



## School Psychology Program Policies & Procedures Handbook

**2025-2026 Edition**



Program webpage:

<https://www.uwrf.edu/programs/school-psychology>

Department webpage:

<https://students.uwrf.edu/csp>

Updated April 25, 2025

## UNIVERSITY OF WISCONSIN – RIVER FALLS CAMPUS MAP

The UWRF School Psychology Program is housed in the *Wyman Education Building (WEB)*. The Wyman Building is centrally located on campus, adjacent to the University Center and the Chalmer-Davee Library. See the [campus map](#) for location and directions.



## **School Psychology Program**

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## SCHOOL PSYCHOLOGY FACULTY MEMBERS



**Dr. Scott Woitaszewski** (*he/him/his*) joined the school psychology faculty 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 has been the School Psychology Program Director since 2007. Additionally, he teaches coursework on behavioral assessment, cognitive assessment, program evaluation, school safety and crisis response and he supervises interns in the field. Dr. Woitaszewski's scholarly interests include the study of school crisis prevention and intervention, educator collaboration, and intervention best practices in schools. His service includes being a member and chair of the National Association of School Psychologist's School Safety committee (SSCRC).



**Dr. Todd Savage** (*he/him/his*) joined the school psychology faculty 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 covering an introduction to school psychology; diversity, social, and cultural issues; school safety and crisis intervention, and practicum and internship supervision. Dr. Savage was named the outstanding faculty member of the College of Education and Professional Studies at UW-RF in 2009. He served as president of the National Association of School Psychologists (NASP) during the 2015-16 academic year and continues to serve in a variety of capacities in NASP.



**Dr. Alexis Sanchez** (*they/them*) joined the UWRF School Psychology Program in 2024. They obtained a Ph.D. in School Psychology from the University of South Florida, with an area of emphasis in advocacy, policy, social justice, and school mental health. Dr. Sanchez has experience collaborating with educators, families, community centers, and interdisciplinary clinics to provide school psychological services and supports to all students. To bridge the research to practice gap, they have also led multiple research projects to provide direct and indirect psychological services to improve student academic, social emotional and behavioral success. Dr. Sanchez has worked with K-8 students across various settings, including disabled students, students in gifted programs, and minoritized students, including racial/ethnic minoritized students and LGBTQ+ students. At UWRF, they have taught courses on introductory school psychology, school consultation, mental health, advanced school interventions, research, and practicum.

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## Welcome to the University of Wisconsin – River Falls!

### Dear School Psychology Student:

Welcome to the nationally accredited school psychology program at the University of Wisconsin-River Falls (UWRF). School psychology is a profession offering opportunities to provide a wide range of services to schools and those they serve. You will learn skills to assist children and adolescents achieve their potential as well as to assist parents, families, teachers, administrators, and other school personnel in supporting students. At UWRF, we are committed to supporting your efforts to become a highly skilled school psychologist.

Our program is accredited by the National Association of School Psychologists (NASP) and by the Wisconsin Department of Public Instruction (DPI). These accreditations ensure a broad training foundation, while emphasizing data-based decision-making, collaboration, culturally competent practices, social justice, and numerous other critical skillsets important to effective school psychology practice. 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
- ✓ official policies and procedures of the program

You are responsible for reviewing this handbook information carefully. As needed, please consult 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 UWRF. We look forward to working with you.

A handwritten signature in black ink, appearing to read "Scott A. Woitaszewski", followed by the text "PHD" in a smaller, handwritten font.

Scott A. Woitaszewski, Ph.D., NCSP  
Program Director

## **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 [on the program webpage](#). Applicants are encouraged to check the status of an application status by calling the [Admissions Office](#) at (715) 425-3500. Admitted applicants must notify the program of their intentions no later than April 15<sup>th</sup>. Late applications may be considered if open seats remain after April 15<sup>th</sup>.

Formal applicant interviews are not required. However, all applicants are highly encouraged to visit our campus and speak with one or more faculty members. The program hosts periodic Open House events each year and an Applicant-only information session, typically in January. These events are great opportunities to tour facilities, speak with current students, and meet several faculty members in the department. For additional open house details, see [the program webpage or](#) contact the program director, Dr. Scott Woitaszewski ([scott.woitaszewski@uwrf.edu](mailto:scott.woitaszewski@uwrf.edu)).

The admission process is selective. An average of 12 students begins the program each year, with 90% of those admitted completing the program in four years. While students from a wide range of backgrounds have been admitted into the program, the following may be considered assets to an application to the program: an undergraduate background in psychology, education, or related fields; prior work experiences in education, psychology, or related fields; volunteer experiences in those areas; 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 those factors. Preference will be given to applicants who clearly address all requested content. Accepted applicants will complete a criminal history/background check prior to beginning the program.



## **HISTORY AND CURRENT FRAMEWORK OF THE PROGRAM**

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. The UWRF program includes a 34-credit Master of Science in Education (M.S.E.) degree, followed by a 32-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 address other obligations during the day, if desired. The normal load for UWRF school psychology program graduate students is 3 to 9 credits during a semester.

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 program evaluation research project and pass a written examination (PRAXIS II) 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.

## **TUITIONS AND FEES**

School Psychology Program tuition depends on residency and how far along students are in the curriculum (i.e., tuition changes as one progresses). As of the 2024-2025 academic year, for Wisconsin residents, the Master's Degree (M.S.E.) tuition was \$480 per credit and then \$524 per credit during the specialist degree years (Ed.S.). For Minnesota residents with approved reciprocity status, tuition per credit is \$724 (M.S.E. portion) and then \$524 (Ed.S. portion). Students with residences that do not have reciprocity with Wisconsin will be charged a higher out-of-state tuition rate. Tuition and fee costs in the summer are slightly lower. Tuition does not include the cost of textbooks or additional campus segregated fees. An analysis completed in 2022 reflected an estimated total textbook cost of approximately \$1250 to complete the UWRF School Psychology Program. Additionally, a special course fee (\$100) is charged twice during the program to cover the unique materials costs of SPSY 744 and SPSY 745 assessment courses. For additional tuition and fee details, [contact student billing](#) at (715) 425-3145 or [billing@uwrf.edu](mailto:billing@uwrf.edu).

## **SECTION TWO: Program Mission, Vision, Philosophy, and Goals**

The School Psychology Program is situated in the department of Counseling & School Psychology, the lone graduate-only department at UWRP. The department is housed in the College of Education, Business, & Allied Health (CEBAH).

### **COLLEGE OF EDUCATION, BUSINESS, & ALLIED HEALTH (CEBAH)**

CEBAH houses three schools: the School of Education, the School of Business and Economics and the School of Allied Health and Social Work. Formed by the merger of the College of Education and Professional Studies and the College of Business and Economics in July 2023, CEBAH is home to expert faculty, unique programs and limitless opportunities. Our nationally recognized, accredited programs teach lifelong skills through personalized, hands-on learning, whether it is student teaching in a classroom, interning at a Fortune 500 business or working in our on-campus Speech-Language and Hearing Clinic.

### **DEPARTMENT OF COUNSELING & SCHOOL PSYCHOLOGY**

**MISSION:** Our mission is to help prepare graduate students to be productive, creative, ethical, and engaged school counselors and school psychologists with informed global and social justice perspectives.

**VISION:** The Department of Counseling & School Psychology is a student-centered department that provides excellent, accessible graduate programs in the areas of school counseling and school psychology serving the needs of our region, the state, and beyond. The department ensures academic excellence in all modes and methods of instruction and is committed to expanding access to opportunity for traditional and non-traditional learners alike.

The department is deeply committed to student success and is recognized for its culture of care for every graduate student in the department. The department fosters a true sense of belonging because diversity, equity, and inclusion are top priorities. High-impact teaching and personalized experiential learning practices prepare students for successful careers, enabling all graduate students to lead their best lives as productive, engaged citizens and leaders.

