

University of Wisconsin-La Crosse

Graduate Student Handbook

School Psychology Program

March 2024

This handbook contains official University and School Psychology Program policies and requirements. The Psychology Department and other appropriate University governance bodies and administrators have approved official program policies and requirements. The policies and requirements set forth in this document will apply to graduate students entering the School Psychology Program in the fall of 2023.

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We would like to recognize that the University of Wisconsin-La Crosse occupies the land of the Ho-Chunk people. Please take a moment to celebrate and honor this ancestral Ho-Chunk land, and the sacred lands of all indigenous peoples.

Program Description

The University of Wisconsin-La Crosse (UWL) School Psychology Program is housed within the UWL Psychology Department and is connected with the School of Education. The School of Education at UWL oversees all the education programs that lead to licensure in the state of Wisconsin as well as serves as the key contact point for licensure/certification for other states.

The University of Wisconsin-La Crosse (UWL) School Psychology Program is a 71-73-semester hour graduate program, which awards an Education Specialist in School Psychology degree upon completion of the program. Students first complete a 31-hour program, which meets the requirements of a Master of Science in Education degree. They then complete the remainder of the program that leads to the Education Specialist degree and certification as a School Psychologist in Wisconsin and most other states. The UWL School Psychology Program is approved by the Wisconsin Department of Public Instruction and has Conditional Accreditation from the National Association of School Psychologists (NASP) through February 2025.

Upon completion of all program requirements, including a 1200-hour supervised internship and capstone project, graduates are eligible for Nationally Certified School Psychologist (NCSP) status through NASP. While the program is conditionally accredited, graduates are still considered to have graduated from a NASP-approved program. In the unlikely event that we are not granted accreditation in February 2025, graduates would also still be able to earn their NCSP by completing a portfolio and case study documenting that they have met NASP Standards. The program would provide guidance and support students as they completed this portfolio and case study, both of which are similar to expectations students already complete as part of the program.

The School Psychology Program prepares graduate students for licensure as School Psychologists through academic coursework, comprehensive examinations, a capstone project, 700 hours of supervised practicum, and a one-year 1200-hour internship. The School Psychology knowledge base includes areas of professional school psychology, educational psychology, psychological foundations, educational foundations, social justice, and mental health. To provide psychological services in education, graduates of the School Psychology Program must also have considerable knowledge of general education, special education and pupil services.

School psychologists help students, parents and school systems meet the challenges and opportunities of student diversity in a changing society by: improving the education of all students so they grow educationally and personally and apply what they learn to everyday life; providing psychological services to help students who have or are at-risk for learning problems; consulting with teachers, parents, and administrators to help them deal more effectively with students' individual differences; providing direct help to students and groups of students; and organizing a wide range of pupil services for all students.

Program Location and Administrative Responsibilities

The Program is housed, funded and staffed by the Department of Psychology, which is a part of the College of Arts, Social Sciences, and Humanities (CASSH). School Psychology faculty are members of the Department of Psychology. The Dean of CASSH and the Chair of the Psychology Department are administrative supervisors of School Psychology faculty for personnel and most other matters.

The Program is also responsible to and administered by the Dean for the School of Education (SoE) in order to meet DPI licensure requirements. Accreditation evaluations are administered through the School of Education. The UWL Educational Certifying Officer must approve Wisconsin applications for a One-Year License with Stipulations (School Psychologist). The Officer also processes license requests for students pursuing employment in other states.

Respect for and Understanding of Diversity

Understanding diversity is a particularly important role for school psychologists. Professional responsibility to clients is based on the assumption that school psychologists value individual differences and the cultural contexts within which one functions. School psychologists do not accept and do help others resist the use of common stereotypes that oversimplify and depersonalize others. The UWL School Psychology Program endorses the 2012 NASP Nondiscrimination and Equal Opportunity Policy. As a graduate education program associated with NASP, we embrace a policy of nondiscrimination and the promotion of equal opportunity, fairness, justice, and respect for all persons. We strive to ensure that our program is safe and welcoming and provides equal opportunities to all persons regardless of actual or perceived characteristics. (See Diversity Focus page of program website for complete mission developed by the UWL Psychology Department's Inclusion Diversity Equity and Accountability (IDEA) Committee and endorsed by the UWL Psychology Department faculty and supported by school psychology program.)

School psychologists are given the privilege of intensively studying students to help them. The use of sweeping or subtle stereotypes or passive acceptance of them from others supports confused and often denigrating characterizations of unique persons and contributes to poor service. Students in the Program should understand that everyone may have implicitly biased attitudes. Restraint of distorting filters is one means of trying to see genuine qualities of clients. A primary method of doing this is to study clients' behaviors, values and assumptions within their cultural setting to try to understand how these persons view events. Differences are not viewed as deficits, but instead are seen as opportunities to expand one's understanding of the richness of human functioning.

Disabilities are a natural part of human variation and diversity and disability communities are an important cultural group in our world. If you have a disability and/or intersectional identity, you may need to have accessibility needs or accommodations to your educational program of study. The UWL campus has centered these resources within the UWL Access Center and students need to be registered (i.e., meet with someone at the Access Center) with them in order to receive support.

Numerous campus resources are available to you as well (see the Campus Life webpage for links and more information: <https://www.uwlax.edu/info/campus-life/>). We know that students often experience a range of stressors that can impact learning and well-being. If you or someone you know is experiencing mental health concerns, or could benefit from effective academic strategies, there are free and confidential resources available to enrolled students through the Counseling & Testing Center (CTC). To learn more, visit CTC's website or call 608-785-8073.

