Psychology - School Psychology - Master of Science in Education

Education Specialist and Master of Science in Education
School Psychology Program
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http://www.uwlax.edu/school-psychology/

The UW-La Crosse School Psychology Program offers an Education Specialist degree. The degree requires two years of full-time study, one summer of study, a one-year internship during the third year, completion of a capstone project, and the passing of either the national school psychology test or the UWL comprehensive examinations. Successful completion of all program requirements for the 71-73 semester credits leads to licensure as a School Psychologist in Wisconsin and most other states. Students earn a 31-credit Master of Science in Education (http://catalog.uwlax.edu/graduate/programrequirements/schoolpsychology/master-science-education-degree) degree before completing the remaining Education Specialist (http://catalog.uwlax.edu/graduate/programrequirements/educationalspecialist/education-specialist-degree) degree requirements.

The UW-La Crosse School Psychology Program is part of the Department of Psychology and the College of Liberal Studies. The program is approved by the Wisconsin Department of Public Instruction (DPI), and has full approval from the National Association of School Psychologists (NASP). Upon completion of all program requirements, students are eligible for certification as a Nationally Certified School Psychologist (NCSP). Graduates of the program are employed in public schools or in educational agencies that serve public schools.

The School Psychology Program prepares graduate students for licensure as school psychologists through academic course work, 700 hours of supervised school practica, and a one-year, 1,200 hour school internship. The school psychology knowledge base includes areas of professional school psychology, educational psychology, psychological foundations, educational foundations, and mental health. The School Psychology Program adheres to state and national training standards for school psychology. Graduate students must develop professional competencies for each of the 10 DPI/NASP training standards: data-based decision making and accountability; consultation and collaboration; interventions and instructions support to develop social academic skills; interventions and mental health services to develop social and life services; diversity in development and learning; school-wide practices to promote learning; preventative and responsive services; family-school collaboration services; research and program evaluation; and legal, ethical, and professional practice. Over the course of their UWL training, graduate students will maintain an evolving portfolio that documents professional growth and achieved competence in each of the 10 areas. In addition, students will be evaluated each semester in professional behavior competencies that reflect dispositions in the field.

The emphasis of this program is to train school psychologists who are effective teacher, parent, and school consultants by providing extensive hands-on experiences in a mentor relationship. The program also emphasizes a pupil services model that addresses the educational and mental health needs of all children, from early childhood through high school.

Graduate students are placed in local schools as early and as intensively as possible. During their second, third, and fourth semesters, students spend two days per week working in local schools under the direct supervision of experienced school psychologists. During these school practica, students develop professional skills in assessment, consultation, intervention, counseling, case management, and in each of the NASP standards. Many of the core courses require projects that are completed in the schools during practica.

An information and application packet can be obtained online through the School Psychology Program (http://www.uwlax.edu/School-psychology) or by writing the School Psychology Program Director, Department of Psychology, University of Wisconsin-La Crosse, 1725 State Street, La Crosse, WI 54601, or by sending an e-mail to schoolpsych@uwlax.edu. In addition to meeting all the requirements established for general graduate admissions, students must also meet School Psychology Program requirements before admission to the program. These additional requirements include: three letters of recommendation; scores from the GRE verbal, quantitative, and analytical writing sections; a score from the GRE Psychology subject test (recommended to non-psychology majors); a writing sample; résumé of educational and work experience; a statement of purpose; and a Personal Potential Index (PPI) report through ETS. Students are also expected to participate in an on campus interview as a component of the selection process.

2015-16 Faculty/Staff
The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor
Betty V. DeBoer (http://www.uwlax.edu/profile/bdeboer), Ph.D.

Associate Professor
Ryan McKelley (http://www.uwlax.edu/profile/rmckelley), Ph.D.
Jocelyn H. Newton (http://www.uwlax.edu/profile/jnewton), Ph.D., NCSP

Assistant Professors
Robert J. Dixon (http://www.uwlax.edu/profile/rdixon), Ph.D., NCSP, LP
Daniel M. Hyson (http://www.uwlax.edu/profile/dhyson), Ph.D., NCSP
Suthakaran Veerasamy (http://www.uwlax.edu/profile/sveerasamy), Ph.D.