Department faculty members are part of a cohesive community where everyone knows they are on the same team. The department thrives because of our strong foundation of working together to accomplish ambitious goals with a commitment to shared improvement. A department ecosystem of innovation exists because of cross-program collaborations and connections.

The Department of Counseling & School Psychology embraces its role as a leader in graduate education for the public good, through our continued dedication to holistic and sustainable school counseling and school psychology practices. We strive to partner with the communities we impact to bring about positive change locally, regionally, and globally.

## SCHOOL PSYCHOLOGY VISION AND MISSION STATEMENTS

*Vision:* All children and youth thrive in school, at home, and throughout life.

*Mission:* The UWRF School Psychology Program prepares the next generation of school psychologists to address the academic, social, emotional, behavioral, and mental health needs of children and youth in accordance with the NASP *Standards for Graduate Preparation of School Psychologists*, the Wisconsin DPI *Pupil Services Domains*, and through the promotion of the NASP *Model for Comprehensive and Integrated School Psychological Services*.

## SCHOOL PSYCHOLOGY PROGRAM CORE VALUES

*Advocacy:* UWRF SPSY engages in actions and activities that seek to influence positively outcomes directly affecting the profession and the children, youth, families, and schools we serve.

*Collaborative Relationships:* UWRF SPSY partners with faculty, staff, practitioners, cooperating professionals, key stakeholders, and others to develop and achieve shared goals.

*Continuous Improvement:* UWRF SPSY sets challenging objectives and measures the effectiveness of organizational processes and professional practices.

*Integrity:* UWRF SPSY understands and honors individual, cultural, and other contextual differences in our own interactions and as they shape the development of program candidates.

*Social Justice:* UWRF SPSY promotes and enacts social justice throughout the program, the profession, practicum and internship experiences, and on the job.

*Student-Centered:* UWRF SPSY strategically selects goals and activities focused on the needs of program candidates, the profession, and the children, youth, and families we serve.

## PROGRAM LEARNING OUTCOMES & OBJECTIVES

To ensure a program of study aligned with the program's vision, mission, and core values, the following learning outcomes and objectives have been developed. The learning outcomes and objectives of the UWRF 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. Program learning outcomes and objectives are:

### **Master of Science in Education Degree (M.S.E.)**

*Upon completion of the program:*

1. *Graduates will demonstrate culturally responsive practices.*
  - a. **Objective A:** Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of diversity and socially just practices.

- b. **Objective B:** Graduates will be able to demonstrate emerging skills and characteristics related to diversity and socially just practices, as perceived by faculty ratings.
- 2. *Graduates will be able to collaborate successfully and problem-solve.*
  - a. **Objective A:** Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of collaboration.
  - b. **Objective B:** Graduates will be able to demonstrate emerging skills and characteristics related to collaboration, as perceived by faculty ratings.
- 3. *Graduates will be able to demonstrate a positive impact on others.*
  - a. **Objective A:** Graduates will be able to show evidence of multiple school psychology skills and roles, including in the area of emerging positive impact on others.
  - b. **Objective B:** Graduates will be able to demonstrate emerging skills and characteristics related to assisting others' positive growth, as perceived by faculty ratings.
- 4. *Graduates will be able to demonstrate a broad foundation of knowledge/skills aligned with the National Association of School Psychologists (NASP) and the Wisconsin Department of Public Instruction (DPI).*
  - a. **Objective A:** Graduates will be able to show evidence of emerging knowledge/skills across multiple school psychology graduate education domains covered during the M.S.E. degree.
  - b. **Objective B:** Graduates will be able to demonstrate foundational school psychology skills, as perceived by faculty ratings.

### **Educational Specialist Degree (Ed.S.)**

*Upon completion of the program:*

- 5. *Graduates will demonstrate culturally responsive practices.*
  - a. **Objective A:** Graduates will demonstrate emerging or proficient diversity values and dispositions.
  - b. **Objective B:** Graduates will demonstrate emerging or proficient knowledge and skills related to individuals, families, and schools with diverse characteristics, cultures, and backgrounds.
- 6. *Graduates will be able to collaborate successfully and problem-solve.*
  - a. **Objective A:** Graduates will be able to demonstrate emerging or proficient consultation and collaboration skills.
  - b. **Objective B:** Graduates will be able to demonstrate emerging or proficient professional work characteristics (e.g., organization, communication skills).
- 7. *Graduates will be able to demonstrate a positive impact on others.*
  - a. **Objective A:** Graduates will be able to collect and analyze pupil intervention data reflecting measurable student progress.
  - b. **Objective B:** Graduates will demonstrate an overall level of emerging or proficient positive impact on others in schools.

8. *Graduates will be able to demonstrate a broad foundation of knowledge/skills aligned with the National Association of School Psychologists (NASP) and the Wisconsin Department of Public Instruction (DPI).*
  - a. **Objective A:** Graduates will be able to demonstrate proficient knowledge about school psychology.
  - b. **Objective B:** Graduates will be able to show evidence of multiple school psychology skills and roles.
  - c. **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.

## **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 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* (2020) 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.

The school psychology program faculty exists 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 collaborate with students and interns and with practicum and internship supervisors and other professors 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, 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 program at UWRF will engage students 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 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 community are expected to commit to a training process that facilitates the development of professionally- relevant knowledge and skills focused on collaborating 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 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.

<sup>1</sup>This 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](mailto:kbieschke@psu.edu).

## **SECTION THREE: School Psychology Educational Domains**

### **NATIONAL DOMAINS OF EDUCATION & PRACTICE (NASP)**

The standards for graduate preparation and practice contained in the 2020 NASP standards were approved by NASP in May 2020 and went into effect on July 1, 2020. For additional details, see [the NASP webpage](#).

The 2020 Domains of Graduate Education & Practice are as follows.

#### **Domain 1: Data-Based Decision Making**

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

#### **Domain 2: Consultation and Collaboration**

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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 effectively with others.

#### **Domain 3: Academic Interventions and Instructional Supports**

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

#### **Domain 4: Mental and Behavioral Health Services and Interventions**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

#### **Domain 5: School-Wide Practices to Promote Learning**

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

#### **Domain 6: Services to Promote Safe and Supportive Schools**

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning,

mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

### **Domain 7: Family, School, and Community Collaboration**

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

### **Domain 8: Equitable Practices for Diverse Student Populations**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

### **Domain 9: Research and Evidence-Based Practice**

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as In Press Standards for Graduate Preparation of School Psychologists a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels

### **Domain 10: Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

All required/core courses in the UWRF program curriculum are associated with one or more graduate education domains, as follows. Self-studies submitted for NASP re-accreditations will document how each course meets the stated domain, through the evaluation of at least one course assignment designed to meet at least one course objective associated with the noted domain.

