



SCHOOL PSYCHOLOGY

DEGREE PROGRAM (M.S.E.)

The Master of Science in Education (M.S.E.) Program is part of a three-year, 67-credit 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. Completion of the three-year program leads to Department of Public Instruction licensure as a School Psychologist.

The curriculum is designed to provide an advanced understanding of content areas necessary to meet requirements of School Psychology as defined by the National Association of School Psychologists, the American Psychological Association, and the Wisconsin State Department of Public Instruction Certification for Provisional and (Full) 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:

Dr. James D. Larson
Winther 5030
Phone: (262) 472-5412
Email: larsonj@mail.uww.edu

Department Secretary:

Winther 5033
Phone: (262) 472-1026

Fax: (262) 472-1863

Email: psychology@mail.uww.edu

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 credits 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 67-credit course work requirement.

3. A representative sample of the applicant's written expression skills in the form of a typed narrative letter of intent, 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 March 1st 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.

Note: 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 March 1.

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 March 1.

Following the March 1 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 credits 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 credits) 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 12 credits per semester.

SCHOOL PSYCHOLOGY (M.S.E.)

PSYCHOLOGY - SELECT 48 CREDITS FROM:

PSYCH-715 RESEARCH METHODS AND PROGRAM ASSESSMENT IN SCHOOL PSYCHOLOGY

PSYCH-620 FOUNDATIONS OF PROFESSIONAL SCHOOL PSYCHOLOGY

PSYCH-624 HUMAN LEARNING

PSYCH-680 SCHOOL VIOLENCE AND CRISIS MANAGEMENT

PSYCH-768 BEHAVIOR THERAPY IN THE SCHOOLS

PSYCH-770 ASSESSMENT II: BEHAVIOR AND PERSONALITY

PSYCH-745 ASSESSMENT III: INTELLIGENCE AND ACHIEVEMENT

PSYCH-746 PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE

PSYCH-792 FIELD PLACEMENT IN SCHOOL PSYCHOLOGY

PSYCH-796 SPECIAL STUDIES

PSYCH-799 THESIS RESEARCH

PROFESSIONAL EDUCATION - 6 CREDITS

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
INTERESTS

School psychology is a field that applies principles of educational psychology, developmental psychology, clinical psychology, community psychology, and applied behavior analysis to meet children's and adolescents' behavioral health and learning needs in a collaborative manner with educators and parents. School psychologists are educated in psychology, child and adolescent development, child and adolescent psychopathology, education, family and parenting practices, learning theories, and personality. School psychology is the practice of psychology as applied to children, their families, and school systems. It is at the crossroads of many disciplines, including developmental psychology, social psychology, and educational psychology. With its deepest roots in psychology and education, school psychology is concerned with improving the educational experience of students through various interventions, programs, and policies that promote social, emotional, behavioral, and academic well-being. School Psychology, a general practice of Health Service Psychology, is concerned with children, youth, families, and the schooling process. School psychologists are prepared to intervene at the individual and system levels, and develop, implement and evaluate programs to promote positive learning environments for children and youth from diverse backgrounds, and to ensure equal access to effective educational and psychological services that promote health development. Specialized knowledge. School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally.