School Psychology Area Requirements

Graduate study in the School Psychology Program at the University of Wisconsin-Madison is a degree program leading to a Doctor of Philosophy (PhD) in Educational Psychology. The curriculum is also structured to meet the requirements for Wisconsin licensure as a school psychologist (Department of Public Instruction) and psychologist (Department of Regulation and Licensing). Program requirements currently include:

**Masters Degree:** Students complete a MS degree that requires three years of full-time study, including practicum (Years 1-3) and preparation of a comprehensive literature review.

**Portfolio Preliminary Examination:** Students prepare and present a portfolio of evidence to demonstrate proficiency in the program’s outcome competencies, typically during Fall Semester of Year 4.

**Minor Requirement:** An organized program of course work (typically 10-12 credits) is completed outside of the School Psychology Area or Department. Many students complete the Prevention and Intervention Science minor.

**American Psychological Association Breadth Requirements:** Students complete course work in each of five APA breadth domains: Biological, Cognitive-Affective, and Social Bases of Behavior; Individual Behavior; and History and Systems of Psychology.

**Doctoral Dissertation:** Dissertation research is carried out under the supervision of the major advisor and dissertation committee.

**Internship:** Students complete a full-time 2000-hour internship that has been approved in advance by the program’s Internship Committee.

**Professional Training Sequence**

Emphasis in the professional training sequence is placed on developing competencies necessary to assume the responsibilities of a psychologist in schools and community settings, as well as faculty positions in institutions of higher education. Because the focus is on the application of psychology in education, students acquire and demonstrate competence in basic substantive content areas of educational and psychological theory and practice. The balance among competencies in theoretical, applied, and research areas is accomplished through the course sequence (see School Psychology Area Course Sequence & Benchmarks table).

**Portfolio Preliminary Examination**

Students must pass a major preliminary examination (typically during Year 4) to be granted doctoral status within the Department of Educational Psychology. The preliminary examination in the School Psychology Program is designed to be an intellectually challenging endeavor that calls for the integration and application of knowledge and skills acquired over the course of one’s graduate experiences. The cornerstone of the preliminary examination in School Psychology is the development of a portfolio in which students accumulate evidence demonstrating their competencies related to specific program goals and objectives. Students present their portfolios to the Examining Committee during a Portfolio Conference, and participate in a Portfolio Oral Interview (typically 2-3 weeks following the conference) to present prepared responses to questions from committee members. The preliminary examination is composed of six products:

**Portfolio:** Systematic and organized collection of evidence concerning a student’s professional competencies and personal growth within seven competency domains.

**Summary of Evidence:** Brief overview of evidence included in the portfolio for each competency domain.
**Personal Competency Statement:** Succinct and integrative written self-description of one’s competencies focusing on areas of expertise, as well as boundaries or limits of skills. This statement includes a brief description of the student’s theoretical orientation to science and practice in school psychology.

**Personal Specialization Paper:** Detailed, reflective account of the area(s) of competence in which the student claims to have achieved advanced knowledge and experience. The paper is 25 pages in length and written according to APA style.

**Best Sample of Work:** Brief statement (including a rationale for selection) describing what the student believes is his/her best sample of work contained in the portfolio of evidence.

**Best Practices Reading List:** Student’s personal reference list organized according to the seven competency domains; the list includes a section on theory including resources that have influenced his/her theoretical orientation.

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**Practicum, Field Work, and Internship**

The professional training sequence in School Psychology is designed to incorporate clinical training experiences (integrated with didactic course work) during each year of the program:

**Year 1:** Students complete a two-semester Beginning Practicum (1 cr) that includes applied experiences and field-based observations that are linked to specific courses in School Psychology.

**Year 2:** Students participate in a structured two-semester School Psychology Clinical Practicum in which students work with school-age clients referred by parents, local school staff members, and other community sources. Clients present with emotional, behavioral, social, and academic challenges.

**Year 3:** Students complete a two-semester School Psychology Field Work Practicum (5-6 cr), two days a week in local elementary, middle, and/or high schools.

**Year 4:** Students have the option of completing an individualized Advanced Practicum designed to provide students with experiences related to (1) supervision of psychological services and/or (2) service delivery for special populations.

**Year 5:** Students complete a full-time 12-month (or part-time 24-month) internship (2000 clock hours total).
# TABLE - SCHOOL PSYCHOLOGY AREA COURSE SEQUENCE & BENCHMARKS

## YEAR 1

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>540 Introduction to Professional School Psychology (2cr)</td>
<td>541 Appl Behav Analysis in Class Mgmt (3cr)</td>
<td>726 Devel of Ethnic/Racial Minority Children (3cr)</td>
</tr>
<tr>
<td>542 Biological Bases of Behavior (3cr)</td>
<td>761 Statistical Methods Applied to Ed II (3cr)</td>
<td>270-737 History &amp; Systems of Psychology (3cr)</td>
</tr>
<tr>
<td>742 Assess &amp; Intervention for Academic Skill Problems (3cr)</td>
<td>840 Beginning Practicum (1cr)</td>
<td></td>
</tr>
<tr>
<td>760 Statistical Methods Applied to Education I (3cr)</td>
<td>844 Child &amp; Adolescent Psychopathology (3cr)</td>
<td></td>
</tr>
<tr>
<td>840 Beginning Practicum (1cr)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### BENCHMARKS
- Attend Portfolio/Practicum Orientation (Oct)
- Consult with advisor about portfolio structure & format
- Collect information and begin portfolio
- Present portfolio to advisor (Dec and May)
- Complete documents for annual review of student progress (Dec)
- Attend Department Cohort meetings (Jan)
- Meet with advisor regarding feedback following annual progress review (Feb)
- Review APA Breadth Requirement Courses****
- See Department Administrator to obtain forms for Minor Agreement (Aug)
- Apply for funding for following year
- Begin to plan for publishable quality literature review with advisor
- Submit concept paper for literature review to advisor (by May 31)