<b>UWRF School Psychology Program Courses</b>	<b>NASP Domain Met by This Course</b>	<b>Degree</b>
<b>SPSY 745</b> Cognitive Assessment	<b>NASP DOMAIN 1</b> – Data-based Decision Making	<b>M.S.E.</b>
<b>SPSY 744</b> Academic Assess/Interv.	<b>NASP DOMAIN 1</b> – Data-based Decision Making	<b>M.S.E.</b>
<b>SPSY 769</b> School Consult & Collaboration.	<b>NASP DOMAIN 2</b> – Consultation & Collaboration	<b>Ed.S.</b>
<b>SPSY 798</b> Independent Research	<b>NASP DOMAIN 2</b> – Consultation & Collaboration	<b>Ed.S.</b>
<b>SPSY 744</b> Academic Asses/ Interv.	<b>NASP DOMAIN 3</b> – Academic Interventions & Instructional Supports	<b>M.S.E.</b>
<b>SPSY 752</b> Advanced Interventions	<b>NASP DOMAIN 3</b> - Academic Interventions & Instructional Supports	<b>M.S.E.</b>
<b>SPSY 747</b> Mental Health Asses/Intervention.	<b>NASP DOMAIN 4</b> – Mental Health & Behavioral Health Services & Interventions	<b>M.S.E.</b>
<b>SPSY 622</b> Behavior Asses/Interv.	<b>NASP DOMAIN 4</b> – Mental Health & Behavioral Health Services & Interventions	<b>M.S.E.</b>
<b>COUN 732</b> Group Counseling	<b>NASP DOMAIN 4</b> – Mental Health & Behavioral Health Services & Interventions	<b>M.S.E.</b>
<b>SPSY 701</b> Intro to School Psych	<b>NASP DOMAIN 5</b> - School-Wide Practices to Promote Learning	<b>M.S.E.</b>
<b>SPSY 752</b> Advanced Interventions	<b>NASP DOMAIN 5</b> - School-Wide Practices to Promote Learning	<b>M.S.E.</b>
<b>SPSY 770</b> Pre-practicum	<b>NASP DOMAIN 6</b> - Services to Promote Safe & Supportive Schools	<b>M.S.E.</b>
<b>COUN 790</b> Counseling Microskills	<b>NASP DOMAIN 6</b> - Services to Promote Safe & Supportive Schools	<b>M.S.E.</b>
<b>SPSY 722</b> School Safety & Crisis Resp.	<b>NASP DOMAIN 6</b> – Services to Promote Safe & Supportive Schools	<b>Ed.S.</b>
<b>SPSY 622</b> Behavior Assess/Interv.	<b>NASP DOMAIN 7</b> - Family, School, and Community Collaboration	<b>M.S.E.</b>
<b>SPSY 712</b> Early Childhood Assess/Interv.	<b>NASP DOMAIN 7</b> – Family, School, and Community Collaboration	<b>Ed.S.</b>
<b>SPSY 651</b> Diversity, Social, & Cultural	<b>NASP DOMAIN 8</b> – Equitable Practices for Diverse Student Populations	<b>M.S.E.</b>
<b>SPED 530</b> Exceptional Child	<b>NASP DOMAIN 8</b> - Equitable Practices for Diverse Student Populations	<b>M.S.E.</b>
<b>SPSY 795</b> Research & Program Eval.	<b>NASP DOMAIN 9</b> – Research & Evidence-Based Practice	<b>M.S.E.</b>
<b>SPSY 798</b> Independent Research	<b>NASP DOMAIN 9</b> – Research & Evidence-Based Practice	<b>Ed.S.</b>
<b>SPSY 701</b> Intro to School Psych	<b>NASP DOMAIN 10</b> - Legal, Ethical, and Professional Practice	<b>M.S.E.</b>
<b>SPSY 740</b> Legal & Ethical Issues	<b>NASP DOMAIN 10</b> - Legal, Ethical, and Professional Practice	<b>Ed.S.</b>
<b>SPSY 742</b> Advocacy/Public Policy	<b>NASP DOMAIN 10</b> – Equitable Practices for Diverse Student Populations	<b>Ed.S.</b>

# **LICENSURE PROGRAM GUIDELINES FOR WISCONSIN INSTITUTIONS OF HIGHER EDUCATION: SCHOOL PSYCHOLOGY**

While 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 UWRF school psychology courses meet Wisconsin DPI pupil services domains.

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.

<b>Wisconsin Department of Public Instruction (DPI) Pupil Services Domains</b> <b>by</b> <b>2010 National Association of School Psychologists (NASP) Graduate Education Domains</b>							
	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							
2. Consultation and Collaboration							
3. Academic Interventions & Instructional Supports							
4. Mental and Behavioral Health Services & Interventions							
5. School-Wide Practices to Promote Learning							
6. Services to Promote Safe & Supportive Schools							
7. Family, school, and Community Collaboration							
8. Equitable Practices for Diverse Student Populations							
9. Research and Evidence-Based Practice							
10. Legal, Ethical, & Professional Practice							

## **SECTION FOUR: The Curriculum & Related Requirements**

The total program (M.S.E. & Ed.S) was designed to be a part-time four-year program, with entirely evening-based courses (typically 6-9 credits per term).

In unique circumstances, a five-year plan to complete the total program may be approved by the program director, but this option is not encouraged nor is it guaranteed. The program director will consider such a request and will approve only after careful consideration of the candidate's previous progress, ability to connect on such a plan, and perceived likelihood of success based on already existing evaluation data. Such requests, when approved, are typically related to family needs, health/well-being, or unusual work/financial needs.

Given the part-time pace of the program, the faculty takes great care to provide candidates with numerous opportunities to maintain program connectedness and to develop the professional identity of being a school psychologist. Examples include, but are not limited to:

- *All candidates complete a required orientation prior to joining the program, where they are connected to current students in the program.*
- *A student group is supported by the program and has secured a budget each year since 2009. Social events and professional development opportunities are common inclusions each year.*
- *All candidates are assigned a faculty advisor.*
- *All 2<sup>nd</sup> year students work directly with a graduate assistant, as part of intensive assessment courses, during the fall and spring semesters.*
- *All students are invited to attend a free annual professional development opportunity every November, during National School Psychology Week (NSPW).*

To ensure progressive content, the program updates the curriculum periodically. Candidates will complete the degree (M.S.E or Ed.S) sequence they started but may experience a change in the Ed.S. coursework after completing the M.S.E. (i.e., if curriculum changes to the Ed.S. program are made while the candidate is completing the M.S.E.). Candidates are not guaranteed both degree curricula will be exactly as they were when beginning the M.S.E. program. The current course sequence, for both the M.S.E. and the Ed.S. portions of the program is outlined on the following pages.

**UWRF SCHOOL PSYCHOLOGY PROGRAM COURSE SEQUENCE**  
**MASTER OF SCIENCE IN EDUCATION (M.S.E.) = 34 CREDITS \*\***  
**(TOTAL PROGRAM of M.S.E. + Ed.S. = 66 credits)**

**Fall, YEAR 1**

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 701 Intro to School Psychology	<input type="checkbox"/>					3
SPSY 651 Diversity, Social, & Cultural		<input type="checkbox"/>				3
* * *SPED 530 Exceptional Child					<input type="checkbox"/>	3
						<b>9</b>

**Spring, YEAR 1**

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
* *SPSY 622 Behavior Assess/Interv.	<input type="checkbox"/>					3
SPSY 747 Mental Health Assess/Interv		<input type="checkbox"/>				3
SPSY 744 Academic Assess. & Interv.			<input type="checkbox"/>			3
						<b>9</b>

**Summer, Between 1<sup>st</sup> & 2<sup>nd</sup> Year**

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
COUN 790 Counseling Micro-Skills					<input type="checkbox"/>	2
* *SPSY 795 Research & Program Eval.					<input type="checkbox"/>	3
						<b>5</b>

**Fall, YEAR 2**

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 745 Cognitive Assessment	<input type="checkbox"/>					4
* SPSY 770 Pre-Prac. in School Psy.					<input type="checkbox"/>	.5
						<b>4.5</b>

**Spring, YEAR 2**

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 752 Advanced School Interv.	<input type="checkbox"/>					3
* SPSY 770 Pre-Practicum in School Psy.					<input type="checkbox"/>	.5
* COUN 732 Group Counseling			<input type="checkbox"/>			3
						<b>6.5</b>

\* Also offered in summer term; must be completed as part of M.S.E.

\* Also offered in fall semester; must be completed as part of M.S.E

\* Frequently offered in fall semester as well; must be completed as part of M.S.E

\* Course meetings are delivered entirely on-line

\*\* An undergrad or graduate level human development class is a pre-requisite for earning the M.S.E. It may be taken prior to joining or while completing the M.S.E. program.

