to visit our campus and speak with one or more faculty members. The program hosts two Open House events each year (Fall & Spring). Open houses are great opportunities to see our state of the art facilities, speak with current students, and meet several faculty members in the department. For additional open house details, see the program webpage (http://www.uwrf.edu/CSP/SchoolPsychologyProgram.cfm) or contact Dr. Scott Woitaszewski (scott.woitaszewski@uwrf.edu), the director of the program.

The admission process is selective. The program has averaged 40 applicants per year over the last ten years. An average of 12 students begins the program each year, with 90% of those admitted completing the program in four year. The following may be considered assets to an application to the program: an undergraduate background in general psychology, education, or related field; prior work experiences in education, psychology, or related field; volunteer or work experience in these fields; experiences with diverse individuals or populations; evidence of strong interpersonal skills and professional dispositions; and a clear commitment to working in the field of school psychology. Letters of recommendation and applicant statements will be reviewed carefully for these factors. Preference will be given to applicants who clearly address all requested content.

TUITIONS AND FEES

For Wisconsin residents, tuition is $424 per credit (M.S.E. portion - 35 credits over first two years) and then $449 per credit (Ed.S. portion - 31 credits over the final two years). For Minnesota residents, tuition per credit is $478 (M.S.E) and then $449 (Ed.S.). Students from other states will be charged a higher out-of-state tuition rate. Tuition does not include the cost of textbooks or additional campus and program fees. All tuition and fees noted here are based on 2014-2015 rates and are subject to change. See http://www.uwrf.edu/StudentAffairs/SegratedFees.cfm for more information about campus segregated fees. Additionally, a program lab fee of $100 is charged twice during the program to cover the unique materials costs of SPSY 745 and SPSY 746. Up-to-date tuition rates and fees per credit can be found at http://www.uwrf.edu/AccountsReceivable/TuitionFees/Programs-with-Special-Costs.cfm.
HISTORY AND CURRENT FRAMEWORK OF THE SCHOOL PSYCHOLOGY PROGRAM AT UW-RIVER FALLS

The school psychology program at UWRF was instituted in 1966, granting its first degree in 1968. The program is fully approved by the National Association of School Psychologists (NASP) and by the Wisconsin Department of Public Instruction (DPI). Internship candidates and program graduates are eligible for certification through the Wisconsin DPI, the Minnesota Department of Education, and through the appropriate credentialing bodies in most other states.

The four-year course sequence and evening-based class schedule of the UWRF program is unique, as most specialist-level school psychology programs are structured to take three years and include day-based courses. As of the 2015-16 academic year, the UWRF program included a 35-credit Master of Science in Education (M.S.E.) degree, followed by a 31-credit Educational Specialist degree (Ed.S.), for a total of 66 graduate credits. The credit total at UWRF is similar to three-year programs, and it is consistent with national standards, but the evening-based schedule and four-year sequences provide an opportunity for students to work or attend to other obligations during the day, if desired. While less condensed than most other programs, the structure at UWRF was designed to provide a full-time load, as defined by the university. The normal load for full-time graduate students is 8 to 15 credits during a semester and 4 to 9 during summer session (see full-time course load definition at: http://www.uwrf.edu/GraduateStudies/CurrentStudentResources/GraduateDefinitions.cfm).

Completion of the program requires an overall GPA of 3.0 or greater on a 4.0 scale. Field experience credits (practicum and internship) must be completed with a final grade of B or better to be passed. Program candidates must also complete a research project and pass a written examination (PRAXIS II or program developed exam) to receive the Ed.S. degree.

Graduates of the UWRF school psychology program are competent practitioner-scientists in school psychology. They have comprehensive knowledge and skills related to psychological and educational services for students, families, teachers, and other educators. Specific skills developed include: prevention of and interventions for academic, behavioral, and mental health issues; culturally-responsive practice; data-based decision-making; appraisal of student academic, behavioral, and mental health functioning; applied research skills; individual and group counseling skills; and a thorough understanding of school policy and legal and ethical issues in school psychology.
SECTION TWO: Program Mission, Vision, Philosophy, and Goals

COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES
CONCEPTUAL FRAMEWORK

The foundations of Education Unit programs at the University of Wisconsin-River Falls are Inclusivity, Constructivism, Creativity, and Collaboration.

Inclusivity means providing equitable educational opportunities for all students. It is can be seen in our working partnerships with urban, rural, and suburban schools; in the high quality practica that result from these partnerships, and in our goal of producing educators and other educational professionals who embrace human diversity and who are engaged citizens of the state, the nation, and the world.

Constructivism is the creation or construction of knowledge, including content knowledge, built on what is already known. It is found in the pedagogy both faculty and teacher education candidates use, and in our development of constructivist education professionals and leaders at advanced levels.

Creativity encourages individual expression and risk taking and builds on personal strengths. It is seen in faculty and candidate professional practice, design of curriculum, instruction, assessment, classroom management, and use of technology; and in the research and scholarly activity in which we engage.

Collaboration means working together in collegial relationships that support teaching and learning for all. We work across colleges as an Education Unit. Our strong and long-lasting partnerships involve practica with schools serving children 0-21 years of age and their communities. We collaborate in teaching and scholarly activity. Our candidates participate in collaborative forms of learning.

DEPARTMENT OF COUNSELING & SCHOOL PSYCHOLOGY
MISSION STATEMENT

Programs within the Department of Counseling and School Psychology prepare individuals to enter professional roles in school and mental health settings. The department is unified by common goals of providing graduate education to prepare students to be thoughtful, involved, and responsive professionals, particularly in meeting the needs of children, their families, and others in a collaborative and problem-solving fashion. Members of the department collaborate to insure that students develop expected proficiencies in their respective fields of study, consistent with state and national standards. Programs within the department adhere to the highest standards of the professions of counseling and school psychology.

Graduates from counseling and school psychology programs will develop both the knowledge base of their respective professions and the interpersonal professional skills to work with children, parents, teachers, administrators, other school specialists, and community professionals to provide support for
learners with a variety of needs. By completing the program, students will value diversity and individual differences, and follow a commitment to lifelong learning and professional development.

SCHOOL PSYCHOLOGY PROGRAM PHILOSOPHY

The school psychology program at the University of Wisconsin-River Falls (UW-RF), located in the Department of Counseling & School Psychology in the College of Education and Professional Studies, is founded on the scientist-practitioner model of training in professional psychology. The program is committed to educating professional psychologists with comprehensive knowledge and skills, particularly in the areas collaboration, data-based decision-making, and culturally responsive practice. As a nationally and state approved program, it is aligned with the training domains developed by the National Association of School Psychologists (NASP) and the Wisconsin State Department of Public Instruction (DPI) Pupil Services Standards. These domains of school psychology education and practice guide program curricular content, future performance-based reviews and outcomes for program candidates. The Candidate Assessment System discussed in this handbook was designed to measure candidate ability to attain the knowledge and skills of a NASP- and DPI-approved school psychology program. The UW-RF program is dedicated to continuous improvement. Student performance data, advisory council input, and feedback from state and national reviews guide program decision-making.

SCHOOL PSYCHOLOGY PROGRAM GOALS & OBJECTIVES

To ensure a program of study aligned with the program’s philosophy, the following specific goals and objectives have been developed. The goals and objectives of the UW-RF school psychology program reflect the domains required of all approved programs by NASP and the Wisconsin DPI, with particular emphasis given to training that includes collaboration and culturally responsive skill building. Each competency objective is measured by an instrument included in the Candidate Assessment System. See the descriptions of the 2010 NASP School Psychology Domains of Training and Practice and the Wisconsin DPI School Psychology and Pupil Services Domains in SECTION THREE of this handbook for additional related information.

**Program goals and competency objectives:**

1. Graduates will be able to demonstrate culturally responsive competencies.
   - Objective A: Graduates will demonstrate emerging or proficient diversity values and dispositions (*Diversity Values & Dispositions Evaluation during internship*).
   - Objective B: Graduates will demonstrate emerging or proficient knowledge and skills related to individuals, families, and schools with diverse characteristics, cultures, and backgrounds (*Field-Based Supervisor Evaluation during practicum and internship*).

2. Graduates will be able to collaborate successfully and problem-solve with those with whom they interact in the field (e.g., parents, supervisors, other practicing educators).
   - Objective A: Graduates will be able to demonstrate emerging or proficient consultation and collaboration skills. (*Field-Based Supervisor Evaluation during practicum and internship; University-Based Supervisor Observation Ratings*).
• Objective B: Graduates will be able to demonstrate emerging or proficient professional work characteristics (e.g., organization, communication skills). *Professional Work Characteristics Rating during internship*

3. Graduates will be able to demonstrate a positive impact on the students, parents, teachers, and/or others who are served.

• Objective A: Graduates will be able to collect and analyze pupil intervention data reflecting measureable student progress. *Intervention Case Study Appraisal Rubric during internship*

• Objective B: Graduates will demonstrate an overall level of emerging or proficient positive impact on others in schools. *Field-Based Supervisor Evaluation during practicum and internship*.

4. Graduates will be able to demonstrate a broad foundation of knowledge and skills that are aligned with the training domains of the National Association of School Psychologists (NASP) and the Wisconsin Department of Public Instruction (DPI).

• Objective A: Graduates will be able to demonstrate proficient knowledge about school psychology *Pass PRAXIS II exam*.

• Objective B: Graduates will be able to show evidence of multiple school psychology skills and roles *Approved Portfolio Assessment Rubric*.

• Objective C: Graduates will be able to collect and evaluate research/program evaluation data in order to ensure use of evidence-informed practices in schools *Directed Research Final Manuscript Rubric*.

**NON-DISCRIMINATORY PRACTICE**

The school psychology program at UW-RF is committed to a policy of providing equal opportunity for all qualified persons, regardless of race, religion, creed, color, sex, gender identity, gender expression, national origin, ancestry, age, disability, marital status, pregnancy, sexual orientation, political affiliation, membership in the National Guard, state defense force, or any other reserve component of the military forces of the United States or the state of Wisconsin.

**VALUES STATEMENT ADDRESSING DIVERSITY**

The school psychology training program at the University of Wisconsin-River Falls (UWRF) has as one of its central values respect for diversity and for ways of being similar and different from one’s own. This value coincides with mandates outlined by fields within the profession of psychology through various sources, including the National Association of School Psychologists’ (NASP) *Principles for Professional Ethics* (2010) and the American Psychological Association’s (APA) *Ethical Principles and Code of Conduct* (2002); it also is closely aligned with the Counseling Psychology Model Training Values Statement Addressing Diversity (2006), an exemplar for the entire profession and one that provided the structure and content for the statement contained herein. Emerging movements within the field of school psychology related to work and advocacy in the domain of social justice reflect this value of respect for diversity, as well. School psychologists provide services, teach, and/or engage in research with or pertaining to members of social groups that have historically been and continue to be devalued, viewed as deficient, or otherwise marginalized in the larger society.
It is the belief of the school psychology faculty at UWRF that its academic training program, practicum placements, and internship sites (hereafter delineated as “the school psychology training program”) exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual, and political beliefs; physical abilities; ages; genders; gender identities; sexual orientations; and physical appearance. The faculty also believes communities are enriched by members’ openness to learning about others who are different than them as well as to learning acceptance of others. The faculty agrees to work together with students and interns (hereafter “trainees”) and with practicum and internship supervisors and other professors (herein “trainers”) to create training environments characterized by respect, safety, and trust. Further, trainees, trainers, and faculty are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

The school psychology faculty at UWRF recognizes no individual is completely free from all forms of bias and prejudice. Therefore, it is expected that each training milieu will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees, trainers, and faculty members associated with the UWRF school psychology program are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees, trainers, and faculty members are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees, trainers, and faculty members are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with “cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” (APA Ethics Code, 2002, Principle E, p. 1063). Stated simply, trainees, trainers, trainees, and faculty members are expected to demonstrate a willingness to examine their personal values and to acquire and utilize professionally-relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Faculty members associated with the school psychology training program at UWRF will engage trainees in a manner inclusive and respectful of their multiple cultural identities. They will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Faculty members will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, faculty members will also model the processes of personal introspection in which they desire trainees to engage. As such, faculty members will engage in and model appropriate self-disclosure and introspection with their trainees. This process can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, Faculty members will remain open to appropriate challenges from trainees to their held biases and prejudices. Faculty members are committed to lifelong learning relative to multicultural competence. They will also encourage and work with other professors and trainers associated with the school psychology training program to engage in all of the above activities, as well.

The school psychology training program at UWRF believes providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program, trainees will be expected to engage in self-
reflection and introspection on their attitudes, beliefs, opinions, feelings and personal histories. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a school psychologist, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with NASP and APA guidelines and principles.

Faculty members associated with the school psychology training program at UWRF are committed to educating each other and other professionals on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard school psychology services or research, or violence against persons or property, members of the training community will work to intervene appropriately.

In summary, all members associated with the UWRF school psychology training community are expected to commit to a training process that facilitates the development of professionally-relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members must agree to engage in a mutually-supportive process that examines the effects of one’s beliefs, attitudes, and values on one’s work with all clients. Such training processes are consistent with the primary core value of the school psychology training program at UWRF: respect for diversity and for ways of being similar and different from one’s own.