Mission, Goals, and Objectives

School Psychology Mission

Graduates of the University of Wisconsin - La Crosse (UWL) School Psychology Program are prepared to function as School Psychologists in broad-based roles similar to what is articulated in the NASP Model for Comprehensive and Integrated School Psychological Services. By employing an equity lens, grounded by examining their own biases and social justice, graduates are advocates for children, providers of behavioral and mental health care, specialists in the assessment of children, psychoeducational consultants who use effective problem-solving strategies, and experts in the design and delivery of effective psychological and educational interventions at the individual, family, and systems levels. Finally, graduates of the University of Wisconsin - La Crosse (UWL) School Psychology program recognize the importance of lifelong learning and continually engage in professional development and leadership opportunities.

NASP Training Standards

The UWL School Psychology Program adheres to the ten (10) NASP Standards for Training and Field Placement Programs in School Psychology (2020). The Wisconsin Department of Public Instruction also relies on these standards to license school psychologists to practice in the state. The standards are:

Data-Based Decision Making (1): School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Consultation and Collaboration (2): School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Academic Interventions and Instructional Supports (3): School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Mental and Behavioral Health Services and Interventions (4): School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

School-Wide Practices to Promote Learning (5): School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Services to Promote Safe and Supportive Schools (6): School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Family, School, and Community Collaboration (7): School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Equitable Practices for Diverse Student Populations (8): School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Research and Evidence-Based Practice (9): School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Legal, Ethical, and Professional Practice (10): School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

UWL's coursework and field experiences meet NASP's "Standards" for the training of school psychologists. The Standards list specific competencies that school psychologists should acquire in their training. Table 1 (p. 15) displays how each of UWL's courses and field experiences address each of the 10 areas of competency identified by NASP.

NASP Professional Work Characteristics

NASP has also identified certain behavioral dispositions that are important for school psychologists to possess. At UWL, the Program examines these characteristics in the selection of student candidates as part of the application process and each disposition is carefully assessed within courses and during periodic reviews as a student progresses through the program of study. Applicants must also pass a DPI criminal background check. The UWL school psychology program faculty recognize that students will enter the program with differing skill needs in each of these areas based on personal identifies and experiences. As such, the program aims to represent a developmental skill-building approach to these characteristics, meeting each student where they are and helping them build skills across these areas. The professional work characteristics are:

1. effective interpersonal skills,
2. responsibility,
3. adaptability,
4. initiative,
5. dependability,
6. technological competence,
7. advocacy skills,
8. respect for human diversity, and
9. a commitment to social justice and equity.

Professional Model: How School Psychologists Deliver Services

The Program has developed a model of how school psychologists deliver services in schools. The model includes the skills, knowledge, and dispositions that effective school psychologists should know at the end of the program. An emphasis on assessment and intervention at UW-La Crosse is also common with other training programs. What distinguishes the UWL Program is the central importance of field-based hands-on training and mentoring, faculty expertise and their continuing experiences in school psychology practice, and a collaborative approach to teaching and learning practices that fosters cooperation among the students to meet high standards and expectations.

Graduates of the UWL program are first and foremost trained as practitioners who apply knowledge and skills to solve school-related problems. Coupled with this are the skills of a scholar who possesses the knowledge of research and scientific methods and the skills to digest and communicate research to other educational professionals and parents. Students are grounded in psychology informed by theory and research, proficient in reading and interpreting professional literature, and prepared to learn through continuing professional development.

Consultation and intervention have been stressed in the Program since its founding in 1969. Practitioners serve students through educational staff, primarily teachers, and through direct interventions. Interventions include use of direct services, such as counseling, and can be combined with indirect services such as consultation with the student's teachers to develop and apply programs in the classroom setting. This consulting model is particularly suited to a broad-based practice of serving all students in a school system. Skills required in consulting are used to help principals and other administrators evaluate school or system needs and are used to develop better or additional services for students. Assessment skills provide a basis for helping schools or programs measure educational outcomes.

An Integrated Training Model

To train students in assessment, intervention, and consulting, the UWL Program has evolved a model that integrates course work and fieldwork. This integrated model of training is distinct from the more common segmented training model. In the segmented model most practica are limited to developing discrete skills in one area such as cognitive assessment, consulting, personality assessment or counseling. These courses and practica are completed before holistic casework, practica, and internship. The integrated model requires skills be taught shortly before and during the time they are applied in schools. Early courses require field applications. Practica require completion of concurrent course requirements. Except for some early discrete skills such as administering, scoring and interpreting tests, most new professional skills are learned and performed in schools as part of ongoing cases.

To accomplish integrated training, the UW-La Crosse Program has established a highly structured and sequenced set of courses that are coordinated with three practica that span a fixed sequence over a two-year period, including one summer (see School Psychology Course Sequence). Assessment and intervention courses are concentrated in the first year and require applications of these skills across all practica. Weekly case discussions in all practicum classes add to a broader understanding of different types of cases. This course sequence is detailed later in Table 2 (p 16).

The Program has incorporated established learning principles in courses and field experiences. The first of these is that students need to observe models of professional skills and judgment. These observations provide broad professional categories that help students organize professional sub-skills. Students need to observe real models of integrated casework. Throughout the Program, observing models helps students gain greater professional perspectives, goals and ethics. From second through fourth semester, field supervisors model a wide range of discrete and integrated skills. In weekly large and small group practica meetings students participate in large and small group discussions that help them develop language, concepts and ethical practices appropriate for practice.

The second training principle is that knowledge and skills should be practiced in the specific setting in which they will be applied. After students have acquired broad concepts and discrete skills, they need to apply these to real cases in the schools. Training does not assume professional skills are easily transferred from graduate courses to casework in schools. To ensure that skills are applied and refined in school settings, the three practica include requirements in assessment, intervention and consulting. Some of these are also requirements of other concurrent courses. As students progress through the Program, increasingly new professional skills are learned and performed in schools as part of ongoing cases.

