

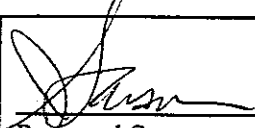
**CURRICULAR ACTION  
SIGNATURE PAGE**

(Use for forms 1, 2, 3, 4, 6, and 8)

**APR 21 1999**

**Description of Action:** New Degree **Course # (if applicable):** \_\_\_\_\_

**Program or Course Title:** Education Specialist - School Psychology

	<u>4-1-99</u>
Proposal Sponsor	Date of Submission
<u>Greg Cook</u>	<u>4-1-99</u>
Chair of Sponsoring Department	Approval Date
<u>Psychology</u>	
Department	
<u>Lawrence M. Hensley</u>	<u>4-1-99</u>
Chair, College Curriculum Committee	Approval Date
<u>Walter P. Darned</u>	<u>4/1/99</u>
Dean of College	Approval Date
<u>Education</u>	
College	
<b>For Undergraduate Actions:</b>	
If a course is to be considered as a Diversity option:	
_____	___ Recommended
Chair, Diversity Committee	___ Not Recommended    Date
If a course is to be considered as a General Education option:	
_____	___ Recommended
Chair, General Education Committee	___ Not Recommended    Date
_____	___ Received for Recording
Chair, University Curriculum Committee	___ Approved
	___ Not Approved    Date
_____	___ Received for Recording
Chair, Faculty Senate	___ Approved
	___ Not Approved    Date
<b>For Graduate Actions:</b>	
<u>X</u> <u>W. C. Lee</u>	Received for Recording
Graduate Council	<u>X</u> Approved <u>4-8-99</u>
	___ Not Approved    Date
<b>Received:</b> <u>DR</u>	<u>20</u> <u>4</u> <u>99</u>
Provost and Vice Chancellor	Date

\_\_\_\_ See "page 2" of signature page for consultation results (check if applicable)

# **AUTHORIZATION TO IMPLEMENT A NEW ACADEMIC PROGRAM**

Submitted by the University of Wisconsin-Whitewater

H. Gaylon Greenhill, Chancellor

David J. Prior, Provost & Vice Chancellor

Richard C. Lee, Dean, Graduate Studies

Howard L. Ross, Dean, College of Letters and Sciences

Jeffrey C. Barnett, Dean, College of Education

Greg Cook, Chair, Department of Psychology

James D. Larson, Coordinator, School Psychology Program

## **1. PROGRAM IDENTIFICATION**

### **1.1 Title of Proposed Program**

Education Specialist-School Psychology

### **1.2 Department**

Psychology

### **1.3 College**

Letters and Sciences and Education

### **1.4 Timetable for Initiation**

Fall, 1999

## **1. CONTEXT**

### **2.1 History of Program**

The proposed program is the academic extension of the current M.S.E. program in School Psychology, established at UW-Whitewater in 1971. At that time, the program granted the M.S.E. and a Level II certification in school psychology upon the completion of 48 credits of course work and practica. In 1978, in keeping with changing national training standards, the program initiated a full 60 credit program. In 1995, with the awarding of Full Accreditation from the National Association of School Psychologists, the program initiated a six-credit internship in school psychology, increasing the total program requirement to its current 66 credits. There are currently 44 students in the program, 13 of them in full-time internship positions.

### **2.2 Instructional Setting of Program**

The current/proposed School Psychology Program is housed in the College of Letters and Sciences and the only graduate program offered by the Department of Psychology. Approximately 80% of all course work is taken within the Department of Psychology, with the remainder distributed among three departments within the College of Education: Curriculum and Instruction, Exceptional Education, and Educational Foundations. School Psychology

The following provides data for universities in the State of Wisconsin (source: Department of Public Instruction, Psychological Services):

<u>University</u>	<u>Degree(s)</u>
UW-Madison **	Masters, Doctoral
UW-Milwaukee	Masters, Doctoral
UW-Eau Claire *	Masters
UW-La Crosse *	Masters
UW-River Falls *	Masters
UW-Stout *	Masters
UW-Superior	Masters
UW-Whitewater *	Masters

\*\*National Association of School Psychologists (NASP) approved Doctoral level program

\* NASP approved Specialist level program

### 3.2 Comparable Programs Outside of Wisconsin

Training opportunities in School Psychology found among border states are reviewed below. All of the School Psychology training programs in Illinois – excepting Governors State University which does not have full accreditation from the National Association of School Psychologists – offer the Specialist degree as sub-doctoral training. All of the School Psychology training programs in Iowa that offer sub-doctoral training grant the Specialist degree. Both of the School Psychology training programs in Minnesota offer the Specialist degree.