**EDUCATIONAL SPECIALIST DEGREE (Ed.S.) = 32 Credits**  
**(TOTAL PROGRAM of M.S.E. + Ed.S. = 66 credits)**

**Summer, Prior to YEAR 3**

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
*SPSY 712 Early Childhood Assess.					<input type="checkbox"/>	3
SPSY 740 Legal & Ethical Issues in School					<input type="checkbox"/>	3
						<u>6</u>

**Fall, YEAR 3**

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 771 Practicum I			<input type="checkbox"/>			4
*SPSY 769 School Consultation & Collaboration			<input type="checkbox"/>			3
SPSY 798 Independent Research					<input type="checkbox"/>	1
						<u>8</u>

**Spring, YEAR 3**

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 772 Practicum II			<input type="checkbox"/>			4
*SPSY 722 School Safety & Crisis Response			<input type="checkbox"/>			3
						<u>7</u>

**Summer, Prior to YEAR 4**

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
*SPSY 742 Advocacy & Public Policy					<input type="checkbox"/>	1
						<u>1</u>

**Fall, YEAR 4**

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
*SPSY 775 Internship in Sch. Psy. I				<input type="checkbox"/>		5
						<u>5</u>

**Spring, YEAR 4**

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
*SPSY 776 Internship in Sch. Psy. II				<input type="checkbox"/>		5
						<u>5</u>

- \* Course is encouraged in summer prior to practicum; may also be taken summer after practicum (summer before internship)
- \* Course meetings are delivered entirely on-line
- \* Immediately follows practicum seminars, on same day and same location

Updated December 2024



## **PROGRAM PRE-REQUISITES**

Applicants from all backgrounds and undergraduate majors are considered for acceptance into the school psychology graduate program. However, all M.S.E. students must have taken (or take while in the M.S.E. program) an undergraduate or graduate-level course in human development (e.g., Lifespan Development, Child Development, Adolescent Development). The program director will review transcripts to determine the viability of courses taken in meeting this requirement. Students without a human development background may consider taking *COUN 612 Lifespan Development* while at UWRF to meet this requirement. There are no other program pre-requisites.

## **TECHNOLOGY IN THE CLASSROOM AND CURRICULUM**

The school psychology program faculty offices and many course classrooms are located in the Wyman Education Building, a state-of-the-art educational facility that was dedicated on May 10, 2000. Additional program courses may be held at Hudson High School, in Hudson, WI.

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

All UWRF courses require student use of a learning tool known as *Canvas*, to include course content, forms, discussion boards, course news items, and other content.

## **PROGRAM RESEARCH REQUIREMENTS**

All graduate students in the UWRF Department of Counseling & School Psychology (CSP) must complete an applied program evaluation project with a collaborating school district or other professional agency approved by the faculty. School psychology students must complete during the practicum year, prior to beginning an internship. A program evaluation is similar to action research in that the focus is on improving one local environment. The CSP program evaluation requirement will involve the student(s) collecting data about a specific program or process within a school or other cooperating agency and providing feedback to the school upon completion. All completed program evaluation results must be presented to the faculty and students in the *SPSY 798 Independent Research* course and to the cooperating school district or agency (i.e., a brief verbal presentation and a completed program evaluation report). With faculty guidance, and cooperating agency approval, some projects may be submitted for professional presentation or publication. However, the primary focus will be on providing the collaborating school district with "consumable" and meaningful results.

## **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 [HERE](#).

## **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., currently about \$25 per year for \$1,000,000 coverage). This purchased liability insurance covers students for all program related experiences, including any course expectations on campus (e.g., preschool, clinic), off-site practicum, off-site internship, and any school observations embedded in courses in the curriculum. 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.

For coverage to be in effect through Forrest T. Jones (FTJ), a student must be (a) a NASP member in good standing; (b) a student preparing for employment; and (c) performing educational duties under the supervision of a licensed educator. As a student of the university, you may be eligible for additional coverage by UWRF. To assist in ensuring your eligibility for liability coverage from FTJ and UWRF, all interns (4<sup>th</sup> year of programming) must (a) be registered for internship credits, (b) must be assigned to and communicating with a field-based and university-based supervisor, and (c) must have a completed and signed written internship agreement on file with the university-based supervisor. Those requirements must be completed before any internship hours begin (may need to occur during the summer prior to the internship). The required supervisor meeting to discuss the internship details may occur after the actual semester starts.

## **COURSE REGISTRATION PROCEDURES FOR 2<sup>ND</sup> 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. eligible graduates late in the spring semester. The Registrar will then re-code those graduates as Ed.S. candidates making them eligible for summer Ed.S. course registration.

## **SECTION FIVE: Applied Field Experiences**

### **PRACTICUM REQUIREMENTS AND GUIDELINES**

The UWRF practicum experience is summarized in the following section. Additional details are provided in the practicum (SPSY 771 & 772) syllabus. See Appendix A for an infographic-style summary of Practicum Expectations.

#### **Overview of 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 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, school psychology candidates will complete and document a minimum of 600 clock hours spent in school-based practicum activities, which translates to approximately 20 hours per week over the course of one academic year (the 3<sup>rd</sup> year of the UWRF program). That is, practicum candidates are expected to engage in practicum experiences until at least the end of the UWRF spring semester, as cooperating districts are operating under this understanding. Regardless of when candidates achieve 600 practicum hours, they are expected to continue accruing practicum hours at their assigned practicum sites until at least the end of the UWRF spring semester of the practicum year.

Given the intensive time demands and commitment that practicum requires during the 3<sup>rd</sup> 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 3<sup>rd</sup> year often involve a time commitment similar to a full-time work experience. Third-year practicum experiences are supervised by both a university-based, school psychology faculty member and a field-based, licensed school psychologist.

Numerous public-school practicum sites are located throughout western Wisconsin, eastern Minnesota, south-central Minnesota, and the Minneapolis-St. Paul metroplex, all within commuting distance to the university. Sites are chosen based on their ability to provide strong and experienced field-based supervision and diverse or unique school psychology roles. 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 (approximately 300 hours at each). 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. Through the assignment of at least two practicum settings, program candidates are exposed to a comprehensive range of service delivery opportunities. Although practicum candidates may express a preference for practicum placements, the school psychology faculty is responsible for making practicum placements.

A critical concern for a practicum placement is that a **comprehensive range** of school psychology service delivery opportunities is made available to candidates and that they are able to gain experience in serving a diverse population (defined broadly). Additionally, faculty members also consider the strengths and areas of growth practicum candidates demonstrate in terms of their emerging professional identities 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 site 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.

Practicum is by no means a guaranteed experience to all who are admitted to the UWRF school psychology program. All candidates for practicum are evaluated for practicum readiness at various points in the program. In addition to general advising meetings with an assigned advisor, candidates are evaluated more formally following a discussion by the entire faculty during the spring of the 2<sup>nd</sup> Year. Practicum readiness is defined by the program as the candidate possessing emerging or developed basic skills and dispositions (e.g., professional demeanor, professional writing skills, organization, work ethic, interpersonal and personal skills, adequate completion of M.S.E. courses). Though candidates are not expected to be fully developed as a professional prior to being deemed “ready for practicum,” the faculty must agree, as a whole, the candidate is likely to achieve success during practicum. Candidates evaluated as ready for practicum are provided this feedback mid-semester, prior to placements being for the following year being assigned.

Following careful consideration of practicum candidate needs, and matches with sites and supervisors, the program faculty members make practicum assignments. The following details outline additional practicum placement procedures:

- (1) The school psychology candidate must demonstrate evidence of academic competence to be advanced to practicum. This evidence shall consist of a review of the student’s transcript at mid-term of the spring semester of the second year of the program 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 work characteristics and interpersonal skills to be advanced to practicum. This evidence shall consist of faculty review and discussion of the *candidate readiness for practicum will occur during a program faculty meeting during the spring each year*. Other sources of data may be considered, as well, in making this determination. Decisions will be made based on the preponderance of the data from all student progress in the program.