Administrative Support
Teresa Znidarsich (http://www.uwlax.edu/profile/tnidarsich)

Graduate degree
• School psychology - MS (http://catalog.uwlax.edu/graduate/programrequirements/schoolpsychology/master-science-education-degree)
School Psychology Courses

SPY 700 Cr.3
School Psychology: Role and Function
This course covers the roles and functions of school psychologists. Students will learn the history and foundations of their profession; various service models and methods; public policy development applicable to services to children and families; and ethical, professional, and legal standards. Students will also learn the skills needed to work with individuals of diverse characteristics. Prerequisite: admission to the School Psychology Program. Offered Fall.

SPY 751 Cr.3
Core Instruction and Classroom Management Practices
This course is designed to introduce various aspects of good teaching practices to enable school psychologists to consult with teachers to assist student growth. Specific topics include: learning theories, effective instructional practices, and classroom management practices. Prerequisite: admission to the School Psychology Program. Offered Fall.

SPY 752 Cr.3
Academic & Behavioral Interventions
Students will learn methods of systematic data collection and how to translate assessment results into empirically-based interventions. Students will also learn how to develop, implement, and evaluate the effectiveness of appropriate cognitive, behavioral, and academic interventions for children with different abilities and needs. Prerequisite: SPY 700. Offered Spring.

SPY 757 Cr.3
Psychoeducational Assessment I
After a review of the history of psychological assessment, students will be introduced to theories of intelligence. After learning general assessment and testing practices, students will develop specific competencies in the administration and interpretation of current major individual intellectual, cognitive and achievement measures. The course also includes an introduction to test scoring and report writing software. Lec. 2; Lab. 4. Prerequisite: PSY 451/551 or concurrent enrollment in PSY 551; admission to School Psychology Program. Offered Fall.

SPY 758 Cr.3
Psychoeducational Assessment II
This course further develops student skills in psychoeducational assessment. Students will be introduced to additional measures of cognitive ability and learn advanced interpretation skills. Students will learn various theoretical models and methods of cognitive assessment within the response-to-intervention framework, as well as assessment procedures for students who are culturally and linguistically diverse. Prerequisite: SPY 757. Offered Spring.

SPY 761 Cr.1
Orientation to Supervised Practicum in School Psychology
This class covers basic knowledge that will prepare the student for the Supervised Practicum in School Psychology I (SPY 762). The skills include: orientation to the school setting, information on legal and ethical requirements, and the initiation of professional skills and accountability. Prerequisite: SPY 757. Offered Winter.

SPY 762 Cr.3
Supervised Practicum in School Psychology I
This is a 200-hour, supervised field experience in the application of school psychology professional skills in a school setting. The applied skills include: data-based decision-making; assessing behavioral, intellectual, cognitive, and academic functioning; and designing and implementing cognitive, academic, and behavioral interventions. Prerequisite: SPY 757; acceptance into the School Psychology Program. Offered Spring.

SPY 763 Cr.3
Supervised Practicum in School Psychology II
This is a 250-hour, supervised field experience in the application of school psychology professional skills in a school setting. The applied skills include: data-based decision-making, psychoeducational assessment, counseling, and consultation. Prerequisite: SPY 762. Offered Fall.

SPY 764 Cr.3
Supervised Practicum in School Psychology III
This is a 250-hour, supervised field experience in the application of school psychology professional skills in a school setting. The applied skills include: data-based decision-making; assessing behavioral, intellectual, cognitive, and academic functioning; and in collaboration with others, designing and implementing cognitive, academic, adaptive, social, and behavioral interventions for students of varying abilities, disabilities, strengths, and needs. Prerequisite: SPY 763. Offered Spring.

SPY 775 Cr.4
Behavioral Assessment and Management
Students will learn functional behavioral assessment, behavior management techniques, and how to design effective behavioral interventions. Specific topics include interviewing, systematic data collection, and measuring progress and outcomes. Offered Fall.

