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Senators: Chair – David Rainville , Vice Chair – David Furniss, Secretary – Kris Hiney, Executive Committee – Glenn Potts, Ogden Rogers

RECEIVED

APR 17 2008

CHANCELLOR'S OFFICE
UW-RIVER FALLS

To: Don Betz, Chancellor
116 North Hall
University of Wisconsin-River Falls

From: David Rainville, Chair
Faculty Senate
University of Wisconsin-River Falls

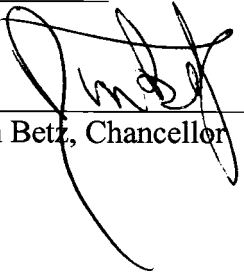
RE: UW-RF Faculty Senate Motion 2007/2008/49

At the April 9, 2008 meeting of Wisconsin-River Falls Faculty senate, motion 2007-2008/49 was passed. This motion is forwarded for your action

A motion from the AP&P to adopt a substantial revision in the School Psychology training program.

X Approved

Disapproved


Don Betz, Chancellor

4/18/08
Date

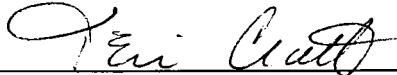

Signature


Date

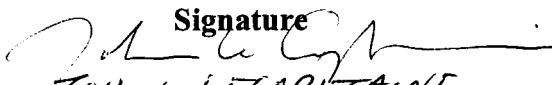

***NOTE: The master copy of this transmittal & accompanying documents must be filed in the Provost's office upon final approval. The Provost's office will notify all appropriate administrative offices [Registrar, Office of Graduate Studies, Dean(s), Department Chair(s)] of approvals & necessary actions to implement changes.**

TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals

Department & College Approval Signatures

	Signature	Date
Department Chair	<u></u>	<u>10-29-07</u>
College Curriculum Cmtt. Chair	<u> (SEE ATTACHED LETTER)</u>	
Dean of College	_____	

	Signature	Date
Department Chair	<u>PSYCHOLOGY - MIKE RETCH</u>	<u>11-5-07</u>
College Curriculum Cmtt. Chair	<u> (SEE ATTACHMENT)</u>	
Dean of College	_____	

	Signature	Date
Department Chair	<u></u>	<u>11-5-07</u>
College Curriculum Cmtt. Chair	<u>JOHN LECAPITAINE -</u>	<u>11-5-07</u>
Dean of College	<u> (SEE ATTACHED LETTER)</u>	
Dean of College	_____	

	Signature	Date
Department Chair	_____	
College Curriculum Cmtt. Chair	_____	
Dean of College	_____	

Request Narrative

UW-RF SCHOOL PSYCHOLOGY TRAINING PROGRAM

Curriculum Summary – Proposed to Begin Fall Semester 2008

The following courses make up the UWRf school psychology training program curriculum, proposed to begin in the fall of 2008. The current 2007-2008 curriculum includes 67 credits. The new curriculum will include many existing courses, but is proposed to be a total of 66 credits. We have proposed some new courses, the elimination of some courses, some changes in course titles, some course credit changes, and changes in course content in some cases (all as noted below). ALL COURSES HAVE BEEN APPROVED BY THE GRADUATE COUNCIL AND UCC. These changes have been proposed to meet several important program needs. National accreditation is requiring our program to make changes, including the addition/modification of content reflecting the rapidly changing field of school psychology. The field is shifting from a heavily emphasized student assessment focus to an emphasis on student intervention. The program faculty believes these changes are necessary for national accreditation and high level student training that reflects best practice in school psychology. The details of our proposed curriculum and specific changes are as follows. Any change in credits is noted in parentheses.

<u>Courses in Other Departments:</u>		<u>Credits</u>	<u>Change?</u>
SPED 620	Introduction to Learning Disabilities	3	Exists – no change
SPED 530	The Exceptional Child	3	Exists – no change
TED 747	Curriculum K-12	3	Exists – no change
COUN 753	Counseling Theories & Skills	3	Exists – no change
COUN 612	Lifespan Human Development	3	Title Only
COUN 732	Group Counseling	3	Exists – new to program (+3)
<u>School Psychology Courses:</u>		<u>Credits</u>	
SPSY 622	Emot. & Behav. Funct.: Appraisal & Intervention	3	Title Only
SPSY 651	Diversity, Social, & Cultural Issues	3	NEW course (+3)
SPSY 701	Introduction to School Psychology	3	Exists – no change
SPSY 745	Psychoeducational Appraisal & Intervention I	3	Title, Cred (-2), Content
SPSY 746	Psychoeducational Appraisal & Intervention II	3	Title, Cred (-2), Content
SPSY 747	Mental Health Issues: Appraisal, Prevention...	3	Title, content
SPSY 769	School Consultation & Collaboration	3	Title Only
SPSY 740	Legal & Ethical Issues in School Psychology	3	Title & course # only
SPSY 795	Directed Research – Proposal	2	Credits (+1), content
SPSY 796	Directed Research - Statistics & Data Analysis	2	Title, Cred (+1), Content
SPSY 797	Directed Research – Final Manuscript	1	Exists – no change
SPSY 721	Autism Spectrum Disor.: Appraisal & Intervention	1	NEW course (+1)
SPSY 771	Practicum I: Comp. School Psychology Practice	4	Title, Credits (-.5)
SPSY 772	Practicum II: Comp. School Psychology Practice	4	Title, Credits (-.5)
SPSY 775	Internship I in School Psychology	5	Credits Only (-1)
SPSY 776	Internship II in School Psychology	5	Credits Only (-1)