#### ILLINOIS

<u>University</u>	<u>Degree(s)</u>
Eastern Illinois University	Specialist
Governors State University	Masters
Illinois State	Specialist, Doctoral
Loyola University	Specialist
National Louis University	Specialist, Doctoral
Northern Illinois	Doctoral only
Southern Illinois	Specialist
Western Illinois	Specialist

#### IOWA

<u>University</u>	<u>Degree(s)</u>
Iowa State University	Specialist
University of Iowa	Doctoral only
University of Northern Iowa	Specialist

#### MINNESOTA

<u>University</u>	<u>Degree(s)</u>
Moorhead State	Specialist
University of Minnesota	Specialist, Doctoral

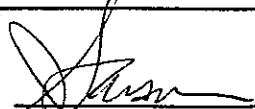
**CURRICULAR ACTION  
SIGNATURE PAGE**

(Use for forms 1, 2, 3, 4, 6, and 8)

**APR 21 1999**

**Description of Action:** New Degree **Course # (if applicable):** \_\_\_\_\_

**Program or Course Title:** Education Specialist - School Psychology

 _____ Proposal Sponsor	<u>4-1-99</u> Date of Submission
<u>Gary Cook</u> Chair of Sponsoring Department	<u>Psychology</u> Department
	<u>4-1-99</u> Approval Date
<u>Lawrence M. Bennett</u> Chair, College Curriculum Committee	<u>4-1-99</u> Approval Date
<u>Alfred P. Sarned</u> Dean of College	<u>Education</u> College
	<u>4/1/99</u> Approval Date
<b>For Undergraduate Actions:</b>	
If a course is to be considered as a Diversity option:	
_____	___ Recommended ___ Not Recommended
Chair, Diversity Committee	Date
If a course is to be considered as a General Education option:	
_____	___ Recommended ___ Not Recommended
Chair, General Education Committee	Date
_____	___ Received for Recording ___ Approved ___ Not Approved
Chair, University Curriculum Committee	Date
_____	___ Received for Recording ___ Approved ___ Not Approved
Chair, Faculty Senate	Date
<b>For Graduate Actions:</b>	
<u>X</u> <u>A. C. Lee</u> Graduate Council	___ Received for Recording <u>X</u> Approved ___ Not Approved
	<u>4-8-99</u> Date
<b>Received:</b> <u>DR</u> _____ Provost and Vice Chancellor	<u>20</u>   <u>4</u>   <u>99</u> Date

\_\_\_\_\_ See "page 2" of signature page for consultation results (check if applicable)

# **AUTHORIZATION TO IMPLEMENT A NEW ACADEMIC PROGRAM**

Submitted by the University of Wisconsin-Whitewater

H. Gaylon Greenhill, Chancellor

David J. Prior, Provost & Vice Chancellor

Richard C. Lee, Dean, Graduate Studies

Howard L. Ross, Dean, College of Letters and Sciences

Jeffrey C. Barnett, Dean, College of Education

Greg Cook, Chair, Department of Psychology

James D. Larson, Coordinator, School Psychology Program

## **1. PROGRAM IDENTIFICATION**

### **1.1 Title of Proposed Program**

Education Specialist-School Psychology

### **1.2 Department**

Psychology

### **1.3 College**

Letters and Sciences and Education

### **1.4 Timetable for Initiation**

Fall, 1999

## **1. CONTEXT**

### **2.1 History of Program**

The proposed program is the academic extension of the current M.S.E. program in School Psychology, established at UW-Whitewater in 1971. At that time, the program granted the M.S.E. and a Level II certification in school psychology upon the completion of 48 credits of course work and practica. In 1978, in keeping with changing national training standards, the program initiated a full 60 credit program. In 1995, with the awarding of Full Accreditation from the National Association of School Psychologists, the program initiated a six-credit internship in school psychology, increasing the total program requirement to its current 66 credits. There are currently 44 students in the program, 13 of them in full-time internship positions.

### **2.2 Instructional Setting of Program**

The current/proposed School Psychology Program is housed in the College of Letters and Sciences and the only graduate program offered by the Department of Psychology. Approximately 80% of all course work is taken within the Department of Psychology, with the remainder distributed among three departments within the College of Education: Curriculum and Instruction, Exceptional Education, and Educational Foundations. School Psychology

The following provides data for universities in the State of Wisconsin (source: Department of Public Instruction, Psychological Services):

<u>University</u>	<u>Degree(s)</u>
UW-Madison **	Masters, Doctoral
UW-Milwaukee	Masters, Doctoral
UW-Eau Claire *	Masters
UW-La Crosse *	Masters
UW-River Falls *	Masters
UW-Stout *	Masters
UW-Superior	Masters
UW-Whitewater *	Masters

\*\*National Association of School Psychologists (NASP) approved Doctoral level program

\* NASP approved Specialist level program

### 3.2 Comparable Programs Outside of Wisconsin

Training opportunities in School Psychology found among border states are reviewed below. All of the School Psychology training programs in Illinois – excepting Governors State University which does not have full accreditation from the National Association of School Psychologists – offer the Specialist degree as sub-doctoral training. All of the School Psychology training programs in Iowa that offer sub-doctoral training grant the Specialist degree. Both of the School Psychology training programs in Minnesota offer the Specialist degree.

#### ILLINOIS

<u>University</u>	<u>Degree(s)</u>
Eastern Illinois University	Specialist
Governors State University	Masters
Illinois State	Specialist, Doctoral
Loyola University	Specialist
National Louis University	Specialist, Doctoral
Northern Illinois	Doctoral only
Southern Illinois	Specialist
Western Illinois	Specialist

#### IOWA

<u>University</u>	<u>Degree(s)</u>
Iowa State University	Specialist
University of Iowa	Doctoral only
University of Northern Iowa	Specialist

#### MINNESOTA

<u>University</u>	<u>Degree(s)</u>
Moorhead State	Specialist
University of Minnesota	Specialist, Doctoral

university cutbacks, it is imperative that school psychology programs are continued and if possible, enhanced. Loss of training programs will aggravate future personnel problems.