1This document was adapted from the Counseling Psychology Model Training Values Statement Addressing Diversity (CPMTVSD) endorsed by the Association of Counseling Center Training Agents (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006. The joint writing team for that document consisted of members from ACCTA, CCPTP, and SCP, including Kathleen J. Bieschke, Ph.D., Chair, (SCP), Arnie Abels, Ph. D., (ACCTA), Eve Adams, Ph.D., (CCPTP), Marie Miville, Ph.D., (CCPTP), and Barry Schreier, Ph.D., (ACCTA). That document was intended to serve as a model statement for counseling psychology training communities and the authors encouraged sites to adapt the CPMTVSD to reflect their particular environment. The writing team for the original CPMTVSD document acknowledged Laurie Mintz, Ph.D. and her colleagues at the University of Missouri-Columbia; the values statement for their program served as the starting point for the CPMTVSD document. Correspondence regarding the original CPMTVSD document should be directed to Kathleen J. Bieschke, Ph.D., 306 CEDAR Building. University Park, PA, 16802 or to kbieschke@psu.edu.
SECTION THREE: School Psychology Educational Domains

NASP DOMAINS OF EDUCATION AND PRACTICE

All UWRF school psychology candidates must document they have met all NASP Education and Practice domains through the use of an ongoing electronic programmatic portfolio. See SECTION SIX of this handbook or link to the program webpage for a summary of program portfolio guidelines. The ten Domains of School Psychology Education and Practice contained in the 2010 NASP standards are as follows (for additional details, see: http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf):

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

2. Consultation and Collaboration
   - School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
   - As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

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

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

5. School-Wide Practices to Promote Learning
   - School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health.
   - School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.
6. Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and empirically supported strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical wellbeing through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7. Family–School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

8. Diversity in Development and Learning

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

9. Research and Program Evaluation

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

10. Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.
While very similar to the NASP Domains of Training and Practice, the Wisconsin Department of Public Instruction (DPI) has a separate set of eight content domains for school psychology. Also included here are the Wisconsin DPI Pupil Services Standards. All UW-RF school psychology candidates must document they have met all Wisconsin DPI pupil services domains through the use of an ongoing portfolio. See SECTION SIX of this handbook or link to the program webpage for a summary of program portfolio guidelines.

By the end of a Preparation Program leading to Licensure in School Psychology, a student will demonstrate proficiency in:

FOUNDATIONAL SKILLS

Domain 1: Communication, Collaboration, and Leadership Skills
- Content knowledge and interpersonal skills necessary to effectively communicate, collaborate, and lead.
- Communicate in a supportive, problem-solving fashion using active listening, flexibility, and effective facilitation.
- Use empirically supported consultation methodologies to improve learning at the individual, group, and systems levels.
- Work effectively as change agents, offering leadership and professional development to staff, schools, districts, and systems.
- Understand the organization, development, management and content of collaborative and mutually supportive pupil services programs in schools.

Domain 2: Competence in All Aspects of Diversity
- Recognize when, where, and how issues of diversity are manifest.
- Address diversity in service delivery.
- Recognize occasions when issues of diversity affect the manner and nature of interactions with other people and organizations and work to address those issues as necessary.

Domain 3: Technological Competence
- Use technology and databases in evidence based practice, decision-making, program evaluation, assessment, and progress monitoring.
- Help students, parents, and teachers know how and where to access relevant technologies, as well as how to enhance learning with appropriate technologies.

Domain 4: Legal/Ethical Practice, Public Policy, and Professional Development
- Understand and meet all relevant ethical, professional, and legal standards to ensure high quality services and protect the rights of all parties.
- Have a knowledge base of the history and foundations of their profession and engaging in ongoing professional development.
- Support policy development that creates safe and effective learning environments.
- Understand regular and special education legal requirements at both the state and federal level, and ensure compliance with these requirements.
- Have knowledge about relevant research, and directly and indirectly apply research to practices in schools.

**PROCESSES**

**Domain 5: Assessment, Decision-Making, and Accountability**

- Define and use a wide variety of effective assessment and evaluation methods at the individual, group, and system levels.
- Gather, analyze, and utilize data that aid in understanding strengths and needs, in choosing interventions, and in assessing outcomes as part of a decision-making process.
- Understand and use research, research methods, statistical analyses, and program evaluation techniques.
- Understand the implications and analysis of large-scale assessments, and use those data to help schools meet accountability requirements.
- Collect, analyze, and report data to stakeholders relating to the effectiveness of psychological services.

**Domain 6: Relationships Among and Between Systems**

- Understand the influence of home, community, and school systems on student success, and develop evidence-based prevention and intervention programs consistent with this understanding.
- Promote safe and nurturing school environments, with positive climates and high expectations for all students.
- Perform needs-assessment to identify service requirements.

**OUTCOMES**

**Domain 7: Effective Instruction and Development of Cognitive and Academic Skills**

- Use and support others in the use of evidence-based prevention and intervention programming to develop competencies.
- Apply cognitive psychology and learning theory to improve instruction.
- Help to develop cognitive and academic goals for all students, adjust expectations for individual students, implement alternative methods, and monitor progress.
- Assist State and Local Education Agency personnel who design state and local accountability systems.

**Domain 8: Wellness, Mental Health and Development of Life Competencies**

- Use knowledge about human development to design and implement prevention and intervention programs to promote wellness.
- Help schools develop behavioral, affective, and adaptive goals for all students.
- Prepare for and respond to a wide variety of crisis situations.
- Work as skilled mental health practitioners in the schools, performing accurate assessment of mental health disorders, implementing empirically-based interventions with individuals and groups, and closely monitoring outcomes.
Standards for Pupil Services Development and Licensure

1) The pupil services professional understands the Ten Teacher Standards (see below).
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.
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.
4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
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.

Ten Standards for Teacher Development and Licensure

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions, under all of the following standards:

1) Teachers know the subjects they are teaching.
   The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2) Teachers know how children grow.
   The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3) Teachers understand that children learn differently.
   The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4) Teachers know how to teach.
   The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5) Teachers know how to manage a classroom.
   The teacher uses an understanding of individual and group motivation and behavior to create a
learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6) Teachers communicate well.
   The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7) Teachers are able to plan different kinds of lessons.
   The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8) Teachers know how to test for student progress.
   The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9) Teachers are able to evaluate themselves.
   The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10) Teachers are connected with other teachers and the community.
    The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.
UW-River Falls School Psychology Program Matrix of Graduate Education Domains

The following matrix demonstrates the connection between NASP graduate education domains and Wisconsin DPI Pupil Services Domains. Students meeting NASP domain requirements also meet DPI standards, as indicated by the white boxes in this matrix.

| Wisconsin Department of Public Instruction (DPI) Pupil Services Domains by 2010 National Association of School Psychologists (NASP) Graduate Education Domains |
|---|---|---|---|---|---|---|
| 1. Understands the teacher standards | 2. Understands the complexities of learning | 3. Uses research and research methods | 4. Understands and represents professional ethics | 5. Understands organization, development, management and content of pupil services programs | 6. Addresses social, emotional, behavioral and physical issues | 7. Interacts successfully with others |
| 1. Data-based Decision-Making & Accountability | | | | | | |
| 2. Consultation and Collaboration | | | | | | |
| 3. Interventions & Instructional Support to Develop Academic Skills | | | | | | |
| 4. Interventions and Mental Health Services to Develop Social and Life Skills | | | | | | |
| 5. School-Wide Practices to Promote Learning | | | | | | |
| 6. Preventive & Responsive Services | | | | | | |
| 7. Family-School Collaboration Services | | | | | | |
| 8. Diversity & Development in Learning | | | | | | |
| 9. Research and Program Evaluation | | | | | | |
| 10. Legal, Ethical, & Professional Practice | | | | | | |

21
# SECTION FOUR: The Curriculum & Related Requirements

**MASTER OF SCIENCE IN EDUCATION (M.S.E.) = 35 CREDITS**

Course Descriptions can be found on the [UW-RF Graduate Studies webpage](#).

## Fall, First Semester

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EDUCATIONAL SPECIALIST DEGREE (Ed.S.) = 31 Credits

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# UW-RF PROGRAM COURSES by NASP DOMAIN MATRIX

- ✔️ This course is a significant indicator of the NASP graduate education domain checked.
- ✔️ This is a field experience course; the course has strong potential to meet the domain checked.

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<th>Course</th>
<th>1. Data Based Decision Making</th>
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<th>3. Interventions and instruction support to develop academic skills</th>
<th>4. Interventions and mental health services to develop social and life skills</th>
<th>5. School-wide practices to promote learning</th>
<th>6. Preventive and responsive services</th>
<th>7. Family-school collaboration services</th>
<th>8. Diversity in Development and learning</th>
<th>9. Research and program evaluation</th>
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TECHNOLOGY IN THE CLASSROOM AND CURRICULUM

The school psychology program faculty offices and classrooms are located in the Wyman Education Building, a state-of-the-art educational facility that was dedicated on May 10, 2000. This facility provides a large, central technology center with PC and Macintosh computers, all with internet and e-mail access, scanning capabilities, and statistical software (SPSS for Windows). Copy machines and video production stations are also available, all with technology assistance available on site. School psychology program classes are held in the Wyman building, with each classroom offering current technology such as LCD projection systems and DVD/players.

All candidates are provided a university identification card that enables use of computer facilities, email access, and library check out. Program faculty will use candidate UW-RF e-mail accounts regularly. UW-RF email will be the primary electronic mode of communication between faculty and students. It is the candidate’s responsibility to check UW-RF e-mail frequently, even if other e-mail accounts are utilized or preferred.

All UW-RF courses include an on-line learning tool known as Desire to Learn (D2L). Registered students are given access to an on-line course link providing internet access to course content, forms, discussion boards, course news items, and other content. Use of D2L is at the discretion of each individual faculty member, but is common among school psychology program faculty.

PROGRAM RESEARCH REQUIREMENTS

Applied specialties in psychology rely on a growing research base in professional journals and at regional and national conferences to inform practice. It is imperative that school psychology graduate candidates learn to utilize this research base, both as critical consumers of the social science literature and as potential contributors to the literature of the profession. The intent of the program research experience is to provide school psychology and counseling program candidates with opportunities to design, implement, analyze, and disseminate in writing an original research investigation pertinent to mental health professionals or services that will benefit students, parents, or those who work in education. As of 2015, students began completing a Program Evaluation study in a practicum field placement site. The data collection process, analysis, and results are written into a program evaluation report and presented to the faculty and students.

NASP STUDENT MEMBERSHIP REQUIREMENT

During the fall of the first year of the program, all program candidates are required to join the National Association of School Psychologists (NASP) as student members. Benefits include receiving the School Psychology Review journal, the Communiqué newsletter, as well as many other on-line resources. These resources help candidates stay informed about current research, issues, and events in the field of school psychology. Membership can be applied for on-line at http://www.nasponline.org/membership/index.aspx. Student memberships are about $55 per year. Additionally, consider joining the NASP facebook group to get more information from NASP in a fun, casual setting. See: http://www.facebook.com/group.php?gid=32736300444
STUDENT LIABILITY INSURANCE REQUIREMENT

All UW-RF school psychology program candidates are required to purchase student educator liability insurance during the first and all subsequent years of training. Forrest T. Jones & Company offers this insurance at a significant discount for NASP student members (i.e., $25 per year for $1,000,000 coverage). This purchased liability insurance covers students for all program related experiences, including on-campus clinic work, practicum, internship, and any school observations part of See http://www.ftj.com/TIE/pages/plstudfeatures.asp for additional details. Candidates who do not purchase and maintain this coverage throughout their time in the program risk being dropped from their coursework. Candidates must renew their insurance annually before the drop/add deadline of the semester in which the insurance policy expires.

COURSE REGISTRATION PROCEDURES FOR 2ND YEAR CANDIDATES

The UWRF School Psychology Program has a unique procedure for candidates planning to register for specialist degree (Ed.S.) courses immediately after the granting of the master’s (M.S.E.) degree. Normally, registration for summer and fall courses is done the preceding spring each year; however, given tuition cost differences between the two degrees, school psychology candidates may not register for Ed.S. courses while still maintaining the status of a Master’s degree student. These candidates must wait until the Master’s degree has been granted officially. Thus, second-year school psychology candidates are instructed not to register independently during the spring of the second year for the required summer and fall courses associated with the Ed.S. program.

To better facilitate this process, the director of the school psychology program will forward to the Registrar’s Office the names of all M.S.E. graduates in late May each year. The Registrar will automatically register each second-year cohort of candidates for their first summer course following the posting of the Master’s degree on each candidate’s transcript. Candidates from this cohort will be responsible for independently registering for all subsequent courses, including additional summer courses, all third-year fall courses, and all additional specialist degree coursework.
SECTION FIVE: Applied Field Experiences

PRACTICUM REQUIREMENTS & GUIDELINES

The UW-RF practicum experience is summarized in the following section. Additional details will be provided in the practicum (SPSY 771 & 772) syllabus and in the practicum handbook available online at http://www.UW-RF.edu/csp/schoolpsychprogram.htm. See the program webpage for an electronic version of the Practicum Readiness Form.

IMPORTANT NOTE: Practicum candidates will complete their practica on the schedules of the school sites assigned. This may necessitate a temporary grade of Incomplete (“I”) when the UW-RF semester ends before the schedule of the assigned site(s). A final letter grade will be assigned when all practicum requirements are met and the site school schedule is complete.

