

School Psychology

The Master of Science in Education (M.S.E.) Degree is part of a three-year, 69-unit program which fulfills the academic requirements for licensure as a School Psychologist. This area of study concerns itself with the application of psychological theories and skills to prevention and intervention procedures with children and youth as they interact within the school environment. It provides comprehensive knowledge in psychological and educational foundations and extensive training in assessment, therapy, and consultation practices. This program leads to Department of Public Instruction licensure as a School Psychologist.

The curriculum is designed to provide advanced knowledge and skills in content areas necessary to meet the training requirements for School Psychology as defined by the National Association of School Psychologists, the American Psychological Association, and the State of Wisconsin Department of Public Instruction certification standards for School Psychologists. Students will learn, among other skills, to: complete non-biased data-based assessment of school-aged children and integrate such assessment into treatment procedures; function as consultants to teachers, parents and other personnel in school settings - working as child advocates in school, home and community; and conduct applied research that will benefit the children and families that they serve, and appreciate how such efforts fit into a context of continuing professional development.

Program Coordinator:

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Additional Admission Requirements: (See Note)

1. An overall undergraduate grade point average of at least a 3.00. Applicants who do not meet this requirement may appeal for an exception on the basis of other factors (e.g., strong subsequent academic study, outstanding relevant work experience, and/or exceptional personal qualifications).
2. An appropriate academic background in psychology with a minimum of 12 units including a course in each of the following: child/adolescent psychology or development, abnormal psychology/behavior disorders, and basic statistical methods. The School Psychology Committee may require that specific

undergraduate courses be completed with a grade of B or better before the application for admission will be processed.

Students with only a single deficiency may be admitted and allowed to satisfy that deficiency at the graduate level. Such graduate level prerequisite credits will not count toward the master's degree, but will count as electives in the student's total credit course work requirement.

3. A representative sample of the applicant's written expression skills in the form of a typed narrative autobiographical statement, sent to the program coordinator, which includes a discussion of relevant personal background and describes in-depth why the applicant has chosen to pursue study in the field of school psychology.

4. Three letters of recommendation from appropriate persons (such as former professors or work supervisors) who are familiar with the applicant's academic and personal qualifications for graduate study in school psychology. These letters should be sent to the program coordinator.

5. The results of the Miller Analogies Test (MAT). This test takes approximately one hour and applicants may arrange to take it at the UW-Whitewater Testing Center or at a similar testing facility at another university. Applicants who prefer to submit the results of the Graduate Record Examination (GRE) in lieu of the MAT may do so. Have all results sent to UW-Whitewater Department of Psychology. It is the responsibility of the applicant to see that the scores are received at the School Psychology Program before the February 15th application deadline. Failure to meet this deadline may result in a denial of admission due to an incomplete application packet.

6. Upon review, the School Psychology Committee may request a personal interview to provide additional information. Admission may be granted with or without an interview at the Committee's discretion.

Admission Timeline:

The School Psychology Program admits students only in the spring of the year for classes beginning the following fall term. Admitted students are also free to take summer term classes. A completed application packet, consisting of the narrative letter of intent, three letters of recommendation, the results of the Miller Analogies Test (or GRE), and all application materials forwarded by the School of Graduate Studies must be on file with the Program Coordinator by February 15.

Following the February 15 deadline, the School Psychology Committee will review packets and inform all applicants as to their admission status by mail. Applicants with complete application packets who are requesting early admission consideration due to competing deadlines should inform the Program Coordinator with a written request.

Degree Requirements:

Thirty-two units consisting of courses required for licensure with specific courses determined in consultation with the student's adviser depending upon individual professional goals and past academic

course work. Students may elect a thesis (1-6 units) or a comprehensive examination. Students must maintain a grade point average of B or better throughout the program. Only one grade of BC or below is allowed in the psychology area and only two grades of BC or below are allowed in the entire program of study. No course in the program may be repeated. A full-time student in good standing may carry a maximum load of 15 units per semester.

SCHOOL PSYCHOLOGY (M.S.E.)

PSYCHOLOGY - SELECT 32 UNITS FROM:

PSYCH 620 FOUNDATIONS OF PROFESSIONAL SCHOOL PSYCHOLOGY

PSYCH 624 HUMAN LEARNING

PSYCH 680 SCHOOL VIOLENCE CRISIS MANAGEMENT

PSYCH 715 RESEARCH IN SCHOOL PSYCHOLOGY

PSYCH 740 ASSESSMENT I: ACADEMIC ACHIEVEMENT AND PROGRESS MONITORING

PSYCH 745 ASSESSMENT III: INTELLECTUAL FUNCTIONING AND ADAPTIVE BEHAVIOR

PSYCH 746 PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE

PSYCH 768 BEHAVIOR THERAPY IN THE SCHOOLS

PSYCH 770 ASSESSMENT II: BEHAVIOR PERSONALITY

PSYCH 785 ADVANCED CHILD DEVELOPMENT

PSYCH 786 MENTAL HEALTH DELIVERY IN THE SCHOOLS: APPLIED PSYCHOPHARMACOLOGY

PSYCH 787 SOCIAL CONTEXT AND DIVERSITY IN THE SCHOOL SETTING

PSYCH 792 FIELD PLACEMENT IN SCHOOL PSYCHOLOGY

PSYCH 796 SPECIAL STUDIES

PSYCH 799 THESIS RESEARCH

PROFESSIONAL EDUCATION - 6 UNITS

COURSES FROM CURRICULUM AND INSTRUCTION,
EDUCATIONAL FOUNDATIONS, AND SPECIAL
EDUCATION SELECTED IN CONSULTATION WITH
THE STUDENT'S ADVISER TO ADDRESS PROGRAM
REQUIREMENTS AND SPECIFIC STUDENT

School psychology is a field that applies principles from educational psychology, developmental psychology, clinical psychology, community psychology, psychotherapy, and applied behavior analysis to create safe learning environments, promote academic achievement, and strengthen psychological wellness in the school setting. School psychologists use psychological testing, psychoeducational assessment, interventions, counseling, and consultation to identify children and adolescents with disabilities, and School psychologists can help, with their patient, caring nature. Their main mission: to help students navigate their formative years with confidence. Is this page helpful ? Yes No. Sometimes schoolkids need more support than they can get from their school counselor. That's where school psychologists come in. School psychologists work with students at all levels, from elementary school to college. They are advocates for students' well-being, and are a valuable resource for their educational and personal development. What is School Psychology? School psychologists support a healthy school environment and encourage students to optimize their learning capabilities. Working closely with teachers, school administrators, and parents, the role of school psychologists includes helping students build academic, social, emotional, and behavioral skills to achieve success in school and life. School Psychology Degree Programs. Teachers, school administrators, and parents are recognizing that emotional and behavioral problems can have a huge impact on student success. School psychologists work with children and adolescents, teachers, and parents to unlock a student's potential and make a positive, lasting difference in a child's life.