A third training principle is that core faculty need to observe students discussing cases and applying skills. These observations enable faculty to monitor individual student progress and to obtain feedback on the Program's performance. In the weekly small group practica meetings faculty observe students discussing cases. Faculty visit schools to observe students perform and to provide students with helpful and corrective feedback. These faculty visits to schools also keep faculty informed about school psychology and education in general.

Field Experiences

Over the course of the first two years of study, students engage in field experiences through the class activities and practica to demonstrate the application of acquired knowledge. Before a student can be admitted to the practica sequence, he or she must have achieved a B or better in SPY 757 Psychoeducational Assessment I. Students must also be in good standing with the rest of their coursework. The common purpose of the supervised practica is to provide each student with a supervised opportunity to observe, learn and provide professional school psychological services in school settings.

Pre-Practicum (SPY 761)

This online class in the Winter Term covers basic knowledge that will prepare the student for 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.

Supervised Practicum I (SPY 762)

This first practicum is characterized as observation, orientation, and development of assessment and intervention skills in the school setting. Requirements include conducting primarily learning disability assessments and assisting with more complicated disability assessments. Results from all assessments are communicated to parents and teachers through the Individual Education Plan (IEP) process. Students are also expected to complete an academic analysis to solidify their skills from Academic, Behavioral and Mental Health Interventions (SPY 752). Students also spend this first semester orienting their skills to the school setting. For Practicum I (SPY 762), students complete a minimum of 200 hours of supervised practice.

Supervised Practicum II (SPY 763)

The second practicum is characterized by more independent and comprehensive assessment and considerable development of intervention, counseling, and consultation skills. Field and University supervisors encourage students to be increasingly independent and active in planning, carrying out and evaluating a wide range of activities. In assessment, students are expected to retain and further develop skills in laying out plans of assessment, integrating information and measures into a few important findings, writing integrated reports, and writing summaries and recommendations. Students take the lead in presenting results and coordinating the feedback sessions with parents and teachers. Behavior assessment (both problem and adaptive behaviors) to identify children with a behavioral and emotional disability or a cognitive disability is the focus. For interventions, students are expected to expand their repertoires and use resources for generating precise academic intervention strategies and to take an active part in carrying out the programs. Students are expected to complete a functional behavior assessment to solidify their skills from Behavior Assessment and Management (SPY 775) and Psychoeducational Consultation and Collaboration (SPY 776) and an academic analysis and intervention to build on the academic analysis they completed in SPY 762. For Practicum II (SPY 763), students complete a minimum of 250 hours of supervised practice.

Supervised Practicum III (SPY 764)

The third practicum continues to develop skills in assessment, intervention, consultation and pupil services. Typically, students will be in two school systems across the three practica. In the process they learn to transfer professional skills to a new setting. This transition prepares them for starting in a new setting for their internship the following fall. Field supervisors expect considerable independence, quality casework and a considerable caseload from these students. Students complete both an academic analysis and intervention and a functional behavior assessment and behavior intervention in this practicum. In addition, they take on more counseling skills as their coursework has focused on this area. For Practicum III (SPY 764), students complete a minimum of 250 hours of supervised practice.

Internship (SPY 797)

During their third year of training, students complete Internship in School Psychology (SPY 797). This is a one-year, 1200-hour (600 hours per semester---3 credits per semester) intensive and diverse professional experience in a school system under the supervision of an experienced and licensed/certified school psychologist and a University supervisor. The internship is designed to be consistent with the practices described by the National Association of School Psychologists in their publication "Standards for Training and Field Placement in School Psychology." (See the Internship Requirements section on page 10 for more information.)

Practicum Field and University Supervisors

The Program faculty selects the practicum supervisors for their professional experience, the quality of their professional services and their interest in working with students. These supervisors are an extension of the program. University supervisors make site visits to maintain working relationships with each field supervisor and collaborate to meet the needs of developing professionals.

Students need to be aware that they have no professional status and that the services they provide are through the licensure of their field supervisors. What students do, or do not do, reflects directly on the practice of the field supervisors. Students' practices and products, such as reports, should follow the prescribed procedures in the school district and meet the quality standards of field supervisors. Students are also required to complete reports, written exercises and other activities to meet specific University course requirements. The use of computer word processing makes it easy for students to modify reports to fit either the field or the University setting. While University faculty discuss field cases with students, they do not directly supervise students' field cases or other field activities. Ideas that students receive from University supervisors are suggestions that students need to present to, and receive approval for, from their field supervisors.

University supervisors are responsible for: visiting students at the field sites; observing students provide services to students, teachers, and parents; and providing formative feedback to students during visits, during weekly meetings or during individual meetings. During the weekly meetings that are part of each practicum, University supervisors meet in small groups with the particular students they are supervising to discuss cases, intervention and consulting activities. University supervisors also present topics to the full set of students, promote discussions of selected student cases with the larger group and point out professional and ethical principles that apply to these cases. University supervisors also help students organize and write reports.

Student Completion of The Program and Residency Requirement

In the spring, applicants are accepted for admission for the following fall. Admitted students begin full-time study in the fall and continue full-time in the formal program for two years including the summer and complete an internship in the third year. Most students enter and complete the formal Program with the same group of students.

Students cannot complete the Program through evening and/or summer courses. Many core courses are only taught during morning and afternoon time slots. All three Supervised Practica in School Psychology require two days (typically Tuesdays and Thursdays) of work each week at assigned local schools.

Faculty Advising to Meet Program Requirements

The School Psychology Program is organized in a fixed sequence and courses are available only once per calendar year. The typical course load is 12 to 15 hours per semester. Faculty assist students to plan the complete set of courses for each year (see Table 2, p. 16). Several rules apply to planning a program:

- 1) For the Master of Science in Education degree, at least 15 of the required 31 credits must be from 700 level courses or courses exclusively for graduate students.
- 2) For the Education Specialist degree, two thirds of the required graduate credits must be from 700 level courses or courses exclusively for graduate students.
- 3) The maximum load for graduate students is 15 credits per semester.