66 Credits

- Additional optional courses: SPSY 785 (Seminar in School Psychology) and SPSY 798 (Independent Research)
- PSYC 623 (Gifted Child) and PSYC 621 (MR) will no longer be required (one or the other was required in old curriculum (-3). SPED 530 (Exceptional Child) will now be required in the new curriculum (+3) (all PSYC courses now utilize SPED subject code)

- SPSY 785 (SPSS for Windows) will no longer be required (content now part of SPSY 796) (-3)

These proposed changes help the school psychology program meet program goals and national accreditation needs. Many of the course titles reflect an emphasis on intervention, something that was not as evident until now. Likewise, we have reduced the heavy assessment/evaluation focus of some courses (e.g., SPSY 745 & SPSY 746 – courses being reduced from 5 to 3 credits each). The minimal credit reductions in practicum and internship reflect prevailing trends statewide and nationally, without substantially changing the training offered in those courses.

We will continue to grant a Master of Science in Education (M.S.E.) degree, after the first 35 credits (see attached *School Psychology Program Coursework: Recommended Sequence*), and then the terminal Specialist in Education Degree (Ed.S.) following the completion of the next 31 credits (66 credits total). The M.S.E. is not a terminal degree, as students cannot become licensed/certified as a school psychologist with the M.S.E. only. Many programs continue to provide the M.S.E., and we will do the same (always part of this program's history). It can act as a decision point for students. After receiving the M.S.E., some students may opt to transfer to a doctoral program or continue in a related field. The majority of students choose to continue at River Falls, completing the specialist degree and becoming licensed. Students need not re-apply for the specialist program. Assuming completion of all Master's requirements, a student is automatically granted status as a specialist student.

It is also noted that we recently hired a third core faculty member, ensuring proper coverage of all current and proposed new courses, with the possibility of one or two courses being taught by ad-hoc faculty as needed. Overall, we will be using far less ad-hoc support than we have in recent years.

Thank you for your consideration of these important changes. Questions are always welcome.

Scott Woitaszewski, Ph.D.
Director, School Psychology Training Program
X3883
scott.woitaszewski@uwrf.edu

SCHOOL PSYCHOLOGY PROGRAM COURSEWORK: RECOMMENDED SEQUENCE

MASTER OF SCIENCE IN EDUCATION (M.S.E.) = 35 CREDITS

Fall, First Semester

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 701 Intro to School Psychology		<input type="checkbox"/>				3
SPSY 651 Diversity, Social & Cultural Issues			<input type="checkbox"/>			3
SPED 530 Exceptional Child *				<input type="checkbox"/>		3
* also in spring on Thursdays AND summers						9

Spring, Second Semester

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 622 Emotional/Behavioral...	<input type="checkbox"/>					3
SPSY 795 Directed Research - Proposal			<input type="checkbox"/>			2
COUN 612 Lifespan Human Development				<input type="checkbox"/>		3
						8

Fall, Third Semester

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 745 Psychoeducational Appraisal & Interventions I		<input type="checkbox"/>				3
COUN 753 Counseling Theory & Skills			<input type="checkbox"/>			3
TED 747 Curriculum K-12				<input type="checkbox"/>		3
						9

Spring, Fourth Semester

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
SPED 620 Intro to Learning Disabilities			<input type="checkbox"/>			3
SPSY 746 Psychoeducational Appraisal & Interventions II		<input type="checkbox"/>				3
COUN 732 Group Counseling	<input type="checkbox"/>	M OR Th		<input type="checkbox"/>		3
						9

EDUCATIONAL SPECIALIST DEGREE (Ed.S.) = 31 Credits

Summer, Start of Third Program Year

Each summer course runs during a 3-week session.

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 796 Directed Research – Data Analysis					<input type="checkbox"/>	2
SPSY 740 Legal & Ethical Issues in Sch. Psy.					<input type="checkbox"/>	3
						5

Fall, Fifth Semester

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 769 School Consultation & Collabor.				<input type="checkbox"/>		3
SPSY 771 Practicum I				<input type="checkbox"/>		4
SPSY 797 Directed Research – Final Manuscript					<input type="checkbox"/>	1
						8

Spring, Sixth Semester

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 747 Mental Health Issues				<input type="checkbox"/>		3
SPSY 772 Practicum II				<input type="checkbox"/>		4
SPSY 721 Autism Spectrum Disorders*				<input type="checkbox"/>		1
* could be offered in summer						8

Fall, Seventh Semester

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 775 Internship in School Psychology I					<input type="checkbox"/>	5
						5

Spring, Eighth Semester

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
SPSY 776 Internship in School Psychology II					<input type="checkbox"/>	5
						5