## YEAR 2

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>741 Social, Emotional, &amp; Behavioral Assessment (3cr)</td>
<td>740 Cognitive Assessment of Children in the Schools (3cr)</td>
<td></td>
</tr>
<tr>
<td>762 Intro to the Design of Educational Experiments (3cr)</td>
<td>763 Single-Case Design (3cr)</td>
<td></td>
</tr>
<tr>
<td>840 Clinic Practicum (3cr)</td>
<td>840 Clinic Practicum (3cr)</td>
<td></td>
</tr>
<tr>
<td>947 Evidence-Based Child &amp; Adolescent Psychotherapy (3cr)</td>
<td>942 Systems of Consultation in School Psych (3cr) OR 946</td>
<td></td>
</tr>
</tbody>
</table>

### BENCHMARKS
- Collect information for inclusion in portfolio
- Consult with advisor about material for inclusion in portfolio
- Present portfolio to advisor (Dec and May)
- Complete documents for annual review of student progress (Dec)
- Review APA Breadth Requirement Courses****
- Attend Department Cohort meetings (Jan)
- Apply for funding for following year
- Complete publishable quality literature review to begin field placement (by May 31)
- File Minor Agreement Form with Department (by May 31)
### YEAR 3

#### FALL SEMESTER
- 795 Introduction to Learning Sciences (3cr)
- 840 Field Practicum (6cr)
- 948 Research Seminar in School Psychology (2cr)

#### SPRING SEMESTER
- 840 Field Practicum (5cr)
- 845 Psychopharmacological Treatments for Child & Adolescence (3cr)
- 944 Internship Preparation (1cr)
- 946 Advanced Assessment & Intervention Tech (3cr) OR 942

#### SUMMER
- 820-729 Advanced Social Psychology (3cr)
- XXX Minor (2-3cr)

#### BENCHMARKS
- Continue to build & update portfolio
- Continue to consult with advisor about material for inclusion in portfolio
- Present portfolio to advisor (Dec and May)
- Complete documents for annual review of student progress (Dec)
- Plan A – Submit dissertation concept paper (Dec 1)
- Review APA Breadth Requirement Courses****
- See Department Administrator for Prelim registration paperwork
- Attend Department Cohort meetings (Jan)
- Take NCSP Exam (recommended to provide registration or scores in portfolio; required for graduation from program)
- Admission to PhD Program (before Prelims)
- Apply for funding for following year
- Plan A - Propose dissertation by May 31 if intending on completing during Year 4 prior to internship

See Department Administrator for paperwork for dissertation proposal if choosing Plan A

### YEAR 4

#### FALL SEMESTER
- 840 Advanced Practicum (3cr)
- 990 Research or Thesis (2-3cr)***
- XXX Minor (2-3cr)
- XXX Minor (2-3cr)

#### SPRING SEMESTER
- 840 Advanced Practicum (3cr)
- 990 Research or Thesis (2-3cr)***
- XXX Minor (2-3cr)
- XXX Minor (2-3cr)

#### SUMMER
- 943 Internship in School Psychology (3cr)**
- 990 Research or Thesis (3cr)***

#### BENCHMARKS
- Complete final portfolio and Prelims (before applying to Internship)
- Complete PRAXIS Exam
- Internship Application
- Plan B - Submit Dissertation concept paper (by Dec 1 and before accepting internship)
- Attend Department Cohort meetings (Jan)
- Complete Minor Course Requirements
- Complete APA Breadth Requirements****
- See Department Administrator for paperwork for dissertation proposal (if choosing Plan B)
- Propose dissertation by May 31 (if choosing Plan B)
- Defend dissertation by May 31 (if choosing Plan A)
### YEAR 5

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>943 Internship in School Psychology (3cr)** OR 995 Predoctoral Internship (0cr)</td>
<td>943 Internship in School Psychology (3cr)** OR 995 Predoctoral Internship (0cr)</td>
<td>943 Internship in School Psychology (3cr)** OR 995 Predoctoral Internship (0cr)</td>
</tr>
</tbody>
</table>

**BENCHMARKS**
- Complete Internship and Graduate Requirements
- Register for summer session credits if completing 12 month internship
- Complete dissertation within 1 year of completing internship; defend dissertation during academic year (for Plan B)

**NOTES:**
*The number and timing of elective courses will vary across students; however, this course sequence plan is representative of the course load and pacing experienced by most students. Electives during summer are optional.

**943 Internship may also occur in Summer of 4th year depending on when a student's internship starts.

***Taking 990 Research or Thesis credits during the semester indicated above is optional.

****The APA breadth requirements can be taken during any summer, not necessarily the summers designated on this table.