THE PRACTICUM EXPERIENCE

The Comprehensive School Psychology Practice Practicum I (SPSY 771) and Practicum II (SPSY 772) courses are designed to provide candidates with their first opportunities for intensive supervised, field-based experiences. The overarching philosophy of the practicum experience is that candidates will have access to varied experiences through the delivery of a comprehensive range of services with diverse student, family, and professional populations. Through the practica experiences, school psychology candidates will complete and document a minimum of 600 clock hours spent in practicum activities, which translates to approximately 20 hours per week over the course of an entire academic year. That is, practicum candidates are expected to engage in practicum experiences until at least the end of the UW-RF spring semester, as cooperating districts are operating under this understanding. So, regardless of when candidates accrues 600 practicum hours, be it February or April of the practicum year, they are expected to continue accruing practicum hours at their assigned practicum sites, again, until at least the end of the UW-RF spring semester of the practicum year. Given the intensive time demands and commitment that practicum requires during the 3rd year of training, candidates must reduce any other full-time work responsibilities during this time (e.g., sabbatical, job share, time reduction). Practicum-related expectations and other coursework during the 3rd year often involve a time commitment similar to a full-time work experience.

Both a university-based school psychology faculty member and a field-based licensed school psychologist supervise third-year practicum experiences. Numerous public school practicum sites are located throughout western Wisconsin, eastern Minnesota, and the Minneapolis/St. Paul metropolitan area within commuting distance to the university. Given the guiding philosophy for the practicum experience outlined in the paragraph above, each candidate will be assigned to at least two different practicum settings during the practicum year. It is the belief of the school psychology faculty that being exposed to at least two different sites allows the practicum candidate the opportunity to experience how different districts, schools, and supervisors function and approach the education process. All sites have agreed to provide a comprehensive range of service delivery opportunities for program candidates. While practicum candidates may express a preference for practicum placements, the school psychology faculty is ultimately responsible for making practicum assignments. A critical concern for a practicum placement is that a comprehensive range of school psychology service delivery opportunities is made available to the candidate and that she or he is able to gain experience in serving a diverse population.
(broadly defined). Additionally, faculty members also consider the strengths and areas of growth practicum candidates demonstrate in terms of their emerging professional identity and skills; such consideration assists faculty members in ensuring a fit between practicum candidates, districts, and field-based supervisors. In the event it is determined a particular placement is not meeting the specific needs of the candidate, it is possible the faculty, in tandem with the appropriate cooperating professionals, will re-assign the candidate to another supervisor or practicum setting.

It is critical for candidates to understand an application must be made for admittance to practicum. It is not a guaranteed experience to all who are admitted to the UW-RF school psychology program. Candidate professional work characteristics and the Readiness for Practicum Rating Form are evaluated by university faculty to determine readiness for the practicum. In the event the majority of faculty members rate a candidate as not a good nominee for the practicum experience, the candidate will be denied a practicum placement. A Professional Growth Plan can be developed that identifies steps to correct concerns to be addressed prior to practicum placement or the candidate may be advised to discontinue the school psychology program altogether. Practicum assignments are made by the university-based practicum supervisor(s). Candidate preferences for a location are considered, but the ultimate placement is made by the university-based practicum supervisor(s). The following details outline additional practicum placement procedures:

1. The school psychology candidate must demonstrate evidence of academic competence to be admitted to practicum. This evidence shall consist of submission of a current university transcript at the time of practicum application, documenting a cumulative grade point average of no less than 3.0, and achievement of the Master of Science in Education (M.S.E.) degree.

2. The school psychology candidate must demonstrate evidence of having acceptable professional characteristics and interpersonal skills to be admitted to practicum. This evidence shall consist of submission of Practicum Readiness Forms from appropriate faculty members (including all school psychology faculty members) at the time of practicum application. Advisor review of portfolio progress and the portfolio rating rubric will also be considered when assessing candidate readiness for practicum.

Practicum-application procedures will be reviewed and materials distributed in the spring semester of each year. Applications for practicum will be processed by the end of the semester and placements for the following year will be announced near the end of spring semester, or in some cases, the beginning of summer session. Candidates who do not have the necessary prerequisites for practicum will not be permitted to engage in the supervised field experience. Additionally, all candidates must purchase and maintain enrollment as a NASP student member and in the Forrest T. Jones professional liability insurance plan as required by the UW-RF school psychology program throughout their entire tenure in the program. Failure to purchase and maintain NASP membership and professional liability insurance will result in the candidate being either prevented from entering the practicum experience or dropped from the practicum experience.

Once the candidate has been approved to engage in the practicum sequence, she or he must fulfill the specific practicum requirements outlined in the section that follows. Additionally, all practicum candidates must complete the practicum experience at a “B” level or better each semester. A failing grade will be given for overall work for the semester graded at a level lower than a “B.” See the practicum grading rubric for details. In cases where a practicum semester is failed, a candidate may seek to repeat the failed semester credits one time only. All practicum requirements, including
achieving at least “B” grades for each semester of the practicum sequence, must be completed before the candidate will be considered to matriculate to the internship experience.

PLEASE, NOTE: many school districts require an additional criminal background check prior to the practicum placement. The school psychology faculty may approve and place candidates at practicum sites, but the site always has the option to not approve a candidate based on the background check.

**SUMMARY OF UW-RF SCHOOL PSYCHOLOGY PRACTICUM REQUIREMENTS**

- **Hours.** Each practicum candidate will engage in the practicum portion of the program for a minimum of 600 hours distributed evenly across one academic year; of these 600 hours, at least 300 must be spent in direct service with clients. Observation of general and special education classrooms at both the elementary and secondary levels should be conducted as part of these hours and portions of the practicum experience must be devoted to working with students in each of the following age-level groupings: pre-kindergarten, elementary, and secondary. Please, note practicum requirements may not be completed during summer break months. The practicum must be completed within one year, except under extraordinary circumstances and at the discretion of the university-based practicum supervisor. All practicum hours must be documented in the logs provided in the practicum handbook, which is available online, and signed by the field-based supervisors before submission to the university supervisor.

- **Cases.** The practicum candidate must complete a minimum of 20 individual student cases during the practicum experience. These cases may include the following: (1) development of interventions that involve academic needs, social needs, behavioral needs, or cognitive needs, (2) design, implementation, and evaluation of interventions for students in general and special education placements; (3) collaborative design, implementation, and evaluation of consultations with families, teachers, or other professionals (4) direct service through individual counseling or through the facilitation of student support groups; (5) indirect service through some type of consultation delivery model; (6) involvement in program planning and development; (7) participation in research and data collection; (8) participation in the data-based decision-making process, with emphasis on strategies for positive growth and change.

Of these 20 cases, a minimum of five (5) cases must be completed within each of the following age designations: (a) infancy through age 5 years, 11 months; (b) students aged 6-12 years; and (c) students aged 13 years and above; additionally, at least five (5) cases must be based on a consultation process employed to address issues raised by teachers or families related to a child. All cases should be based on students demonstrating a variety of exceptional needs (including giftedness) or issues to be addressed in both general and special education settings. Documentation, through case study or other means, of work with students from diverse cultural or linguistic backgrounds (i.e., English-language learners) is also required. Documentation of the completion of these cases will occur through the signing of the *Case Documentation* forms available in the practicum handbook by the field-based supervisor.

Finally, each candidate is required to complete two systematic intervention case studies (single subject design; one student each semester) during the practicum year (one during the fall semester and one during the spring semester) based on the Intervention Case Study
rubric (see the practicum handbook for these forms) that includes four sections: 1) problem identification, 2) problem analysis, 3) intervention, 4) evaluation. These cases studies will be culled from the pool of 20 cases outlined above and they must be based on students from diverse backgrounds. The candidate must also complete an Intervention Integrity Rating form (see the practicum handbook handbook) for each of these cases, as well. An example of a well-written intervention case-study write-up can be found in both the School Psychology Student Handbook and the practicum handbook, both of which can be found online.

Case parameters: The assignment of cases is made by the field-based supervisor, who should ensure the proper permission to assess/observe/work with a student has been procured from the appropriate family member or legal guardian. Throughout the process, it is the ethical responsibility of each practicum candidate to present she or he as being a school psychologist in-training, ensuring she or he informs families, legal guardians, school personnel, the students with whom she or he is working, and other affiliated persons of such a designation. All formal reports the candidate creates must be reviewed, approved, and co-signed by the field-based supervisor.

Each student evaluated by the practicum candidate should be observed in various settings as part of the data-based decision-making process. School psychology practicum candidates should confirm proper permission has been obtained to assess a student. Furthermore, the practicum candidate should interview the appropriate persons attached to the case, including teachers, families, and other educational or community-based professionals as a part of the data-based decision-making process. Also, as a part of the data-based decision-making process, the candidate student should participate actively in multidisciplinary staffings, to share results and recommendations with teachers, families, and other specialists. In cases where individual follow-up conferences (e.g., with families) are needed, the practicum candidate, in conjunction with her or his field-based supervisor, should insure that such conferences are scheduled and executed in a timely fashion.

In-service presentation: The practicum candidate must prepare and participate in at least one in-service presentation most likely during the spring semester portion of the practicum experience, though it could be accomplished in the fall semester, should the opportunity present itself. Both the field-based and university-based supervisors should approve the topic of the in-service. This presentation may be either an individual effort by the practicum candidate or a portion of a larger presentation made in conjunction with other professionals. The presentation must include a formal assessment or evaluation piece completed by the session participants. The candidate must then write a 3-5 page reflection piece that summarizes the session, overall, the candidate’s perceived strengths and areas of growth related to the presentation, in particular, and the evaluations completed by the session participants. The candidate should also outline how she or he intends to address their areas of growth in this domain.

Group experience. The practicum candidate must organize and conduct a minimum of one student or family group during the practicum year that meets regularly for a specified period of time. Co-facilitation of a group with an experienced staff member is preferred for candidates with no previous experience in conducting group counseling or family education sessions. Outcomes data must be collected and reported as a part of this process.
Legal/ethical issue case summary: Each semester, the practicum candidate must write and submit one case summary and reflection piece that addresses a legal or ethical issue encountered during the practicum experience. Parameters for this case study are provided in the practicum handbook, which is available online.

Crisis prevention/intervention activities summary. Each semester, the practicum candidate must write and submit documentation of participation in some type of crisis prevention/intervention activity that occurred during the practicum experience. Such activities could include reviewing the school’s/district’s crisis prevention/intervention manual, participating on a crisis prevention/intervention team, assisting in the implementation of a bully-proofing program, etc. Parameters for this activities summary are provided in the practicum handbook, which is available online.

Mental health services summary. Each semester, the practicum candidate must write and submit documentation of participation in some type of mental health services delivery or related activity that occurred during the practicum experience. Parameters for this activities summary are provided in the practicum handbook, which is available online.

Field-based face-to-face supervision. Each practicum candidate will meet individually on a weekly basis with his or her field-based supervisor for a minimum of one (1) hour of face-to-face supervision related to all practicum activities. These hours must be documented in the appropriate log contained in the practicum handbook and which need to be signed by the field-based supervisor.

University-based face-to-face supervision. During the fall semester, each practicum candidate will meet individually with his or her university-based supervisor on a once per month basis for ½ hour of face-to-face supervision related to all practicum activities.

Group seminars. Throughout the practicum year, each candidate will participate in two regularly-scheduled university-based group seminars per month for group supervision and content delivery.

Two field-based supervisor assessments. It is the responsibility of each practicum candidate to make all necessary arrangements for the field-based supervisor to assess two (2) total (1 per semester) multidisciplinary meetings, in-service presentations, or group sessions conducted by the practicum candidate. The field-based supervisor will rate the candidate’s performance according to the appropriate performance-based rubric available in the both the UWRF School Psychology Student Handbook and the practicum handbook, both of which are available online. These formal assessments are above and beyond the expected, ongoing supervision activities between the candidate and her or his field-based supervisor.

Four university-based supervisor assessments. It is the responsibility of each practicum candidate to make all necessary arrangements for the university-based supervisor to assess four (4) total (2 per semester), including two (2) multidisciplinary meetings, one (1) in-service presentations, and one (1) group session conducted by the practicum candidate. The university-based supervisor will rate the candidate’s performance during the observation according to the appropriate performance-based rubric contained in the UWRF School Psychology Student Handbook and the practicum handbook, both of which are available online.
Field-based supervisor evaluations. The field-based supervisor will complete an evaluation of the practicum candidate’s performance at mid-term and at the end of the semester; the evaluation form is contained in both the UWRF School Psychology Student Handbook and the practicum handbook. Thus, by the end of the practicum experience, candidates will have a total of four (4) evaluations completed by field-based supervisors (2 mid-term evaluations, 2 end-of-the-semester evaluations). These evaluations will be reviewed and discussed with each candidate by both the field and university-based supervisors through an informing conference, which could take place over the phone.

Documentation logs. The practicum candidate will maintain monthly logs of hours (see Appendices B in the practicum handbook) that document the range of activities and services in which the candidate engages, in addition to the specific number of hours engaged in individual activities and the total number of hours engaged in all practicum-related activities. This log will be submitted to the university-based supervisor once per week for review. Candidates are expected to achieve a minimum level of 20 hours per week devoted to practicum that includes an average of 1 hour per week of face-to-face supervision with the field-based supervisor.

Book reviews: Each semester, the candidate must write and submit a book review and critique based on texts selected by the university-based faculty supervisors. Parameters for these book reviews are outlined in the practicum syllabus.

Annual programmatic self-assessments. At the end of the spring semester, the candidate must complete and submit the annual programmatic self-assessment measures, including the Diversity Values and Dispositions self-rating form (see the UWRF School Psychology Student Handbook and the practicum handbook for these forms). Candidates must also have their field-based supervisors complete the Professional Work Characteristics Form (see the UWRF School Psychology Student Handbook and the practicum handbook for this form) and include the completed forms in the Programmatic Portfolio each semester.

