

CURRICULUM PROPOSAL FORM #1  
UNIVERSITY OF WISCONSIN-WHITEWATER

NEW DEGREE, MAJOR, OR SUBMAJOR

Degree/Program Title: Education Specialist-School Psychology  
Sponsor(s): James Larson  
Department(s): Psychology  
College(s): Letters and Sciences and Education  
Effective Term: Fall 1999

*Check if:*

New Degree: Intent to Plan

New Degree: Final Proposal

New Major: Intent to Plan

New Major: Final Proposal

New Submajor:

Minor

Emphasis/Track

Certificate Program

Module: Intent to Plan

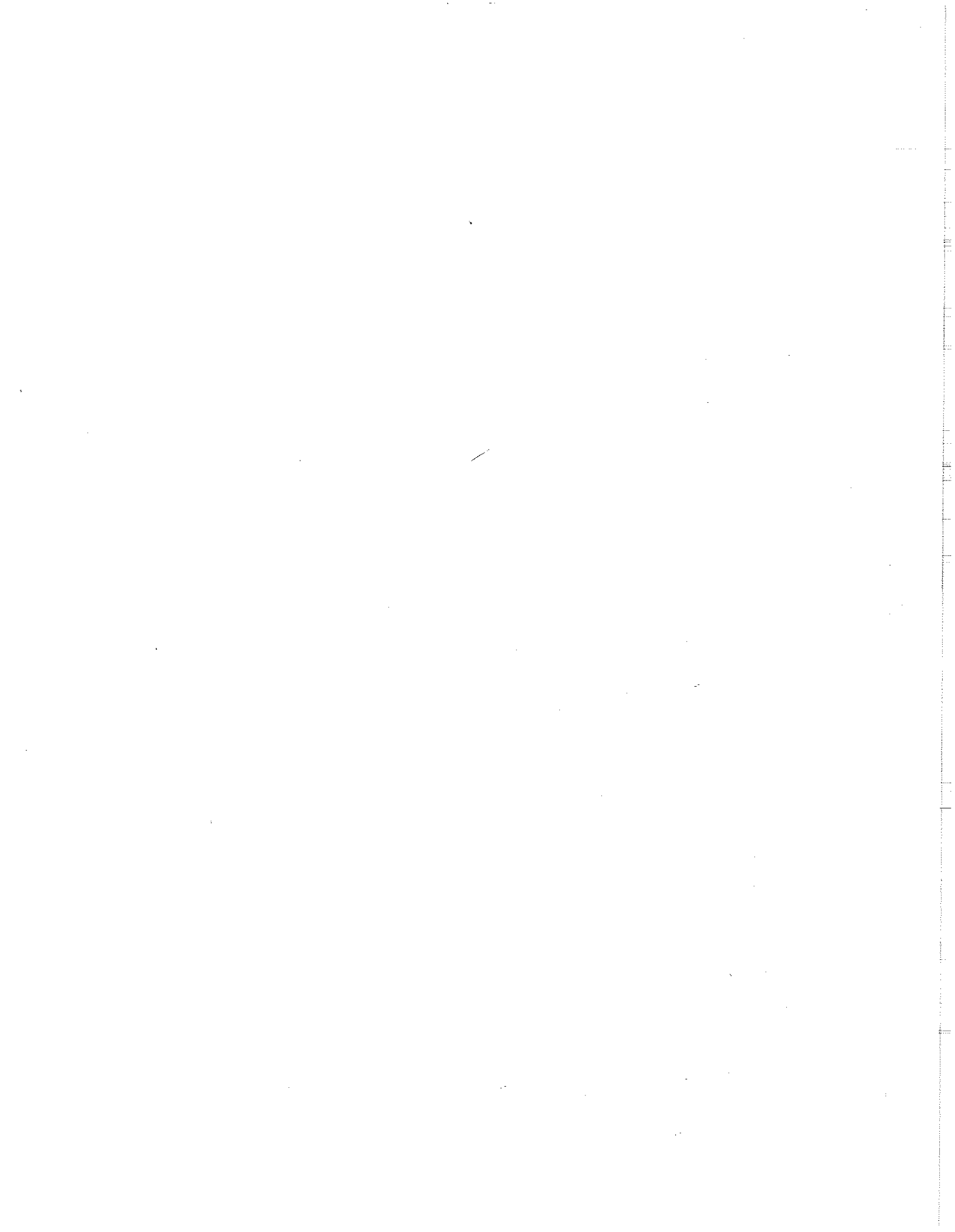
Module: Final Proposal

Other

Attach the Proposal (see Procedures)