Faculty assist students as they complete the following steps:

- 1) Master of Science in Education: School Psychology. This is achieved after 31 credits;
- 2) One Year License with Stipulations (or equivalent) - School Psychologist licensure or intern certification upon completion of all coursework except the internship and the capstone project;
- 3) Education Specialist in School Psychology upon completion of all program requirements; and
- 4) The National Certified School Psychologist (NCSP) credential is optional (and recommended) for the student to pursue.

Assessment for Competencies

Within the program, there are a number of systematic assessments that are completed. We use this information to report on program outcomes for the University as well as for accreditation (i.e., Department of Public Instruction, National Association of School Psychologists). Our assessments are aligned with the six NASP assessments: PRAXIS score (taken in your second year); course grades; practicum evaluations; internship evaluations; and academic and behavior intervention case studies that demonstrate impact to PK-12 student learning.

Students are expected to meet minimum performance standards on these program assessments:

1. Course grades - B or better in all program/core classes
2. Successful Practicum and internship site supervisor evaluations
3. Successful Academic Analysis and Intervention and FBA and Behavior Intervention rubrics

Graduate Student Evaluation and Retention Policy and Procedures

Graduate Student Evaluation

The SPY program faculty and staff are committed to identifying graduate student needs early and collaborating with students to address needs so that students are able to successfully complete the program. Core program faculty and staff have regularly scheduled Professional Learning Community (PLC) meetings, with one of the agenda items for each PLC meeting dedicated to discussing new and/or ongoing student needs. Core faculty also meet regularly with affiliate faculty. Information regarding student needs is shared with or solicited from affiliate faculty by the Director either during those meetings or in between those meetings. A core faculty member is identified to follow up individually with each student identified with a need following the core faculty PLC meeting and, if possible, prior to the next PLC meeting. Core faculty or staff discussing needs with students either prior to or following a discussion at a PLC meeting alert the student that the faculty or staff member will be sharing a summary of what is discussed with the PLC (and where appropriate ask student permission to share sensitive details). Core and affiliate faculty discuss what will be shared with the student and come to a consensus regarding what is appropriate to share and what should remain confidential within the PLC.

A “notice of concern” may be developed if core faculty agree that the student needs involve difficulty meeting any of the SPY program minimum performance competencies outlined above in the Assessment for Competencies section or difficulty demonstrating the professional work characteristics outlined in Domain 10 of the NASP Practice Model. If student needs reach the level at which a “notice of concern” is being considered, all core faculty make every effort to reach consensus on that decision and on the drafted language for the notice. If faculty are not able to reach consensus, a vote is taken, with a majority needed to support any decision and drafted language. A faculty member is identified to meet with the student and share the notice of concern. The student is then invited to attend a meeting of all core faculty to collaboratively discuss developing a support plan to address the identified needs. A faculty member is identified to meet regularly with the student to monitor progress on the support plan. The above process may be repeated if the student is having difficulty making progress on the support plan. This notice of concern and support plan process is reviewed with all program students at the beginning of each semester.

Students are evaluated before, during and as they complete the formal program. Admission procedures include evaluation of transcripts, grade point average, a resume, letters of recommendation, a written statement of purpose, and a formal interview and discussion with members of the admissions committee. During the last two weeks of the first semester, faculty review all students to assess their performance and readiness for continuing in the Program and entering the initial field placement (SPY 762). Every semester faculty review the grade reports of every student. Field supervisors and University supervisors evaluate each student during each placement and provide feedback on specific field activities at the end of the semester in summative categories for grading purposes. Comments on these summative forms also provide information for planning the following practicum. In the second year, Comprehensive Examinations (see description below for more detail) evaluate knowledge and applications acquired in psychological foundations and selected core professional courses. During the second year, students continue to be evaluated in courses and in supervised practica. During the internship, each intern is evaluated periodically by field supervisors and at least once per semester by a University supervisor.

Grievance Procedures

School psychology faculty members and field supervisors uphold recognized NASP standards of the profession by providing training related to high quality, responsible, and research-based school psychology

services. In the event that there are concerns with the professional functioning or teaching of a faculty member or field supervisor, the following procedures should be followed.

1. Informal Complaints

If a student has a concern or a complaint about a faculty member or course, the general process for making informal complaints is outlined in steps a-c below. Students are welcome to bring a friend or a UWL staff member with them during the following steps. Students who report concerns/complaints/grievances, whether informally or formally, will be protected from retaliation and have the right to expect an investigation and the option to have regular updates on the investigation:

- a. The student should speak directly to the instructor.
- b. If the student is uncomfortable speaking with the instructor, or they are unsatisfied with the solution, they should go to the chair of the faculty member's home department.
- c. If the student is uncomfortable speaking with the department chair, or the chair is the faculty member in question, or they are unsatisfied with the solution, the student should speak with their college dean.

Depending on the specifics of the student's concern, it may be helpful for them to reach out to additional offices:

- Complaints/concerns/grievances about grades, teaching performance, course requirements, course content, incivility, or professional ethics should follow the process outlined above. Students may also wish to seek support from the Student Life office.
 - Complaints/concerns/grievances related to hate/bias and discrimination may follow the process outlined above, and in addition or instead students may contact the Campus Climate office and/or submit a hate/bias incident report.
 - Complaints/concerns/grievances related to sexual misconduct may begin with the process outlined above, but will need to also involve the Equity & Affirmative Action and Violence Prevention offices, and/or the Title IX Team. Students should know that faculty members are mandatory reporters of sexual misconduct, but that confidential resources are available to them.
2. Formal Complaints If the student is unsatisfied with the solution of their informal complaint, they have the right to file a formal institutional complaint with the Student Life office, as described in the [Student Handbook](#).