Programmatic portfolio. At the end of each semester of practicum, the candidate must submit an updated programmatic portfolio that includes reflections and artifacts in each of two sections: NASP domains and the WI DPI Pupil Services area. Guidelines for this portfolio are contained in both the UWRF School Psychology Student Handbook and the practicum handbook, which are available online.

Ethical obligations. Each practicum candidate is expected to engage in all practicum activities in strict accordance with the ethical principles established by the National Association of School Psychologists and the American Psychological Association. The 2010 NASP ethical standards can be found at <http://nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf >.

Miscellaneous. If needed, the university-based supervisor will meet with the field-based supervisor and practicum candidate at times other than those regularly-scheduled meetings to discuss the practicum placement or other issues of concern.

Field-Based Supervisor Interview. During the fall semester, the candidate will conduct an interview with one of her or his field-based supervisors regarding the cooperating school district based on the interview protocol provided in the practicum handbook. The candidate will
be expected to present the results of the interview in the practicum seminar as assigned. The parameters for this interview can be found in the practicum handbook.

- **Case Presentations.** Several times throughout the year, the candidate will conduct case presentations during seminar based on actual cases from the field and according to the case presentation guidelines found in practicum handbook.

- **Readiness for Internship.** By the time the candidate reaches the final eight weeks of the SPSY 772 practicum experience, she or he must submit completed Readiness for Internship forms (see either the UWR School Psychology Student Handbook or the practicum handbook for this form) from two field-based practicum supervisors and her or his university-based practicum supervisor. These forms will be reviewed by the school psychology program faculty in tandem with the other myriad practicum data to determine whether the candidate may matriculate to the required internship experience.

**INTERNSHIP REQUIREMENTS & GUIDELINES**

The UWR internship experience is summarized in the following sections. Additional details will be provided in the internship syllabus (SPSY 775 & 776). The requirements are based on the 2010 NASP standards for graduate preparation of school psychologists, including internship guidelines on Page 7 of that document. Intern candidates are encouraged to review that document at: http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf

**Internship Prerequisites**

Following the completion of all coursework, including the practica experiences, and upon the recommendation of the school psychology faculty (see the program webpage for an electronic version of the Readiness for Internship Form), candidates are eligible to enter into an applied internship. Most internships are secured in the summer after practicum. In some cases, internship positions may be accepted during the spring of the practicum year. However, prior to the acceptance of an internship, candidates must, at a minimum:

- Review their program portfolio (based on fall semester feedback) with their university-based practicum supervisors by March 30th of the practicum year. The review and approval of updates may be done during individual supervision time. While additional spring semester artifacts may be added after March 30th, the portfolio must be determined to be “nearing finality.” This determination will be based on the program portfolio rating rubric, but remains at the discretion of the practicum supervisors. A student with a portfolio that is deemed excessively incomplete will not be approved to accept an internship position. Some internship sites begin interviewing prior to March 30th of the practicum year. Candidates are encouraged to review the portfolio with supervisors as often as needed, prior to submitting an updated draft by March 30th.

- Candidates will not gain licensure for internship, even if the portfolio is complete and an internship has been accepted, if any Incomplete (I) grade exists on the candidate transcript at the time of license application (typically during the summer following the completion of
practicum). A delay in licensing will delay the approval of the internship, and may be delay graduation from the program.

- The PRAXIS II exam must be taken at least once prior to the internship.
- The student program evaluation research project must be complete and graded with the prior to beginning the internship (i.e., by August 30th). Candidates with incomplete research may accept an internship position prior to this date but are reminded that no internship requirements, supervision, nor logged hours will be officially recognized and accepted until the directed research project is complete.

**Applying for an Internship**

Internship candidates are not placed in field sites by the program. Each candidate seeks out, applies for, and interviews for internship positions independently. The UWRF school psychology program faculty is aware of many potential sites and comprehensive internship options. Candidates are encouraged to utilize this expertise, but the candidate is ultimately responsible for making all internship arrangements.

When applying and interviewing for internships, candidates must review the internship requirements with potential employers to ensure the required roles and goals will be acceptable to this site. This is a critical step, as many employers are unaware of the extensive needs and requirements for school psychology interns. An experience rich with role diversity is highly encouraged. As a rule of thumb, no single broad role (e.g., assessment, counseling, collaboration/consultation) should dominate the intern’s time. A meeting with the intern, the field-based supervisor, and the university-based supervisor will occur in August or September, at the beginning of the internship, to review the Internship Written Agreement and Plan. See the program webpage for an electronic version of a sample Internship Written Agreement and other internship resources. The university-based internship supervisor reserves the right to disapprove any internship if the required roles and goals do not meet NASP, Wisconsin DPI, and UW-RF school psychology program requirements. *All field-based supervisors MUST have at least three years of applied school psychology experience beyond their internship!*

The UWRF school psychology faculty cannot guarantee candidates will find an internship placement in the vicinity of UWRF, including western Wisconsin, eastern Minnesota, and the Twin Cities metropolitan area. It is possible candidates may have to seek internship placements in other areas or states. Long-distance interns will need to ensure they can meet all program requirements via available technology or acceptable substitution. Clearance with the program director is a necessity prior to taking any long-distance internship (more than 100 miles from campus).

NASP allows for one full time internship or two consecutive half-time internships. Additionally, based on availability, an intern may choose to complete two half-time internships (in different districts) at the same time, resulting in the equivalent of one full-time internship. In such cases, the intern must ensure completion of all the appropriate evaluations, requirements, and paperwork from BOTH sites (i.e., two formative evaluations, two summative evaluations, etc.). The required two hours of field-based supervision may be divided between districts.
Summary of Key Expectations
The internship is considered a capstone learning experience. The intern’s supervisors, administrators, and other site colleagues must be aware of this fact. While it is common to perceive the internship as one’s “first year on the job,” the intern must complete university requirements and maintain the intern status at all times. The intern status provides a high level of supervision and protection for the intern. It is the intern’s ethical responsibility to make the intern status known to colleagues and families, regardless of licensing level. When signing written work and in all communications, the intern will be assigned the title “School Psychology Intern.” The title “School Psychologist” is reserved for persons completing an internship and a specialist or doctoral degree. Field supervisors will review all written reports produced by the intern. Field supervisors will sign the internship case log after each case listed to indicate she/he has reviewed and supports the written document produced.

Candidates engage in the internship for a minimum of 1200 clock hours (approximately 40 hours per week over the course of an academic year). The internship may be completed as one full-time or two consecutive half-time placements. Of the total hours, at least 600 hours MUST be completed in a school setting and 600 hours may be completed in a clinical or agency setting. All hour logs must be signed by the field-based supervisor, indicating approval of hours and experiences. Additionally, interns must document (forward evidence to the program director or department assistant) they have continued their NASP membership and Forrest T. Jones liability insurance while on internship. Failure to do so by the university drop/add deadline of the semester of insurance expiration will result in the student being removed from the internship course roster. Should that occur, no internship requirement work will be recognized as official, including logged hours. Despite the language used in NASP membership literature (need for 6+ credits each semester), the program has confirmed with NASP that UWRF interns are eligible for the student membership rate.

Internship candidates will complete the internship on the schedule of the school(s) where the internship is completed. However, if all program and university requirements are met by early May, a final letter grade for the internship will be assigned at the end of the spring semester. Interns must continue to work under until the end of the school district academic calendar under the supervision and liability of the school district. All interns must complete the internship at a “B” level or better. A failing grade for the semester will be given for any work completion lower than a “B.” See the internship grading rubric for details. In cases where an internship semester is failed, a candidate may seek to repeat the failed semester credits one time only.

Many school districts require an additional background check prior to the internship placement. The university-based internship supervisors may approve an internship, but the site always has the option to not approve a student based on the background check.

Specific NASP Internship Requirements
The National Association of School Psychologist (NASP) provides standards for educating graduate students in school psychology. The following points summarize the NASP 2010 standards on school psychology internships. The UWRF School Psychology Program is nationally approved by NASP and must ensure careful adherence to the following:

- A written plan must be developed and approved, specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that
Internship objectives are achieved (See the program webpage for an electronic version of a sample Internship Written Agreement).

- Formative and summative performance-based evaluations of intern performance must be completed by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies should be addressed (See the program webpage for an electronic version the Internship Supervisor Evaluation).

- Provision of appropriate support for the internship by the placement agency, including (a) commitment to the internship as a diversified learning experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field based supervisor; (c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern’s participation in continuing professional development activities.

- Completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers

The school psychology program requires the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives, as demonstrated by the following:

- A minimum of 1200 clock hours for specialist level interns, including a minimum of 600 hours of the internship completed in a school setting

- A minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years

- Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors

The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:

- Provision of field supervision from a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (If a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting)

- An average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements

- Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern’s attainment of competencies
Specific UW-RF Program Internship Requirements

In addition to, and in support of the NASP general internship requirements, the school psychology program has specific requirements, all designed to help students gain knowledge and competency in all ten of the NASP training domains and seven Wisconsin DPI pupil services standards. Candidates are expected to be aware of all requirements, in advance of internship, as follows:

- **Initial field supervisor/university supervisor/intern meeting.** It is the intern’s responsibility to schedule this meeting in late August or September. The standard written agreement plan must be agreed upon and signed at this meeting. Additional personal goals, developed during the spring semester of practicum, must also be included as an addendum to the standard written internship plan that is required by NASP. Discussion about the appropriateness and progress on all goals will take place at this meeting. The signed written agreement indicates that all parties involved may communicate about the progress and needs of the intern. The university-based supervisor will communicate with all field-based supervisors and vice versa.

- **Portfolio.** A comprehensive portfolio must be submitted at the end of the fall and spring semesters (must be submitted to receive a passing grade for the semester). See due dates in syllabus. The portfolio must include reflection statements and artifacts that meet NASP training domains Wisconsin pupil services standards. See the Program Policies and Procedures Handbook for details. The portfolio will be assessed with the portfolio assessment rubric. See the program webpage for an electronic version of the Portfolio Assessment Rubric.

- **Completion of two comprehensive single-case interventions each semester (with written report).** Written reports must be submitted as scheduled in the syllabus. Reports to include all intervention cases components, as outlined in the Intervention Handbook (e.g., Problem Identification, Problem Analysis, Intervention, and Evaluation). ChartDog measurement and Integrity Ratings of each intervention case are required (see www.interventioncentral.org). Excellent examples of case studies are typically 6-10 single-spaced pages in length, including tables.

- **Attend internship seminars as scheduled in the syllabus.** Seminars will include case presentations, both formal and informal, discussion of intern needs and challenges, and discussion of other course content as described in the internship syllabus.

- **At least TWO comprehensive cases at each grade level per semester.** Grade levels are: 1) pre-school/elementary (birth through grade six), 2) middle school/junior high, and 3) high school. “Cases” may include any of the following, so long as they are complete and comprehensive: a class-wide intervention program, a single-case intervention, individual counseling, group counseling, or student evaluation for services needed. The intern must participate in all phases of each intervention, counseling service, or evaluation completed. Submit a one page or less (single spaced) summary of each case as scheduled in the syllabus.

- **At least TWO distinct cultural or ethnically diverse cases each semester.** “Cases” may include any of the following, so long as they are complete and comprehensive: a class-wide intervention program, a single-case intervention, individual counseling, group counseling, or student evaluation for services needed. Any grade level is acceptable. Submit a one page or less (single spaced) summary of each case as scheduled in the syllabus.

- **Supervisor formative and summative evaluations.** It is the intern’s responsibility to request a written evaluation from both the field-based supervisor and the university-based supervisor at two separate points during the internship year (1 formative evaluation in the fall; 1 summative evaluation in the
The intern must supply the supervisor with the appropriate evaluation form. NOTE: there is no room for a response of NA on the evaluation forms. If the intern is not engaging in any NASP domain on the evaluation, the intern will need to seek out that experience, or at least begin discussing knowledge and skills in that area with the field-based supervisor. The field-based supervisor is encouraged to respond to every question. Submit as scheduled in the syllabus.

- **Field-Based Supervisor completion of Professional Work Characteristics form.** To be completed by the field-based supervisor, as scheduled in the syllabus.

- **Field-Based Supervisor Diversity Dispositions ratings.** To be completed by the field-based supervisor, as scheduled in the syllabus.

- **Completion of all forms.** Signed weekly hour logs, signed monthly hour logs, and graduation forms must all be submitted as scheduled in the syllabus.

- **University-based supervisor site visits (once each semester).** The site visit must include an observation of the intern “in action” (i.e., conducting a common role such as facilitating a meeting). The appropriate performance-based rubric observation form will be used. At any given site visit, the university-based supervisor may also request the scheduling of a collaborative meeting with the field-based supervisor to assess intern progress and needs.

- **Field-based supervisor observations (x2 each semester).** Supply the field-based supervisor with the appropriate performance-based rubric observation form (see D2L).

- **Exit Survey.** All interns must complete an exit survey prior to commencement. Exit survey results will not be reviewed until after graduation. Results will not impact grades. (See the Program Policies and Procedures Handbook for details)

- **Other assignments.** The university-based supervisors often assign readings and on-line discussions with other interns to support development during the internship year. See the SPSY 775/776 syllabus for details.