*Note:* You must receive approval from System to plan a new Degree/Major

\* See ACIS-1, revised November 10, 1995



**CURRICULUM PROPOSAL FORM #1  
NEW DEGREE, MAJOR, OR SUBMAJOR  
Proposal**

**Entitlement to Offer a Specialist Degree in School Psychology**

Program Overview

The University of Wisconsin-Whitewater offers a three-year, 66-credit program of study and supervised field experiences leading to Department of Public Instruction certification as a School Psychologist. The School Psychology Program is accredited by NCATE/National Association of School Psychologists, the only accrediting agency at the non-doctoral level of training.

The critical academic structures for the proposed 66 credit specialist degree program currently exist as a 30 credit Master of Science in Education - School Psychology degree, plus the additional 36 credits necessary for Wisconsin Department of Public Instruction certification as a School Psychologist and as required by the National Association of School Psychologists for Full Accreditation. As proposed, students would continue to earn the M.S.E. degree, then go on to earn the Education Specialist degree (Ed.S.).

All current requirements for the M.S.E. degree will be maintained as described in the most recent Graduate Bulletin. This consists of foundational course work in the Department of Psychology and within the College of Education, and a thesis or comprehensive examination. The subsequent 36 credits in the Ed.S. program will also be taken within the Department of Psychology and the College of Education and consist of specialized advanced methods and theory course work, two 300-hour practica, and a one year internship. The psychology course work will be open only to full time graduate students in the Education Specialist degree program. The only additions to the current schedule will be that of a Specialist Research Project and a Mastery Examination that will serve as culminating experiences. There are no anticipated needs for new courses or field practica.

The goals and objectives of this degree program are both lengthy and virtually identical to those of the current 66 credit program and may be found in the most recent School Psychology Graduate Student Handbook, accessible on the School Psychology website or from the program Coordinator. The single additional goal will be:

"Through the completion of a Specialist Research Project, the student will demonstrate a high level of understanding in a circumscribed area of school psychology and in doing so, contribute usefully and in a scholarly fashion to the accumulation of literature in the field."

Relation to the Institutional Mission, Strategic Plan, Goals, and Objectives

The Select Mission of the University includes a charge to "offer graduate education built clearly upon its undergraduate emphases and strengths, with particular emphasis in the fields of business and education." The University's Strategic Plan includes "graduate degree programs derived from strong undergraduate majors within the institution" as a defining characteristic of one of its top priorities. The School Psychology Program is a well-defined continuation and advancement of the University's strong undergraduate majors in both psychology and education. Undergraduate degree holders from UW-Whitewater represent the largest single group of School Psychology Program graduates since the inception of the program.

The Program encourages UW-Whitewater undergraduates through an aggressive campaign of personal letters, classroom talks, and visual displays in the classroom areas. The Program's enviable record of 100% placement of graduates helps make the psychology major and the school psychology graduate program consistent with the Strategic Plan priority of a "high quality, career oriented program."

### Projected Sources of Resources

The Education Specialist Degree in School Psychology requires no change in resources since it represents an existing program with established budget, staff, and facilities.

### Student Need

One hundred percent of all graduates from the School Psychology Program who have sought employment are employed as school psychologists, and vacancies within the state currently exist. This is testimony to the need for the program.

The 30 credit M.S.E. degree, while acknowledging significant academic achievement, has no professional marketability for the student without the additional credits. An individual cannot practice in this or any other state as a School Psychologist with only that degree. Certification by the Department of Public Instruction requires a minimum of 60 credits. Currently, students earn 36 specialized additional credits beyond the masters degree at UW-Whitewater, yet receive no formal academic acknowledgment.