Comprehensive Examinations Policy

Written comprehensive examinations are required for the Education Specialist (Ed.S.) in School Psychology degree. In order to meet the comprehensive examination requirement, students must either pass the National School Psychologist examination (i.e., PRAXIS) or pass comprehensive examinations written by UW-La Crosse Psychology and School Psychology faculty. The UW-La Crosse passing score for the national School Psychologist examination is the same score that is required by the National Association of School Psychologists for the Nationally Certified School Psychologist certification.

The purpose of comprehensive written examinations in School Psychology is to have students demonstrate proficiencies in psychological and educational foundations and competencies in school psychological practices. The six written comprehensive examination content areas are the same as the areas assessed by the national School Psychologist test. The areas and the length of each written exam are:

- | | |
|--------------------------------------|---------|
| 1. Assessment | 2 hours |
| 2. Prevention and Intervention | 2 hours |
| 3. Evaluation and Research | 1 hour |
| 4. Professional Practice | 1 hour |
| 5. Applied Psychological Foundations | 1 hour |

Official Policies and Procedures for Comprehensive Examinations

- 1) Passing of UW-La Crosse comprehensive examinations or the national School Psychology exam is required for the Education Specialist (Ed.S.) in School Psychology degree.
- 2) The UW-La Crosse comprehensive exams are administered only on specified dates during the spring semester of each year. Students should take the comprehensive exams during their final semester of coursework at UW-La Crosse.
- 3) A minimum of two professors will jointly write, administer, and grade each exam.
- 4) Students may earn a grade of Fail, Pass, or Pass with Honors on each initial exam. Students will receive written notice of their grades on each exam.
- 5) If two professors who have jointly graded an initial exam cannot agree as to whether a student has passed or failed, then a third professor from the School Psychology Program will read the exam and make the final decision.
- 6) Students must repeat any of the six initial examinations they fail. The content of repeat exams may be different from that of initial exams, and, in some cases, only portions of the failed exam may need to be repeated. Repeat exams will be offered at the end of spring semester.
- 7) Students may earn a grade of Pass or Fail on each repeat exam. Students will receive written notice of their grades on each exam.
- 8) If two professors who have jointly graded a repeat exam cannot agree as to whether a student has passed or failed, then a third professor from the School Psychology Program will read the exam and make the final decision.
- 9) The exam results are reported to the School Psychology Program Director, the Psychology Department Chair, and the Director of Graduate Studies in time to meet graduation deadlines.
- 10) Students who fail any comprehensive exam upon re-take must demonstrate competency in the basic knowledge and skills expected of a beginning school psychologist before he/she will be allowed to practice in an internship site.
- 11) Students who elect to take the national exam instead of UW-La Crosse comprehensive exams are advised to take the national exam during the fall of their final year of coursework. This will allow students to receive their scores prior to the beginning of spring semester when UW-La Crosse comprehensive examinations are offered.
- 12) Only students who have passed either the national School Psychology exam or the UW-La Crosse comprehensive exams (and met the capstone requirements described below) will be allowed to begin an internship, obtain a school psychology position, or apply for initial school psychology licensure.

Internship Requirements

The School Psychology Internship is a training experience with the main goal of further developing professional skills in all areas. The UWL Program allows students to find and choose their internship sites and field supervisors, provided those sites and supervisors meet UWL and NASP internship requirements. Sites may be located in any state, but students should be aware of their obligation to pay all travel expenses when they choose a distant site (see details below).

The UWL Program also allows students (if their state of practice allows it) to complete the internship concurrent with their first year of employment. However, students completing an internship concurrent with employment must engage in supervised practice in all school psychology areas of practice as defined by the UWL Program and NASP. The internship should be an intensive and diverse professional experience in a school system under the supervision of an experienced and licensed/certified school psychologist and a University supervisor. The role and functions of the intern should be broad; that is, the responsibilities, functioning, and opportunities should not be restricted to that of a narrow role, such as assessment only. The intern must be provided with opportunities to meaningfully engage in assessment, consultation, intervention, counseling, pupil services, and professional development, even if the (job) position description and expectations at the site do not ordinarily include all of these roles. The opportunities to engage in these functions must occur during regularly scheduled work hours. This requirement is based on the understanding that an entry-level school psychologist is still an intern

and student in training and therefore must have diverse and appropriate training opportunities to further develop her/his professional skills in all areas.

The following are some of the important UWL requirements for the internship in School Psychology (for additional course requirements, see the course syllabus):

- 1) After completing all Ed.S. coursework, excluding the internship and capstone requirement, students qualify to take an internship.
- 2) The internship experience shall be full-time for one academic year, or half time for two consecutive academic years. Internships must reach a minimum total of 1200 hours.
- 3) These internships must be arranged with and pre-approved by the Program. The Program must determine that the internship site and supervisor meet the current standards of legal-ethical professional practice. A written contractual agreement will be made between the University and school district or employing agency to insure meeting the standards listed here and in the course requirements for the Internship in School Psychology (SPY 797).
- 4) Important considerations in evaluating a site are the quality of the site and the qualifications of the supervising school psychologist. Other considerations include the supervising school psychologist's commitment to providing an average of two hours per week of direct face-to-face supervision, the supervising school psychologist's commitment to maintaining a cooperative and ongoing relationship with the University supervisor, and the commitment of the system or agency to provide opportunities for required experiences in assessment, intervention, consultation and pupil services. Other important considerations for the internship site are: provision for release time for internship supervision and meetings with the University; supervisor and professional status with respect to appointment of responsibilities; provision for participation in continuing professional development; reimbursement for expenses of travel and professional activities; and an appropriate work environment including supplies, office support services and office space.
- 5) Field based supervisors of interns must have three years experience and hold a valid credential as a school psychologist. Field supervisors may not supervise more than two interns at a given time unless they are full time supervisors for a district and then they could supervise up to 10 interns.
- 6) University supervisors must make at least one field based contact (on-site visit) per semester for each intern and will maintain an ongoing relationship with interns and field supervisors through telephone contacts, e-mail, and meetings and periodic evaluations of interns from field supervisors. In lieu of an on-site meeting in the spring, a group supervision opportunity on campus may be held at the university supervisor's discretion. University supervisors will not supervise more than twelve interns at any given time.
- 7) The entire internship, or 1200 clock hours, shall occur in a school setting. The site should provide a mixture of experiences in general and special education.
- 8) The internship experience shall be conducted in a manner consistent with the current legal-ethical standards of the profession.
- 9) The on-site supervisor must provide an average of two hours per week of direct individual supervision. The on-site supervisor should also review casework and other services provided by the intern so as to ensure that they are at an acceptable level of professional functioning.
- 10) In general, the internship experience must allow the intern to be exposed to cases, situations, etc. that are considered representative of the role and function of a school psychologist.