SPY 795 Cr.4
Directed Studies
Directed readings or presentation of material not available in formal departmental courses. Repeatable for credit - maximum four. Offered Occasionally.

SPY 796 Cr.1-3
Professional Topics and Practices in School Psychology
Contemporary topics emphasizing current research, developments and issues in school psychology. Repeatable for credit. Offered Occasionally.

SPY 797 Cr.3-6
Internship in School Psychology
An intense and diverse professional experience in school psychology for a minimum of 600 hours for 3 credits under the supervision of an experienced school psychologist and a university supervisor and within training guidelines defined by the training program. Activities include assessment, interventions, consulting, counseling, pupil services, and applied projects. Repeatable for credit - maximum six. Prerequisite: completion of all other SPY course work except for SPY 801; a passing score on the national school psychology examination or UW-La Crosse comprehensive examinations. Students must have earned grade of “B” or better in SPY 803. Offered Fall, Spring.

SPY 800 Cr.1-3
Specialist Thesis Proposal
This course is designed to help students complete a thesis proposal and the initial stages of writing a thesis. Topics include resource utilization, ethical issues, protection of human subjects, proposal development, research design, data analysis, scientific writing, and APA-style writing. Repeatable for credit - maximum six. Prerequisite: SPY 700; PSY 725 (may be taken concurrently). Pass/Fail grading. Offered Fall, Spring, Summer.
SPY 801 Cr.1-6
Specialist Thesis  
Students complete an independent research project and thesis under the direction of three graduate faculty members. Topics must be in an area related to school psychology and be approved by the student’s thesis committee. A minimum of six thesis credits is required. A maximum of six credits applicable to degree. Repeatable for credit - maximum 10. Prerequisite: SPY 800 and consent of instructor. Students must register for at least one credit of SPY 801 each semester, beginning the first semester of their third year and continuing until thesis is approved. Offered Fall, Spring, Summer.

SPY 802 Cr.1-3  
Research/Specialist Project  
This is one of two components of the capstone requirement for the education specialist degree. Students complete a project on an approved topic related to School Psychology. Students may opt to complete: (a) a research project culminating in a thesis, or a comprehensive research proposal with an extensive literature review and defend to a committee. Prerequisite: PSY 725 (may be taken concurrently). Offered Fall, Spring, Summer.

Case Conceptualization Project  
This course is one of two components of the capstone requirement for the education specialist degree. Students will present to a committee a written and oral case defending methodology and outcome of a child evaluated in a school setting. Prerequisite: SPY 764 (may be taken concurrently) and approval of the program director. Consent of department. Offered Spring, Summer.

Special Education Courses  
SPE 401/501 Cr.3  
Introduction to Exceptional Individuals  
This course is a general survey of exceptional individuals (disabled and gifted) from birth to 21 years of age. It provides an introduction to special education including history, law, definitions and classification systems, characteristics, etiology, provision of services and educational interventions and procedures related to the various disabilities covered under the law. Prerequisite: ECE 327 or EDS 351 or EDS 402 or SHE 310 or concurrent enrollment; admission to a graduate teacher education program. Offered Fall, Spring, Summer.

SPE 424/524 Cr.3  
Individual Educational Assessment  
This course focuses on curriculum, methods and strategies used in educating students with disabilities (emotional/behavioral disabilities, specific learning disabilities, and cognitive disabilities) at the middle childhood/early adolescence age level in a variety of educational placements. Topics covered within this course include academic instruction appropriate for students at the middle childhood/early adolescence age level. Prerequisite: admission to the graduate Special Education Program. Offered Spring.

SPE 430/530 Cr.1  
Seminar in Special Education  
This course provides students who are currently student teaching with directed discussions regarding issues that are occurring in the special education or inclusionary general classroom settings. Students will meet on campus to analyze and discuss their experiences with their peers. This course is designed for persons seeking initial teaching licensure in general education and cross-categorical special education. Prerequisite: completion of all special education certification courses; completion of all general education licensure requirements for student teaching; concurrent enrollment in SPE 483/583 or SPE 484/584. Pass/Fail grading. Offered Fall, Spring.