### 3.4 Student Demand – Future Enrollments

The following represents the graduation rate from the UW-Whitewater School Psychology Program for the previous five-year period. There is no foreseeable reason to anticipate any deviation from this trend.

1994 - 13      1996 - 11      1998 - 13  
1995 - 23      1997 - 17

The table below represents the enrollment figures for each of the Wisconsin campuses over the past five years. The average for each program over the five-year period is used to indicate the projected number of students expected to graduate from each campus in the near future.

	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>Projection</u>
Eau Claire	8	8	8	7	7	8
La Crosse	6	12	10	9	10	9
River Falls	12	11	10	15	7	9
Stout	12	11	17	10	14	13
Superior	11	11	10	4*	8	9
Whitewater	13	23**	11	17	13	15

\*low due to Program Director out all spring 1995

\*\* high due to part-time students (with the program up to 6 years) completing

### 3.5 Collaborative or Alternative Program Exploration

The Specialist Degree in School Psychology can not be offered as a submajor in conjunction with existing programs since it is distinct from other existing programs. Furthermore, to be eligible for state licensure and national certification in School Psychology, applicants must have completed a program approved by state and national credentialing agencies. These state and national credentialing agencies require a specific sequence of professional courses and field experiences specific to School Psychology.

Collaborative efforts are being made, however, to establish cooperation among the UW System school psychology programs. Currently, faculty from each participating school psychology program are meeting at least two times per year to discuss collaboration. The Wisconsin school psychology programs are exploring possibilities for internet-based supervision of interns, regional sharing of supervision of interns, and seminars and course opportunities for interns by region. Also, a shared distance education seminar on Comprehensive School Health is being discussed.

**CURRICULAR ACTION  
SIGNATURE PAGE**

(Use for forms 1, 2, 3, 4, 6, and 8)

**APR 21 1999**

**Description of Action:** New Degree **Course # (if applicable):** \_\_\_\_\_

**Program or Course Title:** Education Specialist - School Psychology

<u>[Signature]</u> Proposal Sponsor	<u>4-1-99</u> Date of Submission
<u>Gina Cook</u> Chair of Sponsoring Department	<u>Psychology</u> Department
	<u>4-1-99</u> Approval Date
<u>Lawrence M. Russell</u> Chair, College Curriculum Committee	<u>4-1-99</u> Approval Date
<u>[Signature]</u> Dean of College	<u>Education</u> College
	<u>4/1/99</u> Approval Date
<b>For Undergraduate Actions:</b>	
If a course is to be considered as a Diversity option:	
_____	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended
Chair, Diversity Committee	_____ Date
If a course is to be considered as a General Education option:	
_____	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended
Chair, General Education Committee	_____ Date
_____	<input type="checkbox"/> Received for Recording <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
Chair, University Curriculum Committee	_____ Date
_____	<input type="checkbox"/> Received for Recording <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
Chair, Faculty Senate	_____ Date
<b>For Graduate Actions:</b>	
<u>[Signature]</u> Graduate Council	<input checked="" type="checkbox"/> Received for Recording <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved
	<u>4-8-99</u> Date
<b>Received:</b> <u>[Signature]</u>	<u>20</u> / <u>4</u> / <u>99</u>
Provost and Vice Chancellor	Date

\_\_\_\_\_ See "page 2" of signature page for consultation results (check if applicable)

# **AUTHORIZATION TO IMPLEMENT A NEW ACADEMIC PROGRAM**

Submitted by the University of Wisconsin-Whitewater

H. Gaylon Greenhill, Chancellor

David J. Prior, Provost & Vice Chancellor

Richard C. Lee, Dean, Graduate Studies

Howard L. Ross, Dean, College of Letters and Sciences

Jeffrey C. Barnett, Dean, College of Education

Greg Cook, Chair, Department of Psychology

James D. Larson, Coordinator, School Psychology Program

## **1. PROGRAM IDENTIFICATION**

### **1.1 Title of Proposed Program**

Education Specialist-School Psychology

### **1.2 Department**

Psychology

### **1.3 College**

Letters and Sciences and Education

### **1.4 Timetable for Initiation**

Fall, 1999

## **1. CONTEXT**

### **2.1 History of Program**

The proposed program is the academic extension of the current M.S.E. program in School Psychology, established at UW-Whitewater in 1971. At that time, the program granted the M.S.E. and a Level II certification in school psychology upon the completion of 48 credits of course work and practica. In 1978, in keeping with changing national training standards, the program initiated a full 60 credit program. In 1995, with the awarding of Full Accreditation from the National Association of School Psychologists, the program initiated a six-credit internship in school psychology, increasing the total program requirement to its current 66 credits. There are currently 44 students in the program, 13 of them in full-time internship positions.