Internship Costs

The School Psychology Program expects the university supervisor to make up to two visits to your internship site in a year: one in the Fall and one in the Spring. Students are responsible for the costs of the faculty member's travel. The University is bound by UW System travel guideline when it comes to travel and reimbursable amounts. Many times, these guidelines include "state rate" for expenses and these rates change over time. In order to be transparent with anticipated costs, the program will provide a Good Faith Estimate of travel expenses by the end of September for the Fall semester. Depending on the distance from the university, it could include hotel night(s), meals while the faculty member is traveling, and transportation costs. These will all be detailed in the Good Faith Estimate and may change based on unforeseen instances. Depending on the performance of the intern, the spring visit could be waived at the sole discretion of the university supervisor. If a spring visit is required, a Good Faith Estimate will be provided to the student by the end of January.

Capstone Requirement

Successful completion of the training program and awarding of the Ed.S. in School Psychology degree is contingent upon completion of the capstone project. Students have two options to complete the capstone requirement.

Option A: Thesis.

Students must complete the thesis within seven years of beginning graduate study in School Psychology. Before a thesis proposal will be accepted, students must complete the Thesis Proposal (SPY 800). Research & Program Evaluation in the Schools (PSY 725) is designed to help students select a topic, complete a literature review, determine methodology, select a committee, and write a thesis proposal. Students will also complete a Research Ethics unit to prepare for the Institutional Review Board process. Students are encouraged to obtain committee approval of their research proposal following the Thesis Proposal (SPY 800) and to complete their data collection by the end of their internship year.

Students must register for the Specialist Thesis (SPY 801) no later than the summer semester following internship. Because the University has a continuous registration policy for students completing a thesis, students must register for one credit of Specialist Thesis (SPY 801) and pay the course fee for each semester (i.e., summer, fall and spring) thereafter until the thesis receives final University approval. Students will not be approved for a Professional Educator license (WI) until they have completed the Education Specialist program (including thesis and internship).

The UWL Institutional Review Board (IRB) must approve research involving human subjects. Other thesis requirements, such as formatting, will be found on the UWL Graduate website. An oral presentation open to all faculty, students, and the public is required of all students completing a thesis. (See the Graduate Catalog for more information and rules.)

Regarding thesis committees, the following rules apply: 1) thesis committees must have three faculty members, one of whom needs to be a School Psychology faculty member and must be the chair of the committee. At least one of the other members should be from the Psychology Department unless approved by the School Psychology Program Director; 2) the committee must have formally approved the proposal before any data is collected; and 3) the student is responsible for scheduling meetings with the committee, following their own timelines, and making progress on the project.

The program encourages students to present/publish on their thesis-related research. However, if a student has not presented or submitted a paper on the data within two years of the date of their Ed.S. completion, the data will become the property of the School Psychology Program. If a psychology faculty member presents/publishes on the data, the student will be notified and will be listed as second author on the work. Should the student wish to take the lead on a presentation/publication after the two years, a request needs to be made in writing before that date to their thesis advisor.

Option B: Specialist Project & Case Conceptualization.

There are two components to meet this capstone requirement: SPY 802 and SPY 803. To take this option students must register for SPY 802, Research/Specialist Project. There are two options within SPY 802 to complete this requirement and either must be undertaken under the direction of a chair, who is a core faculty member in the School Psychology Program. The first option is a Poster/Presentation. For this requirement students prepare a professional poster or presentation of independent research and present it to an audience. Students are encouraged to submit their research to the NASP annual convention (or equivalent). Similar to the thesis, students must get IRB approval, collect and analyze data and create a permanent product (i.e., poster or presentation). Students should take credits while they are working on the project. The second option is to complete a seminar paper that contains a comprehensive literature review and proposed methods for analyzing a topic area. This must be chaired by a core school psychology faculty member and defended to a committee (i.e., chair and one other psychology faculty member). Students must also enroll in at least one credit until they have completed this project.

The Case Conceptualization Project (SPY 803) contains an oral and written component. Students will select one completed case, submit a report for review, present the case to all school psychology core faculty and answer questions or defend their choices. Students must sign up for this credit in the spring of their second year and achieve a B or better to be allowed to be in internship. Students who earn a grade lower than a B will automatically receive a notice of concern.

Applying for Licensure

The Wisconsin Department of Public Instruction (DPI) approves the Program of Study leading to a One-Year License with Stipulations as a School Psychologist. Students completing all program requirements (including the capstone) are eligible for licensure/certification as a School Psychologist in Wisconsin and most other states. In Wisconsin, students may obtain the One-Year License with Stipulations during their internship year and may earn full salaries that year. However, some states require completion of a NASP-approved internship before a provisional or initial license/certificate is issued.