SPE 431/531 Cr.3  
Language Development and Communication Disorders  
This course is an introductory course to the stages of normal language development from infancy through later adolescence, including the language factors (phonology, morphology, syntax, semantics, pragmatics) in receptive and expressive language. The course also focuses on the specific language characteristics and problems of students with disabilities and the impact on language-based academics. Prerequisite: admission to the graduate Special Education Program. Offered Fall.

SPE 440/540 Cr.3  
Collaboration and Transition: School to Community  
This course is designed to prepare teachers to collaborate and problem-solve as members of educational teams composed of professionals, agency, representatives, and parents. This course focuses on the development of transition plans for adolescents with specific learning disabilities, emotional/behavioral disabilities, and cognitive disabilities; and the plan’s impact on educational curriculum and instructional practices, career development and placement practices. Responsibilities of the teacher as a collaborative team member will be covered. Prerequisite: admission to the graduate Special Education Program. Offered Spring.

SPE 446/546 Cr.3  
Methods in Cross-Categorical Special Education-Middle Childhood/Early Adolescence  
This course focuses on curriculum, methods and strategies used in educating students with disabilities (emotional/behavioral disabilities, specific learning disabilities, and cognitive disabilities) at the middle childhood/early adolescence age level in a variety of educational placements. Topics covered within this course include academic instruction appropriate for students at the middle childhood/early adolescence age level. Prerequisite: admission to the graduate Special Education Program. Offered Spring.

SPE 447/547 Cr.3  
Methods in Cross-Categorical Special Education-Early Adolescence  
This course focuses on curriculum, methods and strategies used in educating students with disabilities (Emotional/Behavioral Disabilities, Specific Learning Disabilities, and Cognitive Disabilities) at the early adolescence age level in a variety of educational placements. Topics covered within this course include academic instruction appropriate for students at the early adolescence/adolescence age level. Prerequisite: admission to the graduate Special Education Program. Offered Spring.

SPE 452/552 Cr.3  
Individual Educational Assessment  
This course addresses educational assessment as it relates to the needs of students with specific learning disabilities, emotional/behavioral disabilities, and cognitive disabilities in the context of educational needs. Specific approaches for the evaluation of special education eligibility, teaching and instruction, and monitoring student progress are discussed, including norm-referenced tests, curriculum-based assessment, ecological assessment, and observational techniques. Prerequisite: admission to the graduate Special Education Program. Offered Fall.
SPE 461/561 Cr.1
**Clinical in Special Education**
This course is a field experience for students seeking special education licensure. Students are placed in a public school special education or inclusionary general education classroom setting in which they will experience daily activities with children identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and cognitive disabilities) and special education teacher responsibilities. This experience will consist of a partial-day classroom experience in a school setting under the direct supervision of a teacher certified to teach students with disabilities at the middle childhood/early adolescence or early adolescence/adolescence age level. This experience provides a setting in which students are to develop observation and small group teaching experiences. This course is designed for persons seeking initial teaching licensure in general classroom instruction and cross-categorical special education. Prerequisite: admission to the graduate Special Education Program. Pass/Fail grading. Offered Fall, Spring.

SPE 475/575 Cr.1-3
**Special Topics Seminar in Special Education**
This course is designed to allow students to explore current topics, trends, and issues in the field of special education. Topic(s) to be studied are selected by the instructor based on interest and need. Repeatable for credit - maximum six. (Max three credits applicable to master’s degree). Offered Occasionally.