Practicum-placement procedures will be reviewed and materials distributed in the spring semester of each year. Practicum readiness data will be reviewed by mid-spring semester of the second year of the program and placements for the following year will be announced thereafter. 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 UWRF school psychology program throughout one's entire enrollment the program. ***Failure to purchase and maintain NASP student membership and/or the Forrest T. Jones professional liability insurance will result in the candidate being either prevented from entering the practicum experience or dropped from the practicum experience.***

*PLEASE, NOTE: Many cooperating 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 not to approve a candidate for placement based on the outcome of the background check.*

### **Summary of Key Programmatic Practicum Requirements**

Once candidates have been approved to engage in the practicum sequence, they must fulfill specific practicum requirements, as outlined in the SPSY 771/772 syllabus. Beyond the required 600 hours, requirements typically include completion of specific types of cases, counseling, delivery of in-service trainings, logging hours, field-based and university-based supervision, and other specific assignments (see the SPSY 771/772 syllabi for details). All candidates must receive an average of one-hour of field-based supervision each week. All candidates receive regular university-based supervision and attend regular practicum seminars with the faculty as well. 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, the practicum student's performance, and/or other issues of concern.

### **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 2020 NASP ethical standards can be found on [the NASP webpage](#).

## INTERNSHIP REQUIREMENTS & GUIDELINES

The UWRF internship experience is summarized in the following sections and are based on [the 2020 NASP standards for graduate preparation of school psychologists](#). Additional details are provided in the internship syllabus (SPSY 775 & 776).

Three requirements must be met before internship hours may be logged: (1) Registration for the SPSY 775 course, (2) Purchase of FTJ Student Liability Insurance for the year ahead, and (3) Complete the internship written agreement and host a 30-minute meeting with you, your field-based supervisor, your university-based (faculty) supervisor, and another key decision maker (e.g., a SPED director, director of student services, lead school psychologist, etc.).

The UWRF School Psychology maintains student records for up to 10 years. Thereafter, student records are destroyed. You are encouraged to keep internship evaluations, hour logs, PRAXIS exam result reports, and other programmatic materials in your own files. Such materials may be requested for future certifications or licensing in other areas that you may choose to seek.

### Internship Pre-requisites

Following the completion of all coursework, including the practica experiences, and upon the recommendation of the school psychology faculty, candidates are eligible to enter into an applied internship. Most internships are secured during the spring of or the summer after practicum. Regardless, prior to the acceptance of an internship, candidates must, at a minimum:

- Review and discuss the Internship *Pre-Approval Checklist Form* (see: <https://www.uwrf.edu/CSP/Practicum-and-Internship-Resources.cfm>). The program faculty assists interns-to-be with the internship seeking process by providing guidance on appropriate and specific regional options that fit program and NASP expectations. The primary goal of the checklist is to help ensure any internship offer is a strong learning experience with strong field-based supervision, and that it provides all NASP approved program requirements. If a candidate applies for an internship and interviews, it is expected that all content on the pre-approval form will be reviewed during the process. Additionally, the candidate must review the checklist formally, in a meeting or phone call, with the program director or other university-based internship supervisor before officially accepting a position. The vast majority of internship positions reviewed will be approved. However, the faculty does reserve the right to not approve an internship. Additional requirements include
- The PRAXIS II exam must be attempted at least once prior to the internship.
- The student program evaluation research project must be complete and graded prior to beginning the internship (i.e., by August 30<sup>th</sup>). 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 program evaluation project is complete.



### **Applying for an Internship**

Internship candidates are not placed in field sites by the program. Rather, 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 responsible for making all internship arrangements. As previously noted, all internships must be pre-approved by the faculty prior to candidate acceptance of any internship offer.

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 some employers are unaware of the extensive needs and requirements for school psychology interns. An experience rich with role diversity is necessary. 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 Agreement and Plan and intern goals. 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 UWRF school psychology program requirements.

The UWRF school psychology faculty cannot guarantee candidates 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.

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.). In such cases, the required two hours of field-based supervision may be divided between districts.

### **Additional Application Ideas and Emphases**

Interns are often valued for their energy, work ethic, and fresh ideas. The field of school psychology evolves quickly and interns have been trained with the latest knowledge and competency base. Internship applicants are encouraged to 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 the intern ensure she/he is 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 some employers do not understand internship licensing. In some cases, school districts have not hired a school psychologists or intern in many years. Interns must be knowledgeable about licensing options and ready to clarify and assert options.

### **Long-Distance Internships**

Upon approval by the program faculty, program candidates are eligible to complete an internship anywhere in the USA if the internship requirements in this handbook and in the written internship agreement/plan can be approved. Long-distance internships, defined as more than 100 miles from UWRF, pose certain additional challenges and may not always be approved. Interns seeking distance internships must ensure they can meet all program and internship requirements with a particular emphasis on strong field supervision. Approval will depend heavily on evidence of an intern's ability to be independent and demonstrate other critical professional work characteristics. An intern considering completing a long-distance internship must discuss this option with the program director well in advance of the application period. Interns are expected to be present at and participate in all scheduled seminars, all of which are typically completed monthly, and online.

### **Field-Based Supervision of Interns**

Strong field supervision involves time and commitment. The program requires an average of two hours or more of field supervision each week of the internship, with the preponderance being face-to-face. Regardless of license type and regardless of the state in which the internship is completed, all interns are required to have field-based supervisors review ALL written reports/documents and sign the Internship Case Log. Additional field-based supervisor observations and evaluations will be required and outlined in detail within the SPSY 775/776 Internship syllabi. The intern may be recognized as an employee of the district, but is also considered a learner/student. The title "School psychology intern" must be used (not "School Psychologist") during the internship year. Frequent communication between the university and the internship site about the intern's progress and needs will 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. Significant communication and Q and A, is expected during the fall semester, while increased independence will be expected in the spring of the internship. Many early career school psychologists need at least five 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, assisting as she/he builds 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.*

### **Important Clarifications for Internship Sites**

An internship is primarily a learning experience. Regardless of the licensing option chosen, the field-based supervisor and other administrators 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.

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, 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.

### **Specific UWRF 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, to be summarized in a syllabus provided to each student. Key expectations typically include arranging meetings between supervisors, completing a written agreement plan, completing certain numbers/types of cases, attending internship seminar meetings, logging hours, and arranging supervisor site visits. Additional readings/requirements may be assigned as part of internship seminars. See the SPSY 775/776 syllabus for details.

### **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.
- 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 a 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

### **Summary of Key Internship 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 always maintain the intern status. 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.

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.

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.

## **SECTION SIX: Assessing Candidate Progress**

### **BACKGROUND & CRIMINAL HISTORY CHECKS**

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). All candidates are responsible for paying for this service as part of the on-line system used (approximately \$40 as of 2024). Problematic criminal histories are discussed with the candidate by the College of Education's Associate Dean or related administrator. 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 *possible* impact on licensing for the accepted student is noted. Should the accepted student with "minor" background check offenses continue in the program, they will need to keep a copy of their history records and prepare to discuss the issue in interview situations for internships and other job opportunities. Practicum, internship, and future job opportunities are not guaranteed. 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 Graduate 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 one of the three core faculty members in the School Psychology Program. The advisor works with the candidate to monitor completion of program requirements, 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 members are available for individualized meetings upon candidate request.

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.

### **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). To measure candidate knowledge and competency development, data are collected through multiple methods at multiple points in the 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.

<b>Performance-Based Assessment Indicator</b>	<b>NASP Domain(s) Assessed</b>
1. <a href="#">PRAXIS II School Psychology National Exam</a> (practicum year)	ALL
2. <a href="#">Student Course Grades</a> (throughout program)	ALL
3. <a href="#">Practicum Field-Based-Supervisor Summative Evaluation</a> (end of practicum year)	ALL
4. <a href="#">Internship Summative Evaluation</a> (end of internship)	ALL
5. <a href="#">Internship Intervention Case Studies (Evaluate NASP Domains)</a> (fall and spring)	1,2,3,4,5,7,8,10
6. <a href="#">Internship Intervention Case Studies (Positive Impact)</a> (fall and spring)	1,2,3,4,5,6,7,8,9
7. <a href="#">Program Evaluation Appraisal Rubric</a> (practicum year)	9
8. <a href="#">Diversity Values &amp; Dispositions Evaluation</a> (at end of internship)	8

Data collected from the eight measures are aggregated annually by the program director. While no assessment instrument or system measures all aspects of student ability, this 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. A full summary of the program's Candidate Assessment System and measures can be [found on the program website](#).