Upon completion of all Program requirements, including internship, capstone, and passing the national school psychology examination, students may apply for Provisional licensure in Wisconsin as school psychologists. Wisconsin and most other states will require verification from UWL that all program requirements have been met. In the event students have not completed all program requirements, "full" licensure/certification may be denied. Students are advised that they will not be certified as having fully completed program requirements until their capstone and internship is complete. Wisconsin's DPI and most states will not issue a full license unless a University program certifies that all program requirements have been met. That is, even though Wisconsin does not specifically require completion of a capstone or an Ed.S. degree, Wisconsin does require that students have completed all of their University's program requirements (such as a capstone and internship).

Students should be aware that the licensing requirements of both Wisconsin and Minnesota are continually evolving and changes can be made at any time and without consulting with the program. Our program has been recognized in both Wisconsin and Minnesota and there is a path to licensure. You will be advised in the Spring of your second year what the specific procedure for each of these states will be.

Students wishing to be licensed in other states need to contact the appropriate State Department of Education and follow those directions. While the UW-La Crosse program seeks to educate students to the highest level it can, there may be additional requirements a student will need to complete to be certified outside the state of Wisconsin.

Involvement in Professional Organizations

The UWL Program views student participation in School Psychology professional organizations as a valuable training component. Professional organizations not only provide professional identity and support but also provide many opportunities for ongoing professional development. The organizations students are encouraged to join and become involved in are: 1) the National Association of School Psychologists (NASP); 2) the Wisconsin School Psychologists Association (WSPA); and 3) the Minnesota School Psychologists Association (MSPA).

Students are expected to attend at least one state WSPA conference each year, although we encourage you to attend both the fall and spring WSPA conferences. Students are excused from School Psychology classes while they are attending pre-approved state, regional, and national conferences. Some University travel funding is available for conference attendance. Students should apply to the University's Graduate Student Organization for travel grants.

The students have begun their own professional group on campus called the School Psychology Student Society (SPSS). One purpose of the group is to aid students to secure travel funds to attend professional conferences. The group also allows increased collaboration between the different cohorts on the campus.

Scholarships, Awards, and Grants

Both UWL and WSPA have scholarships, grants, and awards for graduate students. WSPA scholarships include the Elizabeth Lindley Woods Award intended for a graduate student intending to practice in the state of Wisconsin, and the WSPA Minority Scholarship intended for a graduate student recognized as having a minority status. For more information about UWL scholarships and other financial support opportunities, students are encouraged to go to the Financial Aid page of the UWL school psychology program website (<https://www.uwlax.edu/grad/school-psychology/financial-aid/>). Among the scholarships available are two sponsored by the UWL Foundation and specific to school psychology: the Dr. Robert Arthur Endowed Scholarship in School Psychology (\$1,000) and the Jay & Janet Fulkerson School Psychology Scholarship Fund (\$1,250). Each

spring, interested students should apply for UWL scholarships (<http://foundation.uwlax.edu>), especially for those scholarships reserved for graduate students.

Students are also encouraged to apply for University travel and research grants (<https://www.uwlax.edu/gel/graduate-education/research-service-and-educational-leadership-rsel/>) that have been reserved for graduate students. Applications and information can be obtained from the Graduate Student Organization and the office of the Director of Graduate Studies.

Every spring, the UW-La Crosse School Psychology Program recognizes one student for the School Psychology Leadership Award (\$250), and one student for School Psychology Diversity Award (\$200). The School Psychology Leadership Award is presented to a second year student, endorsed by students and faculty, who demonstrates positive leadership, scholarship, and a commitment to the ideals of the UW-La Crosse School Psychology Program through their practice in serving children, families and school systems. The School Psychology Diversity Award goes to a student who is a first-generation student, or socioeconomically disadvantaged, or who has overcome substantial education or economic obstacles.

Graduate Assistantships

The UWL School Psychology program offers approximately five .2 FTE (i.e., ~8 hours per week) graduate assistantship positions to students enrolled in the program each year. A graduate assistant is a graduate student employee who can be assigned to the following responsibilities under the supervision of a faculty member:

- Assistance in research including, but not limited to, conducting research, data collection, library and internet searches and collecting materials, data collection, and analyses.
- Assistance in course instruction and related responsibilities including, but not limited to, scoring of course evaluations (when properly trained by a faculty member), grading of assignments and other student products (when properly trained), special class presentations, and showing of videos.
- Assistance with special projects including, but not limited to, academic support projects, program administration, special training activities, department/program fundraising, program recruiting efforts, and manual/clerical assignments.

The performance of graduate assistants is evaluated each year and assistantships re-allocated as needed and appropriate. Occasionally positions are vacated and may come available. Students will be informed as those opportunities arise. Applications for vacant positions in the upcoming fall will be reviewed in March.

Program Communication

Students are expected to use their UWL email for communicating with program faculty and the program assistant, unless other arrangements are made. Regardless of the form of communication, all messages should be acknowledged and responded to in a timely manner (i.e., within a week or sooner if given a deadline). Failure to regularly communicate (e.g., a pattern of unanswered emails, ignored requests for information) will represent concerns with behavior and professional functioning and will follow the normal notice of a need for support procedures of the program, which have previously been discussed.