### University-Based Internship Supervisor Roles & Goals

- **The internship is viewed as a developmental learning sequence.** Most interns begin the internship with numerous questions, concerns, and/or anxieties. Significant field- and university-based supervision is often required. As the intern gains experience, more independence and skill will be expected. The amount of supervision will stay constant, as required, but the content of supervision discussions should evolve. Near the end of the internship, most interns should be more comfortable critiquing their own knowledge and skills quite independently. In concert with this philosophy, seminars and site visits are scheduled to be more frequent in the fall and less frequent in the spring.

- **The university-based supervisor will visit the internship site(s) at least two times (once in fall, once in spring) to conduct an observation of the intern’s performance.** A performance-based observation rubric will be used for each observation. The observation form can be copied and scanned to include as an artifact in the candidate portfolio.
The university-based supervisor will take time after site-visit observations for observation debriefing (please plan accordingly). The intern should be prepared to discuss personal strengths and areas that need development, as they relate to the specific observation completed and in general.

The university-based supervisor will review and comment on the intern’s written intervention reports. The final presented (spring semester) intervention case will reviewed and rated with the Intervention Case Study Rating Rubric. See syllabus for due dates and details.

The university-based supervisor will communicate with the field-based supervisor/mentor. Periodic contact between the field-based and university-based supervisor will occur each semester, with the goal of supporting the intern and fulfilling the intern’s written internship plan. The signed written agreement gives all parties the right to exchange information about the intern’s progress and needs. While an intern’s license may indicate they are the “psychologist of record,” the intern is still considered to be a student under the supervision of UW-River Falls.

The university-based supervisor will organize and lead intern group seminars. The intern cohort and university-based supervisor(s) will meet as a group in person as scheduled in the syllabus. Specific dates and locations will be determined prior to the beginning of the internship fall semester.

The university-based supervisor will remain available for consultation. University-based supervisors remain open to intern email messages, phone calls, or scheduled appointments. Interns are encouraged to take advantage of this additional supervision and support.

**Internship: Frequently Asked Questions**

What does my internship site need to know before the internship is agreed upon?

*First and foremost, this is an internship.* By definition, an internship is primarily a learning experience. Regardless of the licensing option chosen, the field-based supervisor must agree to and sign the written plan. The written plan acts as protection for the intern, the site, and the UW-RF program. The written plan helps ensure interns are receiving the appropriate level of training and facilitates communication between all parties involved. The internship site and field supervisor must agree to support interns with their time, resources, and patience.

*The internship site needs to understand the requirements.* Intern candidates must review the internship requirements with the potential field-based supervisor prior to taking any internship position. Of critical importance are the following requirements: 1200 logged hours and an average of two hours of face-to-face field supervision per week. The field-based supervisor must also complete formative and summative evaluation and other associated paperwork on behalf of the intern. Additionally, the internship site must allow release time for interns to attend university internship seminars and provide clear diversity and variety in experience. No one broad role (e.g., assessment, consultation/collaboration, counseling) should dominate the
intern’s logged hours. The internship field-based supervisor must agree to the written plan and all requirements by signing a copy that is provided to the university-based supervisor.

- The internship field-based supervisor must be fully licensed as a school psychologist. There is a space next to the signature on the written agreement and on evaluation forms for the field-based supervisor to record her/his state license number or NCSP information.

- The internship is a partnership between the university and the field site. The university-based supervisor will communicate periodically with field-based supervisors, both in person and via phone or email conversations. The content of this communication may include the intern’s progress on university required internship requirements, in addition to field-based site requirements. The field-based supervisor is also encouraged to seek out the university-based supervisor through a phone call or email message as needed. When signing the written internship plan, the intern, the field-based supervisor, and the university-based supervisor each agree to the plan and to revisit the plan should any future disagreement or other problems occur. University-based supervisors will communicate with internship site field-supervisors and school administrators, as needed, in order to facilitate an appropriate internship experience for all parties. Any significant change to the internship structure or process must be discussed with all parties, along with an updated written agreement.

What should I expect from my field-based supervisor and the supervision experience?

- Strong field supervision involves time and commitment. The program requires an average of two hours or more of field supervision each week of your internship, with the preponderance being face-to-face. While the limited full-time license in MN allows an intern to be the “psychologist of record,” all interns, regardless of license, are required to have field-based supervisors review ALL written reports/documents, and sign the Internship Case Log. The intern may be recognized as an employee of the district, but is also considered a student. Communication between the university and the internship site about the intern’s progress and needs may occur.

- Supervision styles can vary tremendously. However, beyond ensuring sufficient face-to-face time, a strong field-based supervisor should help guide interns toward independent practice. Dependence is expected during the fall semester, while increased independence will be expected in the spring of the internship. Many school psychologists report needing 3-4 years beyond the internship before finally feeling fully comfortable with their roles, work environment, and expectations. While encouraging intern independence, field-based supervisors typically provide their expertise. Strong supervisors become keenly aware of the intern’s strengths and needs, helping them build on previously developed skills and helping find opportunities for building less-developed skills.

- Interns are encouraged to seek out the supervision needed from field- and university-based supervisors. Interns are encouraged to schedule a regular meeting time each week and be ready to ask for feedback. This initiative is expected and reflects motivation and care on the intern’s part. Interns must be very aware of NASP and Wisconsin DPI pupil services standards. If you
are not getting at least some experience with each standard during your internship, consult with your field- and university-based supervisors.

How should I present my application to potential internship sites?

- Interns are often valued for their energy, work ethic, and fresh ideas. The field of school psychology is changing quickly and interns have been trained with the latest knowledge and competency base. Consider placing a strong emphasis on these issues in the internship application.

- It is important to clarify and answer any questions about intern status at the first interview. It is recommended intern candidates review a copy of the written internship agreement template with potential employers as soon as possible in the application process. It is important the employer understands clearly the internship requirements. It is also important you ensure you are getting proper supervision and support. Intern candidates MUST discontinue consideration of any position if the field site is unwilling or unable to commit to the requirements as outlined in the written agreement form.

- Intern candidates should be aware many employers do not understand the two internship licensing options (traditional internship license and the limited full-time license in Minnesota). Be sure to clarify intent. The limited full-time license can only be provided with the signature of the district superintendent.

Are “long-distance” internships acceptable?

- Intern candidates may complete an internship anywhere in the USA as long as the requirements in this handbook and on the written internship agreement/plan can be approved. If you are thinking about doing a long-distance internship, you must discuss this option with the university-based supervisor in advance. The university-based supervisor will not travel more than 100 miles from the UWRF campus for site visits. In cases of long-distance, intern candidates must arrange for another university school psychology faculty member or practicing school psychologist outside the district of the internship site to complete the observations. These replacement observations may be eligible for small stipends from UWRF. YOU WILL BE RESPONSIBLE FOR ARRANGING ALL NON-FIELD-BASED SUPERVISOR OBSERVATIONS.

- Interns are expected to be present at ALL seminars. Long-distance interns (100+ miles from campus) may be eligible for participation in the UWRF intern seminars via available video technology, as approved by the internship instructors. Interns will be responsible for purchasing any technology needed to facilitate any virtual attendance.
SECTION SIX: Assessing Candidate Progress

BACKGROUND & CRIMINAL HISTORY CHECKS

All program applicants must complete and return a Conduct/Competency Checklist with the other required application materials. Applicants are informed that a problematic history, in education or with children in particular, could prevent licensure in school psychology. Applicants are informed that comprehensive background checks and criminal histories will be done on all accepted applicants prior to their formal entrance into the program (typically, during the summer prior to their first fall semester).

The College of Education and Professional Studies conducts background checks on all school psychology students entering the program and again prior to the practicum experience (3rd year). All candidates are responsible for paying for this service via special fees associated with SPSY 701 and SPSY 771 ($42 each time). A history of any sexual contact with a minor will make the accepted student ineligible to continue in the program. The impact of other offenses on licensing is often unclear. In those cases, the program director will meet with the student to discuss the possible impact on licensing for the accepted student. Should the accepted student with background check offenses continue in the program, she/he will need to keep a copy of her/his history records and prepare to discuss the issue in interview situations for internships and other school job opportunities. Accepted students are encouraged to discuss their history with the program director, as needed, to help determine potential impact on future licensure.

FACULTY ADVISING AND THE DEGREE AUDIT REQUEST (DAR)

Upon admission to the program in school psychology, the program director will submit a list of all new students to the Admissions department. A Degree Audit Request (DAR) will become visible on-line for each new student. The DAR will reflect the course requirements for the M.S.E. degree. At this time, all candidates will be assigned a faculty advisor from the school psychology program. The advisor works with the candidate to monitor completion of program requirements, the program portfolio, and to provide support throughout the program. Each candidate must meet individually with the advisor at least once per semester. In addition to scheduled advising times, all program faculty post and hold regular office hours, and they are available to all candidates in the program should questions arise.

Candidates are free to request an advisor change if desired. Any core school psychology faculty member may be an advisor, but changes are not guaranteed. Any candidate wishing to change advisors is encouraged to discuss their intent with the current advisor first.
PROGRAM PORTFOLIO REQUIREMENTS

Introduction
All school psychology program candidates will develop an electronic programmatic portfolio designed to show evidence of knowledge and emerging skills. The programmatic portfolio was designed to be developmental in nature, beginning early in the program and finalized during the internship year. The portfolio must include artifacts showing evidence of the candidate’s ability to have a positive impact on children, families, schools, and other related entities. The portfolio will be associated with both the NASP Graduate Education Domains (2010) and the Wisconsin DPI Pupil Services Standards.

Purpose
The purposes of the portfolio are to help candidates engage in reflective practice, help measure positive impact on others, and to document evidence of knowledge and emerging skills gained during the program.

Structure
The School Psychology Program requires and collects an electronic portfolio. Candidates must organize an electronic “folder and file” system that includes content in each of the following main folders:

- **FOLDER #1**: Matrix of overlap between NASP and Wisconsin DPI domains
- **FOLDER #2**: NASP Graduate Education Domain statements and artifacts
- **FOLDER #3**: Personal Reflection Statement

The portfolio must be saved to a flash drive and submitted to program faculty at regular intervals (for a timeline, see: [http://www.uwrf.edu/CSP/SchoolPsychologyStudentAssessment.cfm](http://www.uwrf.edu/CSP/SchoolPsychologyStudentAssessment.cfm)). The candidate must pass the portfolio rating process as rated by the faculty advisor, using the program’s portfolio assessment rubric. A Professional Growth Plan may be required for portfolios that are not developed at a satisfactory level. For additional portfolio support, see the program webpage.

Specific Content for Each of the Four Folders

**Folder #1**: Insert the program-developed NASP by DPI matrix. This matrix demonstrates how the NASP graduate education domains also meet the Wisconsin DPI Pupil Services Standards. Given the overlap in standards, candidate portfolio statements and artifacts will meet both NASP and DPI domains.

**Folder #2**: a reviewer must be able to find sub-folders for all 10 NASP domains. Each sub-folder must have a statement with the following three paragraphs:

1) The NASP domain definition
2) Summary of knowledge within each domain (coursework and other evidence of knowledge)
3) Summary of evidence of emerging skills in each domain (how artifacts contribute to domain)

Sample domain statements are available on the program webpage and D2L. When the final internship portfolio is submitted, at least four artifacts must be included for each domain. The four must be chosen from the lists included in this document. In the summary of evidence of emerging skills (paragraph three), candidates must explain briefly how each artifact included is evidence for success in the domain. For example, for NASP domain #1, a candidate might indicate, “I have included my SPSY 622 behavior change project as one piece of evidence for my emerging skill in data-based decision making. The professor indicated I included all required aspects of the project and that my data are
indicative of high level of success.” The goal is to explain briefly how/why your artifact is evidence of domain success. All artifacts referenced in the summaries must be included in that same domain sub-folder. All artifacts must have faculty feedback included (either written on original document or summarized on a grading rubric).

Folder #3 must include your personal reflection statement, to be updated at each portfolio due date.

Artifact List
A list of artifacts required for each NASP Graduate Education Domain is available on the program webpage. Candidates must include the required artifacts, as explained on the webpage.
THE CANDIDATE ASSESSMENT SYSTEM, FORMS AND TIMELINE

The school psychology program is committed to providing candidates with progress feedback related to state and national training domains (NASP and Wisconsin DPI). In order to measure candidate knowledge and competency development, data are collected through multiple methods at multiple points in the training program. Candidates are encouraged to discuss assessment results with their advisors each semester. Program faculty will utilize the data to assist student with program progress and to make program modifications, as needed.

The following formal system of candidate assessment procedures was developed to ensure that candidate knowledge and professional skills are being assessed on all NASP and Wisconsin DPI Standards/Graduate Education Domains. While numerous candidate progress data are gathered during each year of the UWRF four-year program, the following eight assessments and their data outcomes are aggregated regularly for the NASP program approval process. See the following table for electronic links to these eight assessments. The 2010 NASP graduate education domains that are evaluated by each form are summarized in the second column.

<table>
<thead>
<tr>
<th>Performance-Based Assessment Indicator</th>
<th>NASP Domain(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PRAXIS II School Psychology National Exam (practicum year)</td>
<td>ALL</td>
</tr>
<tr>
<td>2. Portfolio Assessment Rubric (at end of internship)</td>
<td>ALL</td>
</tr>
<tr>
<td>3. Practicum Field-Based-Supervisor Evaluation (formative/mid-year)</td>
<td>ALL</td>
</tr>
<tr>
<td>4. Internship Summative Evaluation (at end of internship)</td>
<td>ALL</td>
</tr>
<tr>
<td>5. Internship University-Based Supervisor Observation (final/spring)</td>
<td>1,2,3,4,5,7,8,10</td>
</tr>
<tr>
<td>6. Intervention Case Study Appraisal Rubric (at end of internship)</td>
<td>1,2,3,4,5,6,7,8,9</td>
</tr>
<tr>
<td>7. Program Evaluation Appraisal Rubric (practicum year)</td>
<td>9</td>
</tr>
<tr>
<td>8. Diversity Values &amp; Dispositions Evaluation (at end of internship)</td>
<td>8</td>
</tr>
</tbody>
</table>

Collected data will be forwarded to the program director and/or the academic program assistant for data entry. While no assessment instrument or system is without fault, this particular multi-modal/multiple source system, where data are collected across time, increases the reliability of the assessment system as a whole.