## **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 UWRF. As of 2024, the passing score for this exam became 155. Additionally, passing the PRAXIS II exam ensures candidates are 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). 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. Candidates can download registration materials for the PRAXIS II examination from the ETS services web page ([www.ets.org](http://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 Kaitlyn Grenz, Pa Dao Xiong (2024), Kara Sanders (2023), Morgan Hinton (2022), Steph Quagliana (2021), and Claire Wegener (2020).*



## **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 the faculty, to introduce NASP issues and to take questions from current students. This may involve attending the program Open Houses 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.

If you are interested in becoming a NASP student leader, [see details on the NASP website](#), and talk to the director of the UWRF school psychology program. All practicum students (third year students) are eligible for a one-year term. A call for applications will come from the program faculty each spring. The faculty will choose student leaders from the pool of applicants. UWRF has supported a NASP student leader since 2007.

### **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 as a student rep. 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. UWRF has supported a WSPA student representative since 2010. A call for applications will come from the program faculty each spring. 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. A call for applications will come from the program faculty each spring. The faculty will choose student leaders from the pool of applicants.

UWRF has supported a MSPA student representative since 2013.

## **UW-RF SCHOOL PSYCHOLOGY STUDENT GROUP**

All program candidates are encouraged to participate in Sigma Psi Tau, the UWRF school psychology student organization on campus. The student organization is officially sanctioned by UWRF 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 program director. Officers will be elected annually, in the spring, by the members of Sigma Psi Tau.

## **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 Abilities 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.

### **THE WRITING CENTER**

The Writing Center is a place where students receive friendly, competent assistance to help improve writing. The center provides one-on-one tutorial sessions. The Writing Center staff consists of undergraduate students from a variety of majors. Writing Center tutors are carefully chosen and trained to help students make improvements in their writing. The Writing Center is **not** a proofreading, rewriting, or correcting service, or a guarantee of better grades; rather, it is a place where tutors can help students learn to write more effectively on their own. For more information about Writing Center supports, [see the UWRF website](#).

### **HOUSING**

School psychology candidates have the option of living on campus. The South Fork Suites is a residence hall for upper class and graduate students. See the [UWRF Residence Life Webpage](#) for more information.

### **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 OTHER RESOURCES**

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 (though no graduate course textbooks can be purchased there). Instructors will inform class registrants of required course textbooks for purchase at least a week or two prior to courses starting. Candidates then purchase textbooks from any online book seller.

## **ADDITIONAL RESOURCES FOR STUDENTS**

UW-River Falls School Psychology students have access to a wide variety of other resources, including but not limited to:

- [Pregnant, Expecting and Parenting Students.](#)
- [Collaborative Opportunities in the University Preschool](#) (in the Wyman Education Building)
- [Career Services](#)
- [Military Veteran Resource Center](#)

## 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](http://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 four or more credits in a semester. Students enrolled in 0-3 credits are not eligible for a Stafford loan.

**IMPORTANT NOTE:** students may take all loan funding to which they are eligible during the fall and spring and save some funds for summer use, as necessary. Should all fall/spring loans be used prior to summer, no additional loans will be granted during summer months, when the load is less than 4 credits.

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](mailto:billing.finaid@uwrf.edu), by phone at (715) 425-4111, [on the UWRF Website](#), and/or by visiting the integrated Student Billing and Financial Aid Service Counter in North Hall.

### WAYS UWRF CAN HELP YOU PAY FOR GRADUATE SCHOOL

#### *Tuition Reciprocity with Minnesota:*

Reciprocity is the agreement Minnesota has with neighboring states to provide lower tuition for students living in Minnesota and attending public colleges and universities in Wisconsin, North Dakota, and South Dakota. Minnesota residents only have to apply for Minnesota reciprocity once as long as they are continuously enrolled as a student at UWRF during the first two years of the school psychology program (see the NOTE below). 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. [See this link to apply for MN reciprocity.](#)

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 tuition details, see [the UWRF website](#).

*Tuition Remission Policy for Out of State and International Students:*

The purpose of this policy is to determine the conditions under which non-resident domestic and international students may receive tuition remission. Graduate students from out-of-state (not WI, not MN) may received \$2000 of tuition remission over the first two semesters and \$4000 annually over the next four semesters. To be eligible, graduate students must carry eight or more credits in a semester and maintain a 3.0 or greater GPA, This policy holds for fall/spring semesters only. Additional remission cannot occur in summer sessions or J-term. For additional details, see: <https://www.uwrf.edu/Administration/Policy/upload/Tuition-Remission-AP-01-111.pdf>

*Advanced Opportunity Program (AOP) Grant*

This grant is for underrepresented minoritized graduate students or non-minority disadvantaged graduate students. For details, [see the UWRF website](#).

- Being a member of an under-represented minority group (Black/African-American, Latino/Hispanic, American Indian, Alaskan Native, Southeast Asian); or
- Having grown up in a family in which public assistance was received; or
- Being the first member of the immediate family to go to college; Having participated in one of the TRIO or similar programs as an undergraduate student; or
- Students who have otherwise not had the expectation or encouragement to pursue graduate studies.

Wisconsin residency is NOT a requirement of this scholarship; however, it is a preference. Applicants must have financial need as determined by the FAFSA (graduate school would not be a viable option without financial support). Applicants must be admitted into a degree-seeking graduate program and must be enrolled in at least 2 credits per semester. The AOP application deadline is typically in May or June. Tuition/fee charges (at the WI resident rate) plus an amount for book/supplies each fall and spring semester; summer grants are dependent on remaining funding. Other details are as follows:

- Recipients must reapply each year. While not guaranteed, those that receive it one time are prioritized for receipt throughout a graduate program.
- Newly accepted students in February may apply before May 1 (eligible for the award during first year of program).

*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.

## SCHOLARSHIPS

Several scholarships are available and achievable for UWRF school psychology graduate students. For details [see the UWRF School Psychology Program webpage](#).

- 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 the applicant's social justice journey and advocacy effort plans in the coming year. For additional details and deadlines, search the [scholarship information web page](#) with search term "Leifgren."
- The **Dr. Donald Lee & Naomi Stovall School Psychology Scholarship** was created in 2019, with criteria modifications occurring in 2023. This scholarship supports a first-year graduate student admitted to the UWRF School Psychology Graduate Program. Preference will be given to applicants who have demonstrated commitment to promoting equity, inclusion, and/or social justice for populations that have been historically underrepresented in the field of education. Applicants may meet these criteria through personal statements and experience, history of employment, volunteer experiences, academic coursework or involvement in community services organization, among other experiences. Applicants who meet these criteria and who are also first generation to higher education will be strongly considered. The scholarship application process for the Stovall Scholarship will occur in the fall (usually October) and decisions made by the end of the fall semester. For additional details and deadlines, search the [scholarship information web page](#) with the search term "Stovall."
- 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 [the NASP webpage](#) for additional details. The deadline is typically late October or early November each year. *UWRF school psychology students Brooke Fails Soupenne (2009), Pa Lee (2021), and Pa Dao Xiong (2024) have been recipients of this scholarship.*
- School Psychology graduate students are also eligible for scholarships sponsored by the Wisconsin School Psychologists Association (WSPA). Included are the Elizabeth Lindley Woods and the Diversity & Inclusion scholarships. [See the WSPA webpage for details.](#)
- 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](http://www.fastweb.com) and [www.scholarships.com](http://www.scholarships.com).