SPE 483/583 Cr.11
**Student Teaching Cross-Categorical Special Education: Middle Childhood-Early Adolescence**
This student teaching experience is a full-day (18-week) experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program, serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at middle childhood-early adolescence age level. This experience provides a setting in which students are to demonstrate teaching and assessment abilities related to students with special needs. Students work under the immediate supervision of a certified teacher and a university supervisor. This course is designed for persons seeking initial licensure in middle childhood-early adolescence and cross-categorical special education at the middle childhood-early adolescence age level. Prerequisite: concurrent enrollment in SPE 430/530. Completion of special education courses and all education requirements, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major, minor, concentrations & professional coursework; passing scores in Praxis II content areas; passing scores in WI Foundations of Reading Test. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SPE 484/584 Cr.11
**Student Teaching Cross-Categorical Special Education: Early Adolescence-Adolescence**
This student teaching experience is a full-day (18-week) experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at the early adolescence-adolescence age level. This experience provides a setting in which students are to demonstrate teaching and assessment abilities related to students with special needs. Students work under the immediate supervision of a certified teacher and a university supervisor. This course is designed for persons seeking initial licensure in early adolescence-adolescence and cross-categorical special education at early adolescence-adolescence level. Prerequisite: concurrent enrollment in SPE 430/530. Completion of special education courses and all education requirements, including special methods courses; appropriate education faculty recommendation; 2.75 cum GPA and 2.75 GPA in major, minor, concentrations & professional coursework; passing scores in Praxis II content areas; passing scores in WI Foundations of Reading Test. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SPE 715 Cr.3
**Special Education and the Law**
A study of the law as it relates to access to meaningful educational opportunity for exceptional children. Emphasis will be on the implementation of Wisconsin and federal legislation mandating special education and related services as well as relevant judicial decisions. Prerequisite: admission to graduate Special Education Program or School Psychology Program. Offered Spring.

SPE 750 Cr.1-3
**Guided Learning in Special Education**
Study of a significant problem, development of a professionally related competency, or acquisition of job-related knowledge through on-or off-campus investigation/experience under the direct supervision of a faculty member. Students may be formed into classes for group discussion of experiences. Repeatable for credit - maximum six. Offered Occasionally.

SPE 761 Cr.2
**Research and Seminar in Special Education**
Consideration of current research trends, and problems in teaching in a special education setting. As part of the requirements for this course and for the degree, each student must complete an acceptable seminar paper. Consent of department. Offered Fall, Spring.

SPE 780 Cr.1-3
**Seminar in Special Education**
Reading and discussion of selected topics, current trends, and issues in special education. Consent of instructor. Offered Fall, Spring, Summer.

SPE 783 Cr.5
**Student Teaching: Cross-Categorical Special Education: Middle Childhood/Early Adolescence**
This student teaching experience is a full-day experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program, serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at the middle childhood/early adolescence developmental range. This experience provides a setting in which students are to demonstrate teaching and assessment abilities related to students with special needs. Students work under the supervision of a certified teacher and a university supervisor. Prerequisite: completion of all special education core courses and certification option courses; to be taken concurrently with SPE 786. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.
SPE 784 Cr.5
Student Teaching: Cross-Categorical Special Education: Early Adolescence/Adolescence
This student teaching experience is a full-day experience in a public school special education or inclusionary general education classroom setting. Students are placed in a state approved special education program, serving students identified with disabilities (specific learning disabilities, emotional/behavioral disabilities, and/or cognitive disabilities) at the early adolescence/adolescence age level. This experience provides a setting in which students are to demonstrate teaching and assessment abilities related to students with special needs. Students work under the immediate supervision of a certified teacher and a university supervisor. Prerequisite: completion of all special education core courses and certification option courses; to be taken concurrently with SPE 786. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SPE 786 Cr.2
Graduate Seminar in Special Education
This course provides students, currently enrolled in a practica, to have directed discussions regarding issues that are occurring in the special education or inclusionary general classroom settings. Students will meet to discuss their experiences with other students having similar learning experiences. Prerequisite: Completion of all special education core courses and certification option courses; to be taken concurrently with SPE 783 or SPE 784. Pass/Fail grading. Offered Occasionally.

SPE 796 Cr.1-2
Directed Studies
Directed readings or presentation of material not available in formal departmental courses. Repeatable for credit - maximum four. Offered Occasionally.

SPE 799 Cr.2-6
Research: Master’s Thesis
Independent study on a problem selected for a thesis, under the direction of an assigned staff member. Attendance at class meetings of SPE 761 is expected on enrollment. Repeatable for credit - maximum six. Offered Fall, Spring, Summer.