### **2.2 Instructional Setting of Program**

The current/proposed School Psychology Program is housed in the College of Letters and Sciences and the only graduate program offered by the Department of Psychology. Approximately 80% of all course work is taken within the Department of Psychology, with the remainder distributed among three departments within the College of Education: Curriculum and Instruction, Exceptional Education, and Educational Foundations. School Psychology

The following provides data for universities in the State of Wisconsin (source: Department of Public Instruction, Psychological Services):

<u>University</u>	<u>Degree(s)</u>
UW-Madison **	Masters, Doctoral
UW-Milwaukee	Masters, Doctoral
UW-Eau Claire *	Masters
UW-La Crosse *	Masters
UW-River Falls *	Masters
UW-Stout *	Masters
UW-Superior	Masters
UW-Whitewater *	Masters

\*\*National Association of School Psychologists (NASP) approved Doctoral level program

\* NASP approved Specialist level program

### 3.2 Comparable Programs Outside of Wisconsin

Training opportunities in School Psychology found among border states are reviewed below. All of the School Psychology training programs in Illinois – excepting Governors State University which does not have full accreditation from the National Association of School Psychologists – offer the Specialist degree as sub-doctoral training. All of the School Psychology training programs in Iowa that offer sub-doctoral training grant the Specialist degree. Both of the School Psychology training programs in Minnesota offer the Specialist degree.

#### ILLINOIS

<u>University</u>	<u>Degree(s)</u>
Eastern Illinois University	Specialist
Governors State University	Masters
Illinois State	Specialist, Doctoral
Loyola University	Specialist
National Louis University	Specialist, Doctoral
Northern Illinois	Doctoral only
Southern Illinois	Specialist
Western Illinois	Specialist

#### IOWA

<u>University</u>	<u>Degree(s)</u>
Iowa State University	Specialist
University of Iowa	Doctoral only
University of Northern Iowa	Specialist

#### MINNESOTA

<u>University</u>	<u>Degree(s)</u>
Moorhead State	Specialist
University of Minnesota	Specialist, Doctoral

university cutbacks, it is imperative that school psychology programs are continued and if possible, enhanced. Loss of training programs will aggravate future personnel problems.

### 3.4 Student Demand – Future Enrollments

The following represents the graduation rate from the UW-Whitewater School Psychology Program for the previous five-year period. There is no foreseeable reason to anticipate any deviation from this trend.

1994 - 13      1996 - 11      1998 - 13  
1995 - 23      1997 - 17

The table below represents the enrollment figures for each of the Wisconsin campuses over the past five years. The average for each program over the five-year period is used to indicate the projected number of students expected to graduate from each campus in the near future.

	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>Projection</u>
Eau Claire	8	8	8	7	7	8
La Crosse	6	12	10	9	10	9
River Falls	12	11	10	15	7	9
Stout	12	11	17	10	14	13
Superior	11	11	10	4*	8	9
Whitewater	13	23**	11	17	13	15

\*low due to Program Director out all spring 1995

\*\* high due to part-time students (with the program up to 6 years) completing

### 3.5 Collaborative or Alternative Program Exploration

The Specialist Degree in School Psychology can not be offered as a submajor in conjunction with existing programs since it is distinct from other existing programs. Furthermore, to be eligible for state licensure and national certification in School Psychology, applicants must have completed a program approved by state and national credentialing agencies. These state and national credentialing agencies require a specific sequence of professional courses and field experiences specific to School Psychology.

Collaborative efforts are being made, however, to establish cooperation among the UW System school psychology programs. Currently, faculty from each participating school psychology program are meeting at least two times per year to discuss collaboration. The Wisconsin school psychology programs are exploring possibilities for internet-based supervision of interns, regional sharing of supervision of interns, and seminars and course opportunities for interns by region. Also, a shared distance education seminar on Comprehensive School Health is being discussed.

- interpretation of a variety of socio-emotional and behavioral assessment procedures with a full range of age groups, cultural groups, and presenting referral concerns in a supervised, school-based setting;
11. Demonstrates competent skill in the administration, scoring, and written interpretation of a variety of individual achievement tests and curriculum-based procedures with a full range of age groups, cultural groups, and presenting referral concerns in a supervised, school-based setting;
  12. Shows evidence of a solidly emergent competency to design and carry-out complete psychoeducational assessments of the full range of students referred for school psychological services, communicate the data in useful psychological reports, and participate directly or indirectly in recommended interventions with a minimum of supervision;
  13. Shows evidence of an understanding of the essential principles and procedures of cognitive-behavior therapy;
  14. Demonstrates an emergent ability to discriminate those students needing direct versus indirect services;
  15. Shows evidence of successful applied experience in the assessment, design, and implementation of a direct cognitive-behavioral intervention with an individual student in the school setting under supervised conditions;
  16. Shows evidence of successful applied experience in the assessment, design, and implementation of a direct cognitive-behavioral intervention with a student group in the school setting under supervised conditions;
  17. Shows evidence of an understanding of the major extant models of consultation, their underlying theories, and principal proponents;
  18. Shows evidence of high-level familiarity with a particular school-based model of consultation;
  19. Shows evidence of successful applied experience in the assessment, design, and implementation of a behavioral consultation in the school setting under supervised conditions;
  20. Shows evidence of a solidly emergent competency to successfully manage the intervention needs of a variety of children and youth in the school setting under minimal supervision, demonstrating insight, intervention flexibility, organization, and legal/ethical competence;
  21. Completes a specialist project in accordance with specified requirements;
  22. Demonstrates skilled application of competencies in an approved practicum setting lasting no fewer than 600 hours, and in doing so: shows ability to learn from supervision and effectively address weaknesses and demonstrates that substantive professional growth has occurred; shows evidence that case conceptualization skills are at a pre-internship level through satisfactory presentation to supervisors; demonstrates improved ability to use assessment skills to help define and mediate intervention efforts; demonstrates report writing skills at a satisfactory level; demonstrates effective, professional interpersonal relationships with supervisors and professional staff at practicum site through field supervisor's evaluation; shows that professional and personal behavior is consistent with established code of professional ethics;
  23. Shows evidence of completed Internship in School Psychology consistent with UW-Whitewater School Psychology Program guidelines.