## **GRADUATE ASSISTANTSHIPS**

Whenever possible, the school psychology program will offer two or more graduate assistantship annually. Graduate Assistants (GA) are paid hourly, with total stipends averaging \$5000 for 12 hours per week, between September and May. Pay was set at \$15/hour in 2023-24. Most GA hours may be completed off-campus, or at any location preferred by the GA, but scheduled campus hours may sometimes be requested or 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 34 credit hours). To ensure eligibility for graduation with the M.S.E., candidates must complete all required coursework and be deemed ready to begin practicum. At this same time, an official [application for graduation](#) must be submitted to the Registrar's Office (can be done through eSIS). All master's degree coursework must be completed prior to beginning any educational specialist (Ed.S.) courses. Master's degree completers are invited to attend commencement (typically following the spring semester). For additional details about commencement, see [the UWRF website](#).

### **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 32 credit hours beyond the 34-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 155 or higher (since 2018). To ensure eligibility for graduation, an official [application for graduation](#) must be submitted to the Registrar's office. Specialist degree completers are invited to attend commencement (typically following the spring semester). For additional details about commencement, see [the UWRF website](#).

## **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.

### **Wisconsin License for School Psychology Interns (Updated 2019)**

Students who are leaving campus for their internship year should apply for a [One-Year License with Stipulations](#) (Not an "emergency" license). Choose the Pupil Services option. The Web Access Management System (WAMS) is a user ID system used by DPI as the login for Educator Licensing Online (ELO). Before you apply to DPI for a license, you must have a WAMS ID. If you do not already have a WAMS ID [you must create one](#).

Once you have created a WAMS ID and password you will use that ID to login to ELO and [Onboard](#) your license information. Additional materials (e.g., fingerprint cards) may be necessary. For a complete set of general instructions and an application to-do checklist, link to the [Wisconsin DPI webpage](#). You do *not* need institutional endorsement from the UWRF Certification Officer to complete the application for the one-year license with stipulations.

As part of your application, you will need to be approved by the school district hiring you. The superintendent or designee must complete and sign [form PI-1624-LWS1 District Request for One-year License with Stipulations](#). Once your internship is completed (evidence of meeting stipulations), you have received the Ed.S. degree, and you are endorsed by the UWRF Certification Officer (Tyler Koepke as of 2023), you can apply for the Provisional License, which is a three-year license. After six successful semesters as a school psychologist, practicing in schools, you can consider applying for a Lifetime license.

### **Minnesota License for School Psychology Program Interns (Updated 2023)**

A general overview of all licensing information for MN educators can be found at the [Minnesota Professional Educator Licensing & Standards Board \(PELSB\) website](#).

#### **If you DO NOT already have a MN educator license**

- All school psychology interns WITHOUT a current MN educator license must apply for a Minnesota [Tier 2 Related Services License](#), regardless of internship type (e.g., posted “job” position or a devoted one-year internship such as what is offered through the Minneapolis Public Schools). On the Tier 2 Application for Related Services application, completes all sections (with particular attention to the steps below), except those that are for non-school psychology fields.
  - *Section 4* – Find the Section for School Psychologists. Check Box 1 (Holds a Master’s Degree in School Psychology AND is enrolled in a school psychology program).
  - *Section 7* – Must be completed. The UWRF School Psychology Program Director OR college certification officer may complete and sign it. Please be sure to add your name to the top of the page.
  - *Section 8* - The applicant must have an internship offer before submitting the Tier 2 application as it requires District Verification. Verification will require the signature of a Human Resources contact person and the hiring district’s Superintendent or Charter School Administrator. The signature affirms the position is designed to serve as a learning experience for the applicant and affirm that the applicant will not replace a Tier 3 or 4 licensed school psychologist. Additionally, the Tier 2 license requires the hiring district to assign a field-based supervising school psychologist who holds a Tier 3 or 4 license. The assigned field-based supervisor’s MN License File Folder Number must be included in this section.
  - The applicant may not submit the Tier 2 application form and related materials until after July 1; however, application materials and District Verification may be collected prior to that date (so the application is ready to submit as soon as possible after July 1).
  - The Tier 2 license is valid for two years, covering the one full-time year or two consecutive part-time internship years required by NASP.

- **The licensing process in MN is most efficient if all materials (application form, fingerprint cards, transcripts, check for payment) are collected as hard copies and sent as one complete packet.** Send to or drop off at *PELSB, 1021 Bandana Blvd. E., Suite 222, Saint Paul, MN 55108-5111*. In addition to the completed and district verified application form, the Tier 2 application packet must also include the following:
  - *Undergraduate and graduate transcripts.* The UWRF graduate transcript will show completion of the M.S.E degree and at least two years of preparation in a school psychology program, which are required to receive the Tier 2 license in MN.
  - *A fingerprint card.* To request a fingerprint card, email [pelsb@state.mn.us](mailto:pelsb@state.mn.us) or call 651-539-4200 (option 1) and include your full name and mailing address in your message. If you use a fingerprint card from a local police station, make sure it has the sky blue border.
  - *A check for the application fee.* See details on the Tier 2 Related Services Application form.

**If you ALREADY HAVE a Tier 3 or Tier 4 MN education license through PELSB, DO NOT follow the above process; rather, you must do the following:**

- Do NOT submit a Tier 2 license for the internship in school psychology. No licenses of a lower tier are granted to applicants with existing educator licenses in MN.
- Instead, you will need to seek special permission to get a related services license and work as a School Psychologist (or intern) when already licensed as a teacher (if you have either a Tier 3 or a Tier 4 teaching license). This process involves having the administrator at the district offering employment submit an Out-of-Field Permission (OFP) request. The out-of-field process is explained further on the [PELSB special permissions webpage](#). At that site, choose the Discretionary Variance tab, read the content, and locate the [Discretionary Variance Request from](#).
- Variances are issued for one school year at a time. The administrator would need to request another discretionary variance, for a second internship year, if you need two years.
- IMPORTANTLY, if your existing/current Tier 3 or Tier 4 license is scheduled to expire at the same time you are applying for an internship, YOU MUST be sure to renew that existing license AND complete the variance process noted above. Do not simply ignore the professional development and other requirements needed to renew your current license. Doing so will make receiving the necessary credentials during internship more difficult.
- PLEASE PLAN accordingly – All license variance needs must be approved by a licensing committee that meets only periodically. Extra time may be needed to approve your license application.
- As of 2025, Jason Jensen was the primary support specialist handling out-of-field permission requests. Questions about the variance process should be directed to Jason at [jason.jensen@state.mn.us](mailto:jason.jensen@state.mn.us). He may also be reached at (651) 539-5993. To facilitate a smooth process, include your MN license file folder number with all inquiries.

**Upon completion of the internship and all Ed.S. requirements (MN)**

- The Ed.S. School psychology graduate may apply for the Tier 3 license. Include final transcript showing evidence of completing the Ed.S. program. Include fee (\$57). Additional finger print cards are not required.
- The Tier 3 license application form can be found [HERE](#).

**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 areas. 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 147 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. 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 on the NASP webpage](#). Graduates of the UWRF program may use the application for approved programs.

## **SECTION ELEVEN: Program Policies & Related Expectations**

### **STUDENT HEALTH INSURANCE**

Access to healthcare and affordable health insurance coverage are values the school psychology faculty believes to be imperative, especially for students in the program; having coverage is also strongly encouraged by the university. [See the UWRF website for details](#). It is important for students to maintain health insurance coverage throughout their time in the program, given their work with children and youth in school and community settings, increasing their potential to be exposed not only to seasonal maladies such as the common cold, flu, or other maladies. As such, students in the UWRF school psychology program are encouraged to review and/or secure health insurance coverage each year while in the program. It is particularly important for students to ensure they have coverage during the third year (i.e., practicum year). To complete the required 600 hours in the field, students will have to cut back on previous work hours or leave their employment altogether, thus potentially affecting their access to healthcare coverage. The UWRF Student Health Services no longer offers access to any type of student health insurance coverage; rather, students seeking coverage on their own are directed to investigate coverage through the Affordable Care Act or other purveyors of such coverage. For more information, please, [visit the Student Health Resources website](#).