Table 1: NASP Domains of Competence for the Training of School Psychologists

1. Data-Based Decision Making
2. Consultation and Collaboration
3. Academic Interventions and Instructional Supports
4. Mental and Behavioral Health Services and Interventions
5. School-wide Practices to Promote Learning
6. Services to Promote Safe and Supportive Schools
7. Family, School, and Community Collaboration
8. Equitable Practices for Diverse Student Populations
9. Research and Evidence-Based Practices
10. Legal, Ethical, and Professional Practice

Ed.S. School Psychology Program Requirements	1	2	3	4	5	6	7	8	9	10
SPY 757 – Psychoeducational Assessment I	A							C		B
SPY 775 – Behavioral Assessment and Management	A	B				C		A	B	
SPY 700 – School Psychology: Role & Function		B						B		A
SPY 751 – School-wide Practices in a MTSS Model			A	A	A	C				
SPE 501 – Introduction to Exceptional Individuals		C			B			B		
PSY 759 – Assessment of Personality & Emot/Beh Disorders	A									B
SPY 752 – Acad., Behavioral, and Mental Health Interventions	A		A	A		B			B	
SPY 776 – Psychoeducational Consultation & Collaboration		A			C	A	C	A		
EFN 705 – Human Relations in School/Community								A		
PSY 717 – Behavior Disorders in Children				A		B	B	B		
PSY 725 – Research and Program Evaluation in Schools									A	
PSY 756 – Early Childhood Assessment	A						B			B
SPY 772 – Counseling and Therapy Methods				A		A				
SPY 771 – Multicultural Psychology				A				A		
SPY 773 – Advanced Counseling and Therapy Methods				A		A				
SPY 758 – Psychoeducational Assessment II	B							B		
SPE 715 – Special Education and the Law										A
SPY 800 – Specialist Thesis Proposal									A	
SPY 801 – Specialist Thesis									A	
SPY 802 – Research/Specialist Project									A	
SPY 803 – Case Conceptualization Project	A		C	C					B	

* Competencies Key:

A = Primary Emphasis in the class

B = Secondary Emphasis in the class

C = Tertiary Emphasis in the class

Table 2: Student Class & Semester Sequence

	First	J-Term	Second	Summer	Third	Fourth	Fifth	Sixth
Student Sequence	SPY 757 SPY 775 SPY 700 SPE 501 SPY 751	SPY 761	PSY 759 SPY 752 SPY 762 SPY 776 SPY 771	PSY 717 PSY 725 SPY 800 (2) SPY 802 (2)	PSY 756 SPY 772 EFN 705 SPY 763 SPY 800 (1) SPY 802 (1)	SPY 773 SPY 758 SPE 715 SPY 764 SPY 801* SPY 803 (1)	SPY 797 SPY 801*	SPY 797 SPY 801*

Pre-requisites: MTH 145 (or equivalent) – **Required**; Developmental, Test & Measures, and Personality – **Recommended** before taking classes.

REQUIREMENTS FOR EDUCATION SPECIALIST IN SCHOOL PSYCHOLOGY

(Effective Fall 2020)

General Requirements:

- A. Requirements for a Master of Science in Education: School Psychology
 - 1) Complete 31 graduate credits.
 - 2) A minimum of 15 of the 31 credits needs to be completed at the 700 level.
 - 3) Complete the courses: SPY 700, 751, 752, 757, 761, 762, 775, 776, PSY 759, SPY 771, and SPE 501.
- B. Complete a minimum of 60 graduate credits (includes capstone and credits completed for the Master of Science in Education degree), with at least two thirds of these at the 700 or 800 level.
- C. Complete a Capstone Project within seven years of beginning the program.
- D. Obtain a passing score on either:
 - 1) the National School Psychology Examination (set by the National Association of School Psychologists for NCSP certification) OR
 - 2) the comprehensive examinations written by UWL Psychology and School Psychology faculty
- E. Complete a professional portfolio that demonstrates achieved competence for each of the ten (10) NASP (National Association of School Psychologists) training standards.

Course Requirements:

- A. **Psychological Foundations** – Students are expected to enter the graduate school psychology program with a good understanding of psychological principles. This can be achieved through: a) completing an undergraduate psychology major, b) completing psychology content classes through elective course offerings, or c) remedial activities within specific graduate school psychology courses. Regardless of background, students are required to have an undergraduate statistics course.
 - PSY 717-Behavior Disorders in Children (3)
 - PSY 725-Research & Program Evaluation in Schools (3)
 - Approved Electives

- B. **Educational Foundations** – Complete one course in each of the following areas. Course work completed at the undergraduate level need not be repeated. At least six (6) credits must be completed at the graduate level.
 - EFN 705-Human Relations in School and Community (3)
 - SPE 401/501-Introduction to Exceptional Individuals (3)
 - SPE 715-Special Education and the Law (3)

- C. **Core Professional Training** – Complete each of the following courses.
 - SPY 700-School Psychology: Role and Function (3)
 - SPY 757-Psychoeducational Assessment I (3)
 - SPY 775-Behavioral Assessment and Management (3)
 - SPY 751-School-wide Practices for Academic, Behavior, and Mental Health in a MTSS Model (3)
 - PSY 759-Assessment of Personality and Emotional/Behavioral Disorders (3)
 - SPY 752-Academic, Behavioral, and Mental Health Interventions (3)
 - SPY 761-Orientation to Supervised Practice in School Psychology (1)
 - SPY 762-Supervised Practicum in School Psychology I (3)
 - SPY 776-Psychoeducational Consultation and Collaboration (3)
 - PSY 756-Early Childhood Assessment (3)
 - SPY 771-Application of Multicultural Psychology
 - SPY 772-Counseling and Therapy Methods (3)
 - SPY 763-Supervised Practicum in School Psychology II (3)
 - SPY 758-Psychoeducational Assessment II (3)
 - SPY 773-Advanced Counseling and Therapy Methods (3)
 - SPY 764-Supervised Practicum in School Psychology III (3)
 - SPY 797-Internship in School Psychology (6)

D. Capstone Requirements – Complete one of the following options:

- SPY 800-Specialist Thesis Proposal (3) AND SPY 801-Specialist Thesis (3-10) OR
- SPY 802 Research/Specialist Project (3) AND SPY 803 Case Conceptualization Project (1)