Beyond the above eight core assessments used for NASP program approval, the school psychology program collects and uses additional data to assist students and for program development. The following timeline summarizes ALL data collected by the program:
<table>
<thead>
<tr>
<th>TIME OF ASSESSMENT</th>
<th>ASSESSMENT INDICATORS USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-program entrance</td>
<td>Application Assessment Rubric</td>
</tr>
<tr>
<td>First Year Candidate (Fall)</td>
<td>Professional Work Characteristics Form</td>
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<tr>
<td>First Year Candidate (Spring)</td>
<td>NONE</td>
</tr>
<tr>
<td>Second Year (Fall)</td>
<td>NONE</td>
</tr>
<tr>
<td>Second Year (Spring)</td>
<td>Portfolio Assessment Rubric</td>
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<tr>
<td></td>
<td>Readiness for Practicum Form</td>
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<td></td>
<td>Background Check &amp; Criminal History</td>
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<tr>
<td>Third Year - Practicum (Fall)</td>
<td>Professional Work Characteristics Form</td>
</tr>
<tr>
<td></td>
<td>Practicum Observation Forms</td>
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<tr>
<td></td>
<td>Intervention Case Study Appraisal Rubric</td>
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<tr>
<td></td>
<td>Practicum Supervisor Evaluation (formative)</td>
</tr>
<tr>
<td></td>
<td>Program Evaluation Rubric</td>
</tr>
<tr>
<td>Third Year - Practicum (Spring)</td>
<td>Professional Work Characteristics Form</td>
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<td></td>
<td>Diversity Awareness &amp; Skills Form</td>
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<tr>
<td></td>
<td>Portfolio Assessment Rubric</td>
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<tr>
<td></td>
<td>Practicum Observation Forms</td>
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<td></td>
<td>Intervention Case Study Appraisal Rubric</td>
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<td></td>
<td>Practicum Supervisor Evaluation (summative)</td>
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<td></td>
<td>PRAXIS II Examination (Test #5402)</td>
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<td></td>
<td>Readiness for Internship Form</td>
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<tr>
<td>Fourth Year – Internship (Fall)</td>
<td>Professional Work Characteristics Form</td>
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<td></td>
<td>Portfolio Assessment Rubric</td>
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<td></td>
<td>Internship Observation Forms</td>
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<tr>
<td></td>
<td>Internship Supervisor Evaluation (formative)</td>
</tr>
<tr>
<td></td>
<td>Intervention Case Study Appraisal Rubric</td>
</tr>
<tr>
<td>Fourth Year - Internship (Spring)</td>
<td>Professional Work Characteristics Form</td>
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<td></td>
<td>Diversity Awareness &amp; Skills Form</td>
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<td></td>
<td>Portfolio Assessment Rubric</td>
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<td></td>
<td>Internship Observation Form</td>
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<td></td>
<td>Internship Supervisor Evaluation (summative)</td>
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<tr>
<td></td>
<td>Intervention Case Study Appraisal Rubric</td>
</tr>
<tr>
<td>Post-Graduation (Spring, 2 years post-graduation)</td>
<td>Alumni Survey</td>
</tr>
</tbody>
</table>

For electronic versions of the above noted forms and documents, see the end of this handbook or link to the [Candidate Assessment System on the program webpage](#).
REQUIRED COMPREHENSIVE WRITTEN EXAMINATION

Passing the PRAXIS II written exam is required prior to the awarding of the educational specialist (Ed.S.) degree in school psychology from UW-RF. As of 2014, the passing score for this exam was 147 (A national standard that has been adopted by Wisconsin Department of Instruction [DPI]). Additionally, passing the PRAXIS II exam makes candidates eligible for the National Certification in School Psychology (NCSP) status.

Candidates must take the school psychology portion of the PRAXIS II examination, administered by the Educational Testing Service (ETS, Test #5402). Candidates may register for the PRAXIS II starting with the December administration of the test during the practicum year. Practicum candidates should plan to register to take the exam no later than the March administration of the practicum year. Delaying test completion and passing of the exam could delay the required licensure or certification needed for internship, depending on the jurisdiction in which the internship will be completed.

Candidates must provide a copy of a passing score summary to the program director. Copies will be sent directly to UWRF if the proper code (#5402) is indicated when registering for the exam. Candidates can download registration materials for the PRAXIS II examination from the ETS services web page (www.ets.org).

THE OUTSTANDING STUDENT IN SCHOOL PSYCHOLOGY AWARD

Each year, in the spring, UW-RF recognizes an outstanding candidate from each program. School psychology candidates can be nominated by a faculty member, a candidate peer, or they may submit their own name for consideration. Candidates receiving this award are generally recognized for their leadership, scholarship, and/or involvement in service to others. The nomination process begins in January each year. Please, submit nominations to the director of the school psychology program. The school psychology faculty will review all nominations and determine collaboratively the award recipient each year. Recent recipients include Allison Anders (2015), Annie Ormiston (2014), Chad Ruter (2013), Cora Reidenbach (2012), Danielle Johnson (2011); Kelly Ellenberger (2010); Carrie Duba & Amanda Yenni (2009); Brooke Fails & Terri Ninneman (2008).
SECTION SEVEN: Student Leadership & Involvement Opportunities

NASP STUDENT LEADER

Over 100 NASP Student Leaders from school psychology training programs across the country help facilitate communication between graduate candidates and NASP. Student leaders work on important student initiatives including improving NASP resources for students, organizing community outreach activities, increasing student communication across programs, and developing student-related convention activities. Locally, the UWRF NASP Student Leader will serve a number of roles, including:

1. NASP student leaders provide updates to the program students and faculty about NASP news and events. Templates are shared with NASP student leaders periodically.
2. NASP student leaders help mentor new students. This may involve visiting program classes, as requested by faculty, to introduce NASP issues and take questions from current students. This may involve attending the program Open House (January) and the New Student Orientation (April).
3. NASP student leaders may visit with UWRF or other college undergrads about the field of school psychology (e.g., Psi Chi, Psych society gatherings).
4. NASP student leaders assist the faculty and Sigma Psi Tau with arranging School Psychology Awareness Week activities on campus. This may involve travel.
5. NASP student leaders are encouraged to develop one personal leadership goal for the year, to be supported by program faculty.
6. NASP student leaders may be asked to attend other alumni events to help promote the program.
7. NASP student leaders are eligible for full travel reimbursement to the NASP conference (up to $1000).

If you are interested in becoming a NASP student leader, see http://www.nasponline.org/students/studentleader.aspx and talk to the director of the UWRF school psychology program. All practicum students (3rd year students) are eligible for a one-year term. Students may submit an application to the program director in late spring each year (see: http://www.uwrf.edu/CSP/SpsyResources.cfm). The faculty will choose student leaders from the pool of applicants. The student leader is eligible to attend an annual meeting of student leaders at the NASP Convention. UW-RF has had a NASP student leader since 2007 (Brooke Fails, 2007-2009; Jennifer Juhlke, 2009-2010; Danielle Johnson, 2010-2011; Amanda Weinkauf, 2011-2012, Julianne Larsen, 2012-2013, Linda Swanson, 2014-15).

WSPA BOARD STUDENT REPRESENTATIVE

The Wisconsin School Psychologist’s Association (WSPA) is interested in supporting future state leaders in the field of school psychology. One student from each of the seven state programs is eligible to serve on the WSPA board. The WSPA board meets at each WSPA conference (fall and spring) and in the summer for long range planning. Student representatives are asked for student perspectives and learn about state issues through observing board processes and communicating with faculty members on the board. UW-RF has had a WSPA student representative since 2010 (Anna Yakesh, 2014-15, Bobbi Schiller, 2013-14, Tara Haase, 2012-2013; Nicole Hogan, 2011-2012; Amanda Weinkauf, 2010-
2011). Dr. Woitaszewski has served on the WSPA board since 2005. Students may submit an application for this position to the program director in late spring each year (see: http://www.uwrf.edu/CSP/SpsyResources.cfm). The faculty will choose student leaders from the pool of applicants.

**MSPA BOARD STUDENT REPRESENTATIVE**

The Minnesota School Psychologist’s Association (MSPA) is interested in supporting future state leaders in the field of school psychology. Two students from all MN and WI border programs are eligible to serve on the MSPA board. The faculty will choose student leaders from the pool of applicants. UW-RF has had a WSPA student representative since 2013 (Ali Leis, 2014-15, Michelle Lanz, 2013-14)

**UW-RF SCHOOL PSYCHOLOGY STUDENT GROUP**

All program candidates are encouraged to participate in Sigma Psi Tau, the UW-RF school psychology student organization on campus. The student organization is officially sanctioned by UW-RF and it serves several purposes, including but not limited to, leadership development, communication with the faculty about candidate perspectives, fund raising for candidate conference travel, and hosting speakers or panels. The student group receives financial support from the university and the school psychology program. Interested candidates are encouraged to contact the student group president, or the faculty sponsor, Dr. Todd Savage, for more information (todd.savage@uwrf.edu). Officers will be elected annually, in the spring, by the members of Sigma Psi Tau.

**SCHOOL PSYCHOLOGY PROGRAM ADVISORY COUNCIL**

The school psychology program utilizes the support and input of an official advisory council. The advisory council is made up of 8 to 12 alumni, area practicing educators, and current students. The program director contacts the advisory council at least once each semester with program updates and requests for feedback on program policy and procedures. The advisory council typically includes at least one current student from each of the four cohorts. The program faculty will discuss potential advisory council members as the need arises. The goal will be to maintain varied points of view on the advisory council. The program director will contact faculty-selected nominees in the spring of each year to gauge interest.

**MENTORING NEW SCHOOL PSYCHOLOGY STUDENTS**

Periodically, the program will host an open house for program applicants and others interested in the school psychology at UWRF. The program faculty will seek current students to attend the open house. Students will be available to provide tours and/or be available for questions. Additionally, the program faculty seeks a cross-section of current students to be part of a new student orientation, usually held in late spring. If you are interested in being part of the applicant open house or the new-student orientation, please, contact the program director.
SECTION EIGHT: Campus Support & Resources

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Candidates whose disabilities require accommodations in teaching or assessment methods may request faculty to consider their needs for formal accommodation. However, accommodations or changes for the candidate cannot include the elimination of program objectives or requirements that would be inconsistent with what is typically expected of practicing school psychologists. Please, contact the Disabilities Services Office on campus at (715) 425-3531 and the director of the school psychology program if you have a disability you believe requires special accommodations. Candidates are encouraged to communicate frequently and clearly about their needs with each of their professors. Specific and consistent communication about needs will facilitate a more efficient process.

HOUSING

School psychology candidates have the option of living on campus. See the housing Webpage for general information: http://sa.uwrf.edu/sa/res-life. The South Fork Suites is a residence hall for upper class and graduate students. Additional information about the South Fork Suites can be found at: http://sa.uwrf.edu/sa/res-life/res-halls/south-fork.

LIBRARY AND PROGRAM MATERIALS

The school psychology program is committed to maintaining current school psychology journals, books, videos and other resources within the Chalmer-Davee Library, conveniently located adjacent to the Wyman Education Building. Additionally, the program maintains a comprehensive selection of individual student appraisal and intervention materials, all located in the Wyman Education Building, where students may sign out materials for use in program coursework. For situations where candidates are required to submit video recordings of their work, the program has camcorders available for students to check out.

THE UNIVERSITY CENTER – FOOD AND TEXTBOOKS

The University Center (UC) opened in January of 2007 and is located next to the Wyman Education Building. This facility offers several food court options, a coffee shop, a convenience store, and the university bookstore for textbook purchases. Candidates may request textbooks be sent directly to a home address if desired. In many cases, electronic (e-book) textbooks are available. Bookstore staff will make students aware of all textbook options for each course.
SECTION NINE: Student Financial Aid

GENERAL FINANCIAL AID

Federal Stafford Loans (both Subsidized and Unsubsidized)
Financial Aid eligibility begins by completing the FAFSA online each year at www.fafsa.ed.gov and all students are encouraged to do so as soon as possible.

Through the Federal Stafford Loan program, graduate students can borrow up to their cost of attendance (tuition and book charges plus an allotment for living expenses) for an entire academic year (an "academic year," as defined for financial aid purposes, is fall through summer) with a $20,500 aggregate academic year limit.

To qualify for these loans, graduate students must be enrolled at least half-time; loan award amounts can vary depending on enrollment. For financial aid purposes, graduate students are considered full-time when enrolled at 8 or more credits, and at least half-time while enrolled in 4 or more credits in a semester. Students enrolled in 0-3 credits are not eligible for a Stafford loan.