### **TRANSFER OF GRADUATE CREDITS TO UWRF**

Up to nine graduate credits from an accredited institution recognized by UWRF may be submitted for potential substitution. To be accepted for transfer a course must be consistent (content closely aligned) with an existing/established program course, and typically 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 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 UWRF registrar, if not already on file. Transferred credits will appear on the candidate's UWRF transcript. See the [Petition for Course Transfer Form](#) for additional details. *NOTE: some courses are not eligible for transfer (e.g., SPSY 651, SPSY 771/772, SPSY 775/776).*

## **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. Alternative course options include taking a more advanced course in the area of licensure or related course at UWRF, 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 common and 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 beyond the school psychology program of study.
- Work during the practicum or internship year is subject to these same limitations. For example, through ongoing discussion with the program director, a practicum candidate may be eligible to complete contracted paid work after the completion of 500/600 hours at the end of the practicum year. Importantly, if approved, such experiences will not be supervised by a university faculty member, will not count toward internship hours, and will not be covered by student liability insurance.

## **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 UWRF 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. Students who enroll in a course on an audit status cannot change their status to one where they intend to receive credit for the course. For additional details on auditing UWRF courses, [see the UWRF website](#).

## **INDEPENDENT STUDY POLICY**

Independent study credits (use of SPSY 798) are not part of the usual course sequence in the school psychology program (other than the required one credit of independent research). 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 required 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 if requested and appropriate, 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 – 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 (I) & SATISFACTORY PROGRESS (SP) GRADE**

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 Corona Virus (COVID-19) 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 as soon as possible. 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 UWRF 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**

All program candidates enter the program and are advised with the assumption of completing the total program (M.S.E. & Ed.S.) in the program’s standard four-year sequence. However, under extraordinary circumstances, official university policy allows UW-River Falls graduate students to remain in “active status” for up to two years after the last enrolled course is completed (i.e., a two-year break could occur). In cases where two years or more of not taking classes occur, a graduate student in good standing could take courses again in their original program at UWRF, but would need to re-enter by completing a re-entry form through the Registrar’s Office. Additional details and a re-entry application form are available on [the UWRF website](#).

Officially, all graduate students may complete their UWRF graduate program courses in as many as seven years. However, the approval of up to two-year break, re-entry after two or more years, and/or a seven-year time frame to complete the program is approved infrequently, and only through discussion with the program director.

## **CANDIDATE DISMISSAL FROM THE PROGRAM**

Throughout the school psychology program, all candidates are expected to become familiar with and progress through the program in accordance with the ethics and standards of state and national associations for school psychologists. Such 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 dispositions and work characteristics are 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. To progress through the program, all candidates must demonstrate their knowledge of and conformity with ethics and practice guidelines throughout all aspects of the program. The previously discussed [Candidate Assessment System](#) helps support the evaluation of such progress.

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). This has occurred infrequently. The program's intent is to support the individualized growth of all candidates to the extent possible.

## **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 collaborate 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 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, Business, & Allied Health (CEBAH), as needed, to attain resolution.

## **CONSIDERATIONS FOR STUDENTS WANTING TO TAKE ON PAID FIELD EXPERIENCES DURING PRACTICUM**

Occasionally, toward the end of the practicum experience, practicum-level candidates may be eligible for paid "school psychology- like" work in the schools. The following expectations must be met for such paid experiences to occur:

- The faculty must deem candidates to be ready for taking on such a role and perceived as likely to have a successful experience in doing so. Approval is not guaranteed. The following additional expectations must be met.
- The candidate must apply for and receive the specific intern level license through MDE or DPI (ensuring they are NOT the "psychologist of record" but can work under the supervision of a fully licensed individual). See program handbook for application details.
- Hours completed in this manner cannot count toward the official internship, as those hours must be completed under a university-based supervisor and with all other regular internship supports in place (can only be done when registered for SPSY 775 and 776).
- Hours completed in this manner cannot count as practicum hours nor take the place of any official practicum placement expectations. All official program practicum placements must be prioritized, remain unpaid, and completed successfully as assigned.
- The candidate must identify an individual employed by the hiring district to supervise this process. That person must carefully read, approve, and sign-off on all work; that person must also be willing and able to provide weekly supervision about cases (1 hour per week), helping you learn and ensuring your work is done accurately and ethically. The university faculty will not identify/assign or be this supervisor.
- The candidate must have completed at least 500/600 required practicum hours before beginning this type of work (this helps ensure you have the necessary emerging skills required to do the work and that you have received an adequate level of feedback from your field and university-based supervisors). Practicum hours and expectations must remain the student's primary obligation: practicum requirements cannot end early in order to take on a paid position.
- The candidate must have passed the PRAXIS exam prior to taking on any paid school-based work in this manner (ensures not too many projects/roles going at once).
- The candidate must maintain enrollment with satisfactory participation and performance in spring semester classes with no issues of attendance related to attempting to fulfill practicum requirements and a paid position.
- The students and their supervisor must be informed that university liability insurance and student personal liability insurance will not apply to this experience, as it is outside the realm of program requirements or normal expectations. UWRF and the school psychology program take no direct responsibility for overseeing this type of work.
- The student must be prepared to re-apply for an internship license after July 1, as any intern license obtained in the spring will expire June 30 (the license would only be good for the position you might hold for spring and will not carry over to another position in another district).

## FORMS AND EVALUATIONS

The following is a list of important forms, evaluations, and field handbooks that are infused throughout the program. Each individual form and the timeline of their use can be accessed on [the School Psychology Program website](#).

### **Pre-entrance to program:**

- *Documentation of understanding forms*

### **First used during YEAR 1 of program:**

- *NA*

### **First used during YEAR 2 of program:**

- *Graduate assistant application*

### **First used during YEAR 3 of program:**

- *Diversity values and dispositions*
- *Practicum observation rubric*
- *Practicum supervisor evaluation*
- *Program Evaluation final manuscript rubric*

### **First used during YEAR 4 of program:**

- *Internship pre-approval checklist*
- *Internship agreement template*
- *Internship observation rubric*
- *Internship supervisor evaluation*

### **General Use**

- *Incomplete Request Form*
- *Petition for Course Transfer Form*

## Appendix A

# Practicum Placement GUIDING PRINCIPLES

## Summary of Key Practicum Components

- Practicum is not guaranteed. A readiness for practicum process occurs in the Spring of Year 2, as part of the SPSY 770 Pre-Practicum course. Only students deemed by the faculty as a whole to be ready to move into the practicum will be granted placements.
- All practicum students complete 600+ hours of practicum (i.e., an average of 20 hours per week across the 3rd year of the program, Sept to June).
- No practicum hours or credits can be waived based on prior work experiences. The practicum faculty strive to match candidates with placements that best meet their learning needs (see Guiding Principles below for more).
- All practicum students are required to complete practicum in at least two distinct locations (i.e., two placements). Occasionally, summer hours may become available and could be applied to the 600 total hours. Summer hours are not guaranteed and not available every summer.
- Usually, candidates complete about 300 hours in each of two placements, to get to the total of 600 hours, though the specifics/percentages of hour distribution across placements will be determined by the practicum faculty.



## Guiding Principles for Faculty Determination of Practicum Placements

- All practicum placements are determined by the program's practicum faculty.
- In collaboration with area schools and districts, the program practicum faculty determine an array of site options with varied school psychology roles, diverse populations, and comprehensive experiences. Many schools and supervisors have long-standing partnerships with the program.
- Placements are based primarily on the practicum candidate's learning and supervision needs and the comprehensiveness of the overall experiences available at the sites. The faculty strives to match student learning and supervision needs to site experiences available.
- A practicum candidate's home location or preferred locations of future employment may be considered as a secondary factor in determining practicum placements.
- Upon approval by the practicum faculty, one of the practicum placements could be at the practicum candidate's current school-based place of employment. In order to diversify the experience, at least one placement must be outside of the practicum candidate's current place of employment.