## Education Specialist Sequence

<u>Fall</u>		<u>Graduate Credits</u>
Psych. 840-793	Practicum in School Psychology including Seminar	6
Psych. 840-769	Consultation and Prevention	3
C & I. 432-764	Developmental Reading in the Elem. School	3
Psych 794	<i>Specialist Project Research Seminar (NEW COURSE)</i>	1
<u>Spring</u>		
Psych. 840-793	Practicum in School Psychology including Seminar	6
Psych. 840-766	Cognitive Beh. Therapy/ Children and Adol.'s	3
Psych. 840-796	Special Studies in School Psychology	3
<u>Summer III</u>		
C & I. 430-725	Curriculum Design and Integration	3

**Note:** Upon successful completion of the 600 hour practicum and with a minimum total of 60 graduate credits, students may apply to the Department of Public Instruction for the Provisional School Psychologist license (DPI 61) prior to internship.

<u>Fall</u>		
Psych. 840-795	Internship in School Psychology	3
<u>Spring</u>		
Psych. 840-795	Internship in School Psychology	3

**Note:** Upon completion of all Program requirements, including internship, Specialist Project, and the completion of the National School Psychology Examination, students receive the Education Specialist Degree and may apply to the Department of Public Instruction for Full School Psychology (DPI 62) license.

### Prerequisite Preparation:

(Since application to the proposed Education Specialist Degree requires that the individual first complete the M.S.E. - School Psychology, the prerequisite preparation for that degree is discussed first.)

The School Psychology Program requires a minimum undergraduate Grade Point Average of 3.00 ( on a 4 point scale). Students must demonstrate, at a minimum, undergraduate or graduate course work in the four areas of **child or adolescent psychology or development, abnormal psychology, behavior modification, and statistics** as prerequisite to all graduate course work. Additional preparation in the areas of physiological psychology, advanced child development, personality theory, and regular or exceptional education are highly recommended. Students with only a single deficiency may be allowed to satisfy that deficiency at the

### Degree Completion Requirements

The Education Specialist Degree is composed of 37 credits beyond the masters degree consisting of 700-level course work in school psychology and education, field experience, a pre-internship capstone examination, and a scholarly project in school psychology.

A grade point average of 3.00 must be maintained throughout the degree sequence.

All students must be in full-time residence (at least nine credit hours) for the first year of the degree sequence. The degree must be completed within seven years following the earliest credited course.

Students must complete a written Specialist Project and present their project to the faculty who will determine if it meets all of the Specialist Project "Standards for Competency." Continuous enrollment in 840-794 Specialist Project Research Seminar is required.

Students must maintain and present to the faculty on a semester basis a portfolio of academic progress and accomplishments. Students must have met all of the mandatory competency objectives on the School Psychology Program Continuum of Competencies.

Students must pass the National School Psychology Examination prior to entrance into the internship sequence. The examination may be repeated as necessary.

This degree is designed to be completed in two academic calendar years. An individual may choose to complete the internship on a half-time basis over two years, thus extending the time line to the degree to three years.

A previous graduate of UW-Whitewater School Psychology Program or any other University of Wisconsin System School Psychology Program may apply for Grandparent Admission into the Education Specialist Degree and be granted the Ed.S. degree under the following criteria:

1. The individual's time to degree completion is no more than seven years from the date of their Masters degree in school psychology;
2. The individual has completed or is currently enrolled in an approved university internship in school psychology;
3. The individual has successfully passed the National School Psychology Examination;
4. The individual has completed an approved Specialist Project through enrollment in 840-794 Specialist Project Research Seminar. Continuous enrollment is required. Previous completion of a Masters thesis does not meet this criterion;
5. The individual has met all the mandatory competency objectives on the UW-Whitewater School Psychology Continuum of Competencies. Documentation through a portfolio evaluation is required.

**CURRICULAR ACTION  
SIGNATURE PAGE**

(Use for forms 1, 2, 3, 4, 6, and 8)

**APR 21 1999**

**Description of Action:** New Degree **Course # (if applicable):** \_\_\_\_\_

**Program or Course Title:** Education Specialist - School Psychology

<u>[Signature]</u>	<u>4-1-99</u>
Proposal Sponsor	Date of Submission
<u>Gary Cook</u>	<u>4-1-99</u>
Chair of Sponsoring Department	Approval Date
<u>Psychology</u>	
Department	
<u>Lawrence M. Bennett</u>	<u>4-1-99</u>
Chair, College Curriculum Committee	Approval Date
<u>Ally C. Darned</u>	<u>4/1/99</u>
Dean of College	Approval Date
<u>Education</u>	
College	
<b>For Undergraduate Actions:</b>	
If a course is to be considered as a Diversity option:	
_____	<input type="checkbox"/> Recommended _____
Chair, Diversity Committee	<input type="checkbox"/> Not Recommended _____ Date
If a course is to be considered as a General Education option:	
_____	<input type="checkbox"/> Recommended _____
Chair, General Education Committee	<input type="checkbox"/> Not Recommended _____ Date
_____	<input type="checkbox"/> Received for Recording _____
Chair, University Curriculum Committee	<input type="checkbox"/> Approved _____
	<input type="checkbox"/> Not Approved _____ Date
_____	<input type="checkbox"/> Received for Recording _____
Chair, Faculty Senate	<input type="checkbox"/> Approved _____
	<input type="checkbox"/> Not Approved _____ Date
<b>For Graduate Actions:</b>	
<u>[Signature]</u>	<input checked="" type="checkbox"/> Received for Recording <u>4-8-99</u>
Graduate Council	<input checked="" type="checkbox"/> Approved _____
	<input type="checkbox"/> Not Approved _____ Date
<b>Received:</b> <u>[Signature]</u>	<u>20   4   99</u>
Provost and Vice Chancellor	Date