Typically, graduate students who are interested in loans have enough funding through the Stafford Loan Program, but if any graduate student needs an additional loan, the UW-River Falls Financial Aid Office staff can offer guidance regarding the Grad PLUS loan, SELF loan, or alternative loan. Students are always welcome to contact the UWRF Financial Aid Office by email at billing.finaid@uwrf.edu, by phone at (715) 425-4111, online at http://www.uwrf.edu/FinancialAid/GraduateStudents.cfm, and/or or by visiting the integrated Student Billing and Financial Aid Service Counter in North Hall.

Work Study
If you have financial need as determined by the FAFSA, you may be eligible to have a Work Study award. This would allow you to work at a Work Study job on-campus. Work Study is awarded to graduate students on a case-by-case basis, so if you are interested in a Work Study job please contact the Financial Aid Office.

Advanced Opportunity Program (AOP) Grant
Eligibility is based on African American, Hispanic, American Indian, Alaskan Native, or Southeast Asian ethnicity; or being an economically or educationally disadvantaged non-minority student. A FAFSA must also be completed for the academic year which you are applying for the grant. Priority will be given to continuing recipients, then to new applicants who are Wisconsin residents, then to new applicants who are non-residents. Students must be registered for at least 2 credits, and the grant amounts are prorated based on per credit charges plus cost of books and supplies up to 9 credits per semester. The grant can be received for a maximum of two full-time academic years. The online application is at http://www.uwrf.edu/csp/scholarships.cfm

Loan forgiveness and public school employees (The College Cost Reduction Act of 2007)
Under this program, recipients of eligible Federal Direct Loans, including school psychologists, who pay faithfully without defaulting on their loan for a period of 120 months while concurrently working
in a public sector job (including schools) are eligible to have all remaining principal and interest on the loan forgiven. The eligible federal loans include Federal Direct Stafford Loans, Federal Direct plus Loans, Federal Direct Unsubsidized Stafford Loans, and the Federal Direct Consolidated Loan. Both undergraduate and graduate loans are eligible. However, this program began on October 1, 2007 and ONLY payments made after that date may be applied to the 120 month period. For More Information about the College Cost Reduction and Access Act and the Public Service Employee Program, interested persons should contact the U.S. Department of Education’s call center, 1-800-433-3243. Callers to the automated system should select the option that permits them to speak directly to an operator or a call center representative. You may also contact Direct Loan Servicing at 1-800-848-0979 for more information. Additionally, the National Association of School Psychologists (NASP) is encouraging school psychologists to pursue this option (see: http://www.nasponline.org/advocacy/loanforgiveness.pdf).

**UW-RIVER FALLS RECIPROCITY WITH MINNESOTA**

Reciprocity is the agreement Minnesota has with neighboring states to provide lower tuition for students attending public colleges and universities in Wisconsin, North Dakota, and South Dakota. In other words, Minnesota students attending UW-River Falls pay tuition that's comparable to what's charged at a similar Minnesota school. You only have to apply for Minnesota reciprocity once as long as you are continuously enrolled as a student at UW-RF during the first two years of the school psychology program (see the NOTE below). You may need to reapply if you do not register for an entire academic year (fall term to next summer session). The financial aid department encourages students to apply for reciprocity before the first semester you enter the program, but no later than the end of your first semester. To apply, see:


**NOTE:** reciprocity applies only to the first two years of the school psychology program (the master’s degree portion). During the final two years of the program (the specialist degree), all students are charged the same tuition regardless of home state, even if an application for reciprocity was not submitted. For the 2010-2011 school year, specialist credits were set at $410 per credit for all students. This amount is subject to change and does not include additional segregated fees.

**FINANCIAL SUPPORT FOR STUDENT CONFERENCE TRAVEL**

The program may offer financial support to candidates wishing to gain additional professional development through travel to state and national school psychology conferences. Travel support will be dependent on each annual program budget, and may vary from year to year. Upper class candidates and those presenting at state or national conferences will be given funding priority.
SCHOLARSHIPS

Several scholarships are available and achievable for UW-RF school psychology graduate students. A good starting point can be found here: http://www.uwrf.edu/csp/scholarships.cfm. See the following for additional information:

- The Marilyn L. Leifgren Scholarship. This scholarship supports students entering their third year in the School Psychology Graduate Program in good academic standing. An essay is required detailing leadership and involvement in the School Psychology Program as well as future goals and specific contributions to the School Psychology profession. For additional details and deadlines, search the scholarship information web page with search term "Leifgren."

- The Mary J. Crownhart Scholarship. The Crownhart scholarship is given annually to one student in the Department of Counseling & School Psychology. The value of this one-time scholarship has been $1000 (may vary). Applicants for the Crownhart Scholarship should have a cumulative GPA of 3.0 or higher and exhibit evidence of leadership qualities through involvement in professional or other organizations. For additional details and deadlines, search the scholarship information web page with the search term "Crownhart."

- The National Association of School Psychologists (NASP) awards up to five $5,000 scholarships to qualified candidates of minority backgrounds nationwide. See http://www.nasponline.org/about_nasp/minority.aspx for additional details. The deadline is typically late October or early November each year. UW-RF school psychology student Brooke Fails was awarded this scholarship in the spring of 2009 (one of only three nationwide in 2009).

- The Wisconsin School Psychologists Association (WSPA) also offers three scholarships, as summarized below. For additional information, see the awards tab on the WSPA web page at: http://www.wspaweb.org/Awards.aspx. The deadline is typically in January.
  - Bernice Krolasik Memorial Scholarship. Awarded to non-traditional age WSPA student member currently enrolled in a graduate School Psychology Program.
  - WSPA Minority Scholarship Award. Awarded to a minority candidate in a Wisconsin School Psychology graduate program.
  - Suzanne Allard Award. Awarded to a WSPA student member currently enrolled in a graduate School Psychology program of the University of Wisconsin who intends to practice in Wisconsin upon completion.

- Literally billions of dollars in other scholarships and fellowships are available to students. See http://www.nasponline.org/students/scholarship.aspx for organizations that offer scholarships for minority students, websites with search engines to help all students find scholarship opportunities, and directories of available scholarships of all types.
Consider inquiring about outside scholarships from your employer or local organizations and businesses where you live. You can also search for scholarships using search websites such as www.fastweb.com and www.scholarships.com.

GRADUATE ASSISTANTSHIPS

Historically, the school psychology program has offered two or more graduate assistantship each year. Graduate Assistants (GA) are paid monthly with a stipend totaling around $4000 for an average of 12 hours per week, between September and May. A portion of those hours may be completed off-campus but scheduled campus hours will be required. Duties may include teaching assistance, research assistance, and assisting with program publicizing and recruiting (e.g., attending graduate school fairs, attending program open house, etc.). The ideal graduate assistant will have excellent organization and time management skills, experience in leadership positions, and notable interpersonal and problem-solving skills. Graduate assistants must communicate effectively via e-mail and in-person with faculty members and current students. Driving to campus and other area locations to meet with students or faculty members will be required. Graduate assistants must be in good academic standing. See the program webpage for an electronic version of the Graduate Assistant application.
SECTION TEN: The Awarding of Degrees & Licensing

AWARDING OF THE MASTER OF SCIENCE IN EDUCATION (M.S.E.) DEGREE

The Master of Science in Education (M.S.E.) degree is awarded to all school psychology program candidates who complete the required master’s degree course work (minimum of 35 credit hours). To ensure eligibility for graduation with the M.S.E., candidates must submit a completed M.S.E. Checklist for School Psychology and the School Psychology Program Credits Checklist to the director of the program by mid-February of the year the degree is to be awarded. At this same time, an official application for graduation must be submitted to the Registrar’s Office. Check with the Graduate Studies office, (715) 425-3843, for a specific deadline date. All master’s degree coursework must be completed prior to entry into the educational specialist (Ed.S.) program. The M.S.E. candidate must complete the M.S.E. portfolio and resolve all incomplete grades prior to earning the M.S.E. and starting the Ed.S. program.

AWARDING OF THE EDUCATIONAL SPECIALIST (Ed.S.) DEGREE

The educational specialist degree (Ed.S.) is the minimum degree required to gain licensure in school psychology in most states. At UW-RF, the educational specialist degree in school psychology is awarded upon completion of all specialist program requirements (an additional 31 credit hours beyond the 35 credit M.S.E., for a total of 66 program credits). A portion of these total required credits includes the completion of a 10-credit Internship in School Psychology (SPSY 775/776), completion of the Program Evaluation research project, and passing the school psychology portion of the PRAXIS II examination with a score of 147 or higher. To ensure eligibility for graduation with the Ed.S., candidates must submit a completed Specialist Checklist for School Psychology and the School Psychology Program Credits Checklist to the director of the program. Additionally, an official application for graduation must be submitted to the Registrar’s office. An on-line application and additional commencement information may be found at: http://www.uwrf.edu/CSP/Graduation.cfm. Check with the Graduate Studies office, (715) 425-3843, for a specific application deadline date.

LICENSING

Prior to the internship year, intern candidates must apply for an initial license in Wisconsin, Minnesota or other state where the internship will be completed. Wisconsin and Minnesota licensing requirements are summarized next. Licensing requirements for other states must be determined by the intern her- or himself prior to the commencement of the internship.

In Wisconsin, intern candidates will apply for the Initial In-State Teaching or Pupil Services License (PI-1602-IS). Applications are available on-line at: http://dpi.state.wi.us/tepdl/applications.html. The initial 61 (nonrenewable) school psychology license is required for interns working in Wisconsin (DO NOT apply for an emergency license!). The following are required to qualify for the 61 license:

a. Complete the M.S.E.

b. Pass the PRAXIS II exam (Register for test #5402; passing score = 147 as of 2014)

c. Pass the 3rd year programmatic portfolio (approved by program faculty)
d. The Educator Licensing Online (ELO) process does not require university signatures or forms. Instead, it requires the CEPS Certification Officer (Mr. Michael Martin) to upload candidate endorsement information once a candidate is eligible for a license. The School Psychology Program director will contact the UWRP certification officer (Mr. Michael Martin) when candidates have completed these third-year requirements.

After completing the internship and the Educational Specialist Degree, do the following:

a. Apply for the initial 62 license immediately. The endorsements for the two different licenses (61 & 62) are coded separately and considered two different licenses.

b. Work for three years under the 62 license and complete Professional Development Plan (PDP). Be sure you have electronically submitted your PDP verification to DPI through QEI, WECAN PDP, or WI-PDP. This step is required after your PDP Review Team has verified your PDP.

c. Advance license from initial to professional license. For more information on this advancement, go to: [http://tepdl.dpi.wi.gov/licensing/elo-advancing-tips](http://tepdl.dpi.wi.gov/licensing/elo-advancing-tips). Completion of the PI-1613 Experience Verification will be required.

In Minnesota, School Psychology Interns have two license options: 1) the Limited Full-Time License, or 2) the Limited Intern License. Both can be applied for after July 1 for the upcoming school year. See the descriptions below for more details, or see the Minnesota Department of Education web link for application information: [http://education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/Apply_Renew_License/index.html](http://education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/Apply_Renew_License/index.html).

1. With the **Limited Full-Time License**, the intern is the psychologist of record, yet direct field-based supervision must still be included and extensive. While field-based supervisors may expect significant independence, and full pay with this license is common, the university still requires the interns to receive at least two hours per week of face-to-face field supervision under this license. Additionally, the UW-RF school psychology program still requires field supervisors review all written work completed by the intern, even when the intern is the psychologist of record under this license. The field supervisor will sign the Internship Case Log and all logged hour forms to indicate he/she has reviewed and supports each document.

   To apply for the Limited Full-Time License in Minnesota, section six of the educator license application must be completed. The district superintendent must help completed this section and sign it in support of the intern. The superintendent must document the position was posted and available for fully licensed individuals (Parts 3a, b, and c). In part 3d, the district must document the substantive reasons the intern was chosen for the job (e.g., the intern was a better fit for the position, possessed unique knowledge or skills for the position, etc.). A mentor (field-based supervisor) must be assigned at the time of the application and listed on the application.

2. The **Limited Intern License** requires that a field-based supervisor be the psychologist of record, not the intern. In these cases, the field-based supervisor must review and support all intern-produced written documents (e.g., provide a signature on each document). These internships are often paid with a stipend, but typically involve exceptional supervision from sites more familiar with intern needs and development. Traditional internship site field-based
supervisors are typically well aware of intern needs and are known for adapting expectations accordingly.

To apply for the Limited Intern License, section seven of the educator license application must be completed. A district superintendent and university certification officer [Mr. Michael Martin at (715) 425-3740] must sign the application in support of the intern’s application. However, under this license, the district superintendent need not document the position was posted and available to fully licensed individuals.

**IMPORTANT NOTE:** The UW-RF school psychology program educates candidates to meet state (WI DPI) and national (NASP) training domains. As a DPI and NASP approved program, graduates are *eligible* for school psychology licensure in Wisconsin, Minnesota, and most other jurisdictions. However, the school psychology program does not *guarantee* licensure. All applicants must pass a background check and criminal history at the time of license application.

**NATIONALLY-CERTIFIED SCHOOL PSYCHOLOGIST (NCSP) CREDENTIAL**

While not required for graduation or for practice as a school psychologist, all graduates of the program are highly encouraged to apply for national certification (NCSP). The NCSP reflects the highest level of recognition in the field of school psychology. It reflects a school psychologist’s rigorous training and achievement, and it makes school psychologists eligible for increased salary in some districts.

The NCSP is the professional credential of the National School Psychology Certification System administered by the National Association of School Psychologists (NASP). Standards for certification include a minimum of a master's degree in school psychology, preferably from a NASP-accredited school psychology program, at least 60 semester credits in appropriate graduate courses, completion of the school psychology practicum and the school psychology internship that meets NASP standards, state certification/licensure in school psychology, and successful completion (i.e., score of 165 or higher) of the school psychology portion of the PRAXIS II examination administered by ETS.