In this age of high mobility, students need to position themselves to be at the best advantage to compete for professional opportunities, not only statewide, but both around the nation and internationally. The UW-Whitewater School Psychology Program began the process to provide this advantage by restructuring the program and subsequently receiving Full Accreditation from the National Association of School Psychologists (NASP). The specialist degree has been identified by the National Association of School Psychologists as the entry-level degree in the profession, and is currently the dominant degree at the sub-doctoral level nationwide. Locally, 16 out of the 20 school psychology training programs in Iowa, Illinois, Minnesota, and Michigan offer the specialist degree in school psychology. None of the four remaining masters-only programs are accredited by the National Association of School Psychologists. Awarding of the specialist degree is necessary if UW-Whitewater is to maintain its position of excellence within the community of first tier comprehensive universities nationally.

Apart from reasons of competitive academic advantage, the specialist degree is needed for a more "bread and butter" reason: Once students receive their masters degree -- still six credits just short of even the midway point of their training -- they depart a "degree program" in the eyes of financial aid regulations. This new status of seriously decreased benefit eligibility creates numerous and unfair financial hardships for many students.

### Relation to Other Programs in the UW-System and Region

Currently, the UW-System offers masters degree and certification in School Psychology at the following comprehensive universities: UW-Eau Claire, UW-LaCrosse, UW-River Falls, UW-Stout, UW-Superior, and UW-Whitewater. Each, with the exception of UW-Superior, is accredited by the National Association of School Psychologists, and each is currently seeking the specialist degree. As noted, there are 20 training programs in the Midwest region, 16 of which offer the specialist degree.

The specialist degree will allow students choosing to study in the state of Wisconsin to maintain competitive academic and credentialing parity with graduates of programs in other states and offer the appropriate academic acknowledgment for extensive specialized study.

**CURRICULAR ACTION  
SIGNATURE PAGE**

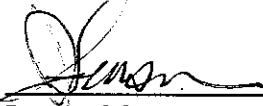
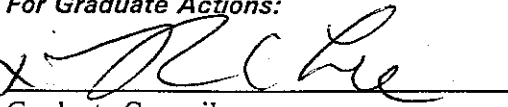
(Use for forms 1, 2, 3, 4, 6, and 8)

**RECEIVED**

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Description of Action: New Degree Course # (if applicable): \_\_\_\_\_ **GRADUATE OFFICE**

Program or Course Title: Education Specialist-School Psychology

	<u>10-9-98</u>
Proposal Sponsor	Date of Submission
<u>Gwen Cook</u>	<u>10-9-98</u>
Chair of Sponsoring Department	Approval Date
<u>Bychokov</u>	
Department	
<u>Lawrence M. Kenney</u>	<u>11-10-98</u>
Chair, College Curriculum Committee	Approval Date
<u>Lawrence M. Kenney</u>	<u>11-10-98</u>
Asst. Dean of College	Approval Date
<u>Education</u>	
College	
<b>For Undergraduate Actions:</b>	
If a course is to be considered as a Diversity option:	
_____	___ Recommended _____
Chair, Diversity Committee	___ Not Recommended Date
If a course is to be considered as a General Education option:	
_____	___ Recommended _____
Chair, General Education Committee	___ Not Recommended Date
_____	___ Received for Recording _____
Chair, University Curriculum Committee	___ Approved _____
_____	___ Not Approved Date
_____	___ Received for Recording _____
Chair, Faculty Senate	___ Approved _____
_____	___ Not Approved Date
<b>For Graduate Actions:</b>	
<u>X</u> 	Received for Recording _____
Graduate Council	<u>X</u> Approved <u>12-10-98</u>
_____	___ Not Approved Date
<b>Received:</b>	
_____	_____
Provost and Vice Chancellor	Date

\_\_\_\_\_ See "page 2" of signature page for consultation results (check if applicable)