\_\_\_\_\_ See "page 2" of signature page for consultation results (check if applicable)

# **AUTHORIZATION TO IMPLEMENT A NEW ACADEMIC PROGRAM**

Submitted by the University of Wisconsin-Whitewater

H. Gaylon Greenhill, Chancellor

David J. Prior, Provost & Vice Chancellor

Richard C. Lee, Dean, Graduate Studies

Howard L. Ross, Dean, College of Letters and Sciences

Jeffrey C. Barnett, Dean, College of Education

Greg Cook, Chair, Department of Psychology

James D. Larson, Coordinator, School Psychology Program

## **1. PROGRAM IDENTIFICATION**

### **1.1 Title of Proposed Program**

Education Specialist-School Psychology

### **1.2 Department**

Psychology

### **1.3 College**

Letters and Sciences and Education

### **1.4 Timetable for Initiation**

Fall, 1999

## **1. CONTEXT**

### **2.1 History of Program**

The proposed program is the academic extension of the current M.S.E. program in School Psychology, established at UW-Whitewater in 1971. At that time, the program granted the M.S.E. and a Level II certification in school psychology upon the completion of 48 credits of course work and practica. In 1978, in keeping with changing national training standards, the program initiated a full 60 credit program. In 1995, with the awarding of Full Accreditation from the National Association of School Psychologists, the program initiated a six-credit internship in school psychology, increasing the total program requirement to its current 66 credits. There are currently 44 students in the program, 13 of them in full-time internship positions.

### **2.2 Instructional Setting of Program**

The current/proposed School Psychology Program is housed in the College of Letters and Sciences and the only graduate program offered by the Department of Psychology. Approximately 80% of all course work is taken within the Department of Psychology, with the remainder distributed among three departments within the College of Education: Curriculum and Instruction, Exceptional Education, and Educational Foundations. School Psychology

The following provides data for universities in the State of Wisconsin (source: Department of Public Instruction, Psychological Services):

<u>University</u>	<u>Degree(s)</u>
UW-Madison **	Masters, Doctoral
UW-Milwaukee	Masters, Doctoral
UW-Eau Claire *	Masters
UW-La Crosse *	Masters
UW-River Falls *	Masters
UW-Stout *	Masters
UW-Superior	Masters
UW-Whitewater *	Masters

\*\*National Association of School Psychologists (NASP) approved Doctoral level program

\* NASP approved Specialist level program

### 3.2 Comparable Programs Outside of Wisconsin

Training opportunities in School Psychology found among border states are reviewed below. All of the School Psychology training programs in Illinois – excepting Governors State University which does not have full accreditation from the National Association of School Psychologists – offer the Specialist degree as sub-doctoral training. All of the School Psychology training programs in Iowa that offer sub-doctoral training grant the Specialist degree. Both of the School Psychology training programs in Minnesota offer the Specialist degree.

#### ILLINOIS

<u>University</u>	<u>Degree(s)</u>
Eastern Illinois University	Specialist
Governors State University	Masters
Illinois State	Specialist, Doctoral
Loyola University	Specialist
National Louis University	Specialist, Doctoral
Northern Illinois	Doctoral only
Southern Illinois	Specialist
Western Illinois	Specialist

#### IOWA

<u>University</u>	<u>Degree(s)</u>
Iowa State University	Specialist
University of Iowa	Doctoral only
University of Northern Iowa	Specialist

#### MINNESOTA

<u>University</u>	<u>Degree(s)</u>
Moorhead State	Specialist
University of Minnesota	Specialist, Doctoral

university cutbacks, it is imperative that school psychology programs are continued and if possible, enhanced. Loss of training programs will aggravate future personnel problems.

### 3.4 Student Demand – Future Enrollments

The following represents the graduation rate from the UW-Whitewater School Psychology Program for the previous five-year period. There is no foreseeable reason to anticipate any deviation from this trend.

1994 - 13      1996 - 11      1998 - 13  
1995 - 23      1997 - 17

The table below represents the enrollment figures for each of the Wisconsin campuses over the past five years. The average for each program over the five-year period is used to indicate the projected number of students expected to graduate from each campus in the near future.

	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>Projection</u>
Eau Claire	8	8	8	7	7	8
La Crosse	6	12	10	9	10	9
River Falls	12	11	10	15	7	9
Stout	12	11	17	10	14	13
Superior	11	11	10	4*	8	9
Whitewater	13	23**	11	17	13	15

\*low due to Program Director out all spring 1995

\*\* high due to part-time students (with the program up to 6 years) completing

### 3.5 Collaborative or Alternative Program Exploration

The Specialist Degree in School Psychology can not be offered as a submajor in conjunction with existing programs since it is distinct from other existing programs. Furthermore, to be eligible for state licensure and national certification in School Psychology, applicants must have completed a program approved by state and national credentialing agencies. These state and national credentialing agencies require a specific sequence of professional courses and field experiences specific to School Psychology.