NCSP application due dates are August 15 and March 1. Most interns focus on completing the NCSP application during the summer following the internship year and graduation with the Ed.S. Graduates are encouraged to apply as soon as possible following the completion of the internship, as the PRAXIS II exam scores cannot be more than three years old at the time of application for the NCSP. An application for graduates of NASP approved programs can be found at: [http://www.nasponline.org/certification/approvedapp705.pdf](http://www.nasponline.org/certification/approvedapp705.pdf). Graduates of the UW-RF program may use the application for approved programs.
SECTION ELEVEN: Official Program Policies

TRANSFER OF GRADUATE CREDITS TO UW-RF

Up to nine graduate credits from an accredited institution recognized by UW-RF may be submitted for potential substitution. To be accepted for transfer a course must be consistent with established program courses, and no more than five years old at the time of transfer. Transfers should occur in the first semester of training. Candidates wishing to petition courses for transfer must utilize the Petition for Course Transfer Form. This form, a transcript, and a copy of the course syllabus (or an official course description) must first be submitted to the instructor of the course being requested for substitution and then directed to the program director for review. If the transfer is approved, the program director will inform the registrar of the program’s decision. In addition, students requesting transfer of credits must arrange to have an official transcript sent directly from the previous institution to the UW-RF registrar. Transferred credits will appear on the candidate’s UW-RF transcript. See the Petition for Course Transfer Form for additional details. NOTE: one course that cannot be substituted is SPSY 651 Diversity, Social, and Cultural Issues.

COURSE SUBSTITUTION

Occasionally, program candidates bring to the program a previously earned educational license or endorsement (e.g. SLD, EBD, ASD, school counseling). When program courses are required in the area of license or endorsement, and when the candidate’s prior graduate training leading to the license or endorsement is more than five years old (and therefore not subject to transfer) candidates may wish to petition for a course substitution. Additionally, in some cases, an advisor or the program director may highly encourage course substitution. Alternative course options include taking a more advanced course in the area of licensure or related course at UW-RF, an advanced course at another accredited institution that is eligible for transfer, or developing a comprehensive and rigorous independent study under the advisement of a UWRF faculty member. Substitutions of this nature are not guaranteed. Any decision about course substitution will be done in consultation with and approved by the program director. Candidates wishing to pursue course substitutions must provide evidence of an educational license and documentation of at least one year of practice within the last five years in the area being petitioned for substitution. The program does not provide credit for experience (i.e., waive credit requirements). In all approved cases, a substitution of the same number of credits must be made.

LIMITATIONS OF CANDIDATE WORK EXPERIENCES

School psychology program candidates who engage in paid employment or volunteer experiences while completing the program must be aware of the limitations of those experiences:

- Volunteer or paid experiences not required by or associated with the program will not be covered by university liability insurance or the required Forrest T. Jones student liability insurance policies.
Candidates may not count these paid employment or volunteer experiences toward hour requirements for practicum or internship.

University and field-based supervisors will not be provided by the program for those paid employment and volunteer experiences the candidate takes on above and beyond the school psychology program of study.

Work during the practicum or internship year is subject to these same limitations. For example, a practicum candidate may choose to take contracted paid work after the completion of 600 hours at the end of the practicum year and as endorsed (approved). This experience would not be supervised by a university faculty member and will not be covered by student liability insurance. Candidates in situations like this may wish to purchase a professional liability plan on their own (For an option, see: http://www.ftj.com/product_list.php).

COURSE AUDIT POLICY

Individuals seeking to audit a course in the School Psychology program must forward a request in writing to the school psychology program director. The program director will review the request and consult with the faculty involved in teaching the course the request covers. The granting of approval is not automatic and it is based on review of several factors. Examples of factors reviewed include level of knowledge (prerequisites) necessary to take the course, space available for the course, and specific goals the person may have for taking the course. Persons requesting an audit should prepare a rationale for how they will use the course information in their professional development. If the faculty and program director agree to grant approval for the request to audit a class, the student who wishes to audit a course must inform the registrar’s office of her or his intent to audit a course. It is the policy of UW-RF that students who wish to audit a course can only do so after those enrolled for credit have done so, and only on a space available basis. Student who enrolls in a course on an audit status cannot change their status to one where they intend to receive credits for the course. The specific university course audit policy can be found online at: http://www.uwrf.edu/Registrar/PoliciesAndProcedures/Auditing.cfm

Specific fees for auditing a course are listed below.

2012-13 Per Credit Audit Fees (subject to change)

<table>
<thead>
<tr>
<th>Graduate</th>
<th>WI Resident</th>
<th>MN Reciprocity</th>
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</thead>
<tbody>
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<td>127.00</td>
<td>136.00</td>
<td>466.00</td>
</tr>
<tr>
<td>Senior (Age 60+)</td>
<td>0.00</td>
<td>136.00</td>
<td>466.00</td>
</tr>
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INDEPENDENT STUDY POLICY

Independent study credits (use of SPSY 798) are not part of the usual course sequence in the school psychology program. However, requests for use of an independent study will be considered on a case-by-case basis when extenuating circumstances arise. In most situations, independent studies will not be accepted as a substitute for a regular course in the program. While unexpected circumstances understandably arise when taking courses in the normal curriculum, the faculty cannot eliminate or
lessen training expectations. The faculty will offer flexibility whenever possible (e.g., extended due
dates), and an “Incomplete” grade may be given as necessary, but candidates must be prepared to slow
program progress when conflicts develop. On occasion, candidates may choose to add additional
credits to their credit load – above and beyond the recommended course sequence – in order to meet
certain financial aid load obligations that may develop. In such cases, candidates must discuss this need
with their advisor. A syllabus would be developed in those cases, with appropriate expectations and
clear evidence of how the independent study requirements will meet NASP and Wisconsin DPI
training domains.

Candidates should discuss with their advisors all individual course scheduling needs on a regular basis.
The advisor will bring to the entire faculty any requests for the use of an independent study. The
faculty will discuss the request and collaboratively come to a consensus. Appropriate documentation of
the approval or denial of such requests will be shared directly with the candidate, and a record will be
maintained in the candidate’s file.

**POLICY ON INCOMPLETE AND SATISFACTORY PROGRESS GRADES**

Students must request a grade of Incomplete, using the program’s [incomplete request form](#).
Incompletes are not automatically granted.

Per university policy 8.2.18.1, a grade of incomplete (I) may be given for a verifiable, non-academic
reason at the instructor’s discretion upon student request. If the student does not complete the
coursework and a A-F grade is not given within two semesters (excluding J-term and summer terms)
the course grade becomes an F. See Instructor Preference paragraph (8.2.18.4) below for exceptions to
this rule. When a student completes the work, the incomplete (I) grade is replaced with the new grade
(A-F). The notation for I and SP is taken off of the students’ records when the course work is
completed. The student is responsible for being aware of the financial aid implications of his or her
grades.

Additionally, per university policy 8.2.18.2, a grade of satisfactory progress (SP) may be given by the
instructor when the work of the course extends logically or for pedagogical reasons beyond the end of
the term. The instructor will give the SP after assessing that the work to date demonstrates progress. If
the work is not completed at the conclusion of two semesters (excluding J-term and summer terms) and
the instructor does not submit a grade, the course grade becomes an F. The student is responsible for
being aware of the financial aid implications of his or her grades.

Candidates carrying two or more “I” grades will be unable to register for additional coursework.
Please, be aware, many program classes are offered only one time per year. A delay in registration may
delay progress through the program by one full year. Candidates may not carry any incompletes at the
time of graduation (M.S.E. and Ed.S.). Additionally, per university policy, all Incomplete (I) or
Satisfactory Progress (SP) grades will automatically lapse to a Failure (F) grade after two completed
semesters beyond the semester the I or SP was issued.
ILLNESS EPIDEMIC POLICY

School psychology program requirements and expectations cannot be excused due to an illness like the H1N1 virus or other illness epidemic. In the event a student contracts an extended illness, the student may receive a grade of Incomplete (I) until all requirements are properly met. Practicum students are expected to complete all 600 hours and interns are expected to complete all 1,200 hours of the required field-based experiences, even if it requires continuing the field experience into an additional school year. Should a practicum student’s or intern’s field-based supervisor become ill for an extended length of time, another appropriately credentialed supervisor with three or more years of experience must be assigned immediately. Missed field-supervision hours may necessitate extending the field experience beyond the normal time frame. Practicum students and interns are encouraged to have a backup supervisor identified early in the fall semester. Should the illness become problematic at UW-RF or the surrounding areas, the School Psychology Program faculty will utilize flexibility in terms of due dates and attendance. However, please, check with each individual professor for specific expectations.

PROFESSIONAL GROWTH PLAN

In the event a candidate is not able to meet the academic, performance, or disposition requirements associated with the duties of a school psychologist, the school psychology faculty reserves the right to implement a Professional Growth Plan. To begin that process, the candidate will meet with all core faculty members to discuss concerns or challenges and collaboratively develop a written plan. The written plan will be based on a standard template used by the program since 2008. Specific observable and measurable goals will be developed. If the school psychology candidate does not meet/address the agreed upon goals to correct areas of need (by the end of the next semester) the candidate may not be allowed to continue in the school psychology program. Even if goals are met, the professional growth plan will continue until the candidate graduates from the program. During that time, the candidate must meet with her or his advisor at least once per semester to discuss growth progress goals as outlined in the plan. Meetings with the entire faculty may be suggested by the advisor as necessary.

Adherence to ethical standards and respect for diversity is expected of all candidates in the program. Evidence of academic dishonesty or behavior detrimental to team functioning and communication may be grounds for dismissal from the program.

ACADEMIC PROBATION

Candidates admitted with less than a 2.75 undergraduate grade point average will be on academic probation. Official Graduate Studies Office policy states “If you are placed on probation, you must earn a "B" average in the next enrollment period for full-time students and in the next 12 credits earned for part-time students. If you do not succeed in doing so, you will not be allowed to register for further courses.” Any candidate being removed from probation will receive a letter from the program director indicating this fact.
RE-ENTRY REQUIREMENT

Graduate students at UW-RF may remain in active status for up to two years after the last enrolled course. After two years, if a graduate student in good standing wishes to take courses again at UW-RF, she/he will need to re-enter by completing a re-entry form through the Registrar's Office. Additional details and a re-entry application form is available at: http://www.uwrf.edu/Registrar/ReadmissionReentry.cfm. All graduate students must complete all UWRF graduate program courses in a seven-year time frame. In some cases of inactivity, a candidate may be asked to retake courses or the entire program.

CANDIDATE DISMISSAL FROM THE PROGRAM

Throughout the school psychology program, all candidates are expected to become familiar with and behave in accordance with the ethics and standards of state and national associations for school psychologists. This information is discussed at the new student orientation meeting, formally reviewed in the introductory courses, and evaluated at different points in the program. Appropriate professional behavior is an important part of satisfactorily completing school psychology programs. In order to receive the program director's endorsement and recommendation for credentialing and/or employment it is not sufficient to have merely completed the academic requirements. All students are to have additionally demonstrated their knowledge of and conformity with ethics and practice guidelines throughout all aspects of the program.

As needed, every effort to intervene early and prevent candidate dismissal will be taken, including the development of detailed program professional growth plans and regular advising feedback. In cases when students are consistently unsuccessful with academic progress, academic integrity, or when professional work characteristics (i.e., personal dispositions) interfere with program progress, candidates may be required to withdraw from the program prior to completion of all credits. Such decisions are taken seriously and are based on multiple sources of data collected over time (e.g., candidate assessment system data, advisor feedback, supervisor evaluations, background check information, and other data).

CANDIDATE GRIEVANCES

The school psychology training program faculty strives to be sensitive to and responsive to the diverse characteristics of all candidates. The faculty attempts to work with all candidates to assure a level of competency necessary to be effective school psychologists. If, as a candidate, you have a grievance with an individual faculty member, it is generally best to bring it to the attention of the faculty member in an individual conference and attempt to resolve the issue in accordance with the ethical standards established by NASP and APA. Unresolved or more serious issues or grievances may be discussed with the program director, the chair of the department of Counseling and School Psychology, or the Dean of the College of Education and Professional Studies as needed to attain resolution.
FORMS, EVALUATIONS, and FIELD HANDBOOKS

The following are important forms, evaluations, and field handbooks that are infused throughout the program. Click on the link to view an electronic version. Each individual form and the timeline of their use can be found on-line. It is expected that candidates be familiar with all of these documents.

Pre-entrance to program:
- Applicant Assessment Rubric
- Documentation of understanding form

First used during YEAR 1 of program:
- Professional work characteristics rubric

First used during YEAR 2 of program:
- M.S.E. checklist
- Credits checklist
- Portfolio assessment rubric
- Readiness for practicum rating
- Graduate assistant application

First used during YEAR 3 of program:
- Practicum Handbook
- Diversity values and dispositions
- Intervention case study rubric
- Practicum observation rubric – teaming/collaboration
- Practicum supervisor evaluation
- Readiness for internship rating
- Directed research final manuscript rubric

First used during YEAR 4 of program:
- Internship Handbook
- Internship agreement template
- Internship observation rubric – teaming/collaboration
- Internship supervisor evaluation
- Ed.S. checklist

General Use
- Incomplete Request Form
- Petition for Course Transfer Form