Collaborative efforts are being made, however, to establish cooperation among the UW System school psychology programs. Currently, faculty from each participating school psychology program are meeting at least two times per year to discuss collaboration. The Wisconsin school psychology programs are exploring possibilities for internet-based supervision of interns, regional sharing of supervision of interns, and seminars and course opportunities for interns by region. Also, a shared distance education seminar on Comprehensive School Health is being discussed.

- interpretation of a variety of socio-emotional and behavioral assessment procedures with a full range of age groups, cultural groups, and presenting referral concerns in a supervised, school-based setting;
11. Demonstrates competent skill in the administration, scoring, and written interpretation of a variety of individual achievement tests and curriculum-based procedures with a full range of age groups, cultural groups, and presenting referral concerns in a supervised, school-based setting;
  12. Shows evidence of a solidly emergent competency to design and carry-out complete psychoeducational assessments of the full range of students referred for school psychological services, communicate the data in useful psychological reports, and participate directly or indirectly in recommended interventions with a minimum of supervision;
  13. Shows evidence of an understanding of the essential principles and procedures of cognitive-behavior therapy;
  14. Demonstrates an emergent ability to discriminate those students needing direct versus indirect services;
  15. Shows evidence of successful applied experience in the assessment, design, and implementation of a direct cognitive-behavioral intervention with an individual student in the school setting under supervised conditions;
  16. Shows evidence of successful applied experience in the assessment, design, and implementation of a direct cognitive-behavioral intervention with a student group in the school setting under supervised conditions;
  17. Shows evidence of an understanding of the major extant models of consultation, their underlying theories, and principal proponents;
  18. Shows evidence of high-level familiarity with a particular school-based model of consultation;
  19. Shows evidence of successful applied experience in the assessment, design, and implementation of a behavioral consultation in the school setting under supervised conditions;
  20. Shows evidence of a solidly emergent competency to successfully manage the intervention needs of a variety of children and youth in the school setting under minimal supervision, demonstrating insight, intervention flexibility, organization, and legal/ethical competence;
  21. Completes a specialist project in accordance with specified requirements;
  22. Demonstrates skilled application of competencies in an approved practicum setting lasting no fewer than 600 hours, and in doing so: shows ability to learn from supervision and effectively address weaknesses and demonstrates that substantive professional growth has occurred; shows evidence that case conceptualization skills are at a pre-internship level through satisfactory presentation to supervisors; demonstrates improved ability to use assessment skills to help define and mediate intervention efforts; demonstrates report writing skills at a satisfactory level; demonstrates effective, professional interpersonal relationships with supervisors and professional staff at practicum site through field supervisor's evaluation; shows that professional and personal behavior is consistent with established code of professional ethics;
  23. Shows evidence of completed Internship in School Psychology consistent with UW-Whitewater School Psychology Program guidelines.

### Education Specialist Sequence

		<u>Graduate Credits</u>
<u>Fall</u>		
Psych. 840-793	Practicum in School Psychology including Seminar	6
Psych. 840-769	Consultation and Prevention	3
C & I. 432-764	Developmental Reading in the Elem. School	3
Psych 794	<i>Specialist Project Research Seminar (NEW COURSE)</i>	1
<u>Spring</u>		
Psych. 840-793	Practicum in School Psychology including Seminar	6
Psych. 840-766	Cognitive Beh. Therapy/ Children and Adol.'s	3
Psych. 840-796	Special Studies in School Psychology	3
<u>Summer III</u>		
C & I. 430-725	Curriculum Design and Integration	3

**Note:** Upon successful completion of the 600 hour practicum and with a minimum total of 60 graduate credits, students may apply to the Department of Public Instruction for the Provisional School Psychologist license (DPI 61) prior to internship.

<u>Fall</u>		
Psych. 840-795	Internship in School Psychology	3
<u>Spring</u>		
Psych. 840-795	Internship in School Psychology	3

**Note:** Upon completion of all Program requirements, including internship, Specialist Project, and the completion of the National School Psychology Examination, students receive the Education Specialist Degree and may apply to the Department of Public Instruction for Full School Psychology (DPI 62) license.

Prerequisite Preparation:

(Since application to the proposed Education Specialist Degree requires that the individual first complete the M.S.E. - School Psychology, the prerequisite preparation for that degree is discussed first.)

The School Psychology Program requires a minimum undergraduate Grade Point Average of 3.00 ( on a 4 point scale). Students must demonstrate, at a minimum, undergraduate or graduate course work in the four areas of **child or adolescent psychology or development, abnormal psychology, behavior modification, and statistics** as prerequisite to all graduate course work. Additional preparation in the areas of physiological psychology, advanced child development, personality theory, and regular or exceptional education are highly recommended. Students with only a single deficiency may be allowed to satisfy that deficiency at the

### Degree Completion Requirements

The Education Specialist Degree is composed of 37 credits beyond the masters degree consisting of 700-level course work in school psychology and education, field experience, a pre-internship capstone examination, and a scholarly project in school psychology.

A grade point average of 3.00 must be maintained throughout the degree sequence.

All students must be in full-time residence (at least nine credit hours) for the first year of the degree sequence. The degree must be completed within seven years following the earliest credited course.

Students must complete a written Specialist Project and present their project to the faculty who will determine if it meets all of the Specialist Project "Standards for Competency." Continuous enrollment in 840-794 Specialist Project Research Seminar is required.

Students must maintain and present to the faculty on a semester basis a portfolio of academic progress and accomplishments. Students must have met all of the mandatory competency objectives on the School Psychology Program Continuum of Competencies.

Students must pass the National School Psychology Examination prior to entrance into the internship sequence. The examination may be repeated as necessary.

This degree is designed to be completed in two academic calendar years. An individual may choose to complete the internship on a half-time basis over two years, thus extending the time line to the degree to three years.

A previous graduate of UW-Whitewater School Psychology Program or any other University of Wisconsin System School Psychology Program may apply for Grandparent Admission into the Education Specialist Degree and be granted the Ed.S. degree under the following criteria:

1. The individual's time to degree completion is no more than seven years from the date of their Masters degree in school psychology;
2. The individual has completed or is currently enrolled in an approved university internship in school psychology;
3. The individual has successfully passed the National School Psychology Examination;
4. The individual has completed an approved Specialist Project through enrollment in 840-794 Specialist Project Research Seminar. Continuous enrollment is required. Previous completion of a Masters thesis does not meet this criterion;
5. The individual has met all the mandatory competency objectives on the UW-Whitewater School Psychology Continuum of Competencies. Documentation through a portfolio evaluation is required.

#### 4.6 **Strengths or Unique Features**

The unique feature of the proposed degree program is that it will be a “competency-based” degree in virtually every aspect. In designing the curricular sequence, the program faculty have endeavored to remove the dimensional features of traditional academic evaluation and replace them with competency-based procedures. In this manner, the student will be aware of what the standard for competency is at the onset of most classroom-based courses and all field-based courses and work collaboratively with faculty and peers to meet this standard. The student will be expected to stay involved with the specified objective until competency is demonstrated to the satisfaction of the faculty. At this advanced level of graduate work, students will not compete against one another for “the best grades;” rather, they will need to become self-directed, self-evaluative, and work closely with faculty and field personnel to become more than just “knowledgeable” but demonstrably competent.

#### 4.7 **Career Advising**

The program will continue its tradition of support and guidance as the graduates seek employment as school psychologists. The program may be somewhat unique in the sense that it trains students to engage in a single career – school psychology – and the opportunities for employment are excellent, with a 100 percent placement rate year to year. In the spring semester of the first year of the proposed degree, the students will receive an inservice from UW-Whitewater Career Service on the subject of developing an employment packet. The facilities of this program will be available to the students. School Psychology faculty will follow up by offering interviewing strategies, conducting mock interviews, and helping students assemble a professional portfolio

#### 4.8 **Outreach**

School Psychology faculty will continue to offer 840-790 Current Topics in School Psychology. This is a popular outreach course designed for practicing school psychologists in the South Central Wisconsin area. Program faculty will teach it on one Saturday per month over the upcoming 1999-2000 academic year. It is anticipated that program faculty will continue their public service outreach activities with local school districts with training and consultation. Students will be placed in local public schools in a mentoring capacity with high risk youth.

### 5. **PERSONNEL**

#### 5.1 **Faculty Participating Directly in the Program**

Randy T. Busse, Ph.D.  
James D. Larson, Ph.D.  
Greg Cook, Ph.D.  
Carolyn Morgan, Ph.D.

See curriculum vitae, Appendix 1

## 7.2 Capital Budget Needs

The Education Specialist Degree in School Psychology requires no change in current capital budget allocations since it represents an existing program with long established sources of funding, budget, staff, and facilities.

## 7.3 Clinical Facilities

All clinical training in the School Psychology Program has historically taken place within surrounding school districts. The Program enjoys a rich diversity of training sites, from urban to rural in nature, and strong professional, supportive relationships with field supervising personnel. The proposed degree will not affect these training relationships.

# 8. FINANCE

## 8.1 Operating Budget Requirements

The Education Specialist Degree in School Psychology requires no change in current operating budgetary allocations since it represents an existing program with long established sources of funding, budget, staff, and facilities.

### Summary of Estimated Costs and Resources for Proposed Program

<u>Personnel Costs</u>	<u>1<sup>st</sup> Year Dollars</u>	<u>2<sup>nd</sup> Year Dollars</u>	<u>3<sup>rd</sup> Year Dollars</u>
2.125 FTE Faculty	89,231.00	91,907.00	94,664.00
.1441 Classified Staff	3741.00	3853.00	3968.00
<b>SUBTOTAL</b>	<b>92972.00</b>	<b>95760.00</b>	<b>98632.00</b>
 <u>Non-Personnel Costs:</u>			
Service and Supplies	2500.00	2575.00	2650.00
Capital Equipment	-----		
Library Resources	-----		
Computing Resources	-----		
<b>SUBTOTAL</b>	<b>2500.00</b>	<b>2575.00</b>	<b>2650.00</b>
<b>TOTAL COSTS</b>	<b>95472.00</b>	<b>98760.00</b>	<b>101,282.00</b>

These costs are based on currently allocated funding to the Department of Psychology and are projected on a 3% increase per annum.

## 8.2 Operating Budget - S&E Requirements

See 8.1