

SCHOOL & EDUCATIONAL PSYCHOLOGY PROGRAMS

Information & Curriculum

This three-year program includes two degrees. A 30-credit Master of Science in Educational Psychology, which counts toward the more advanced 60-credit Educational Specialist degree. Students who complete the Educational Specialist degree, are eligible to become a licensed school psychologist in Wisconsin.

A school psychologist makes a difference in children's lives by supporting students' academic success and mental health. Working closely with teachers, administrators, and families, they assess students' needs and provide evidence-based interventions to help children thrive.

This interdisciplinary graduate degree blends education and psychology and gives graduate students the tools to help K-12 students who are struggling academically, socially, behaviorally, or emotionally.

This program, which launched in Fall 2018, is fully accredited by the National Association of School Psychologists and has Wisconsin DPI approval.

Courses are typically offered on Thursday and Friday evenings and all day Saturday (every other week). The program offers in-person courses, but these courses can also be completed synchronously online. However, there is one day of required in-person residency in August, prior to students starting the program.

A fundamental tenet of the specialist program in School Psychology is that students will acquire the scientific knowledge and applied skills to become leaders, innovators, and positive change agents in the service of children and families. Therefore, the specialist program curriculum incorporates courses in psychological and educational foundations, and the development of skills in culturally sensitive assessment, intervention, mental health services, collaborative consultation, and research.

Coursework is integrated with at least 1800 hours of relevant experiences during the three-year program, which includes at least 600 hours of practicum and a 1200 hour internship in a K-12 setting. Practicum and internship experiences are essential components of professional training and provide critical opportunities for students to apply acquired knowledge and skills in field-based settings.

Objectives of the EDS School Psychology Program

The School Psychology Ed.S. program understands that a 21st century training program must prepare its students for the complex challenges of today's schools and youth, as well as stimulate the intellectual curiosity and professional enthusiasm of students to meet the demands of the future. To achieve its mission and purposes, the objectives of the specialist program include the following:

1. Prepare students to view human development from a bio-ecological model and consider this model in all aspects of service delivery and advocacy;
2. Emphasize the important role of cultural factors such as race/ethnicity, socioeconomic status, religion, sexual orientation, and gender identity on development, mental/behavioral health, and learning;

3. Train students in all areas of service delivery including assessment, direct and indirect intervention, consultation, prevention, crisis intervention and advocacy;
4. Encourage students to view issues from multiple perspectives in order to engage in high quality collaboration and consultation practices;
5. Train students to consistently apply the scientific problem-solving model in school-based settings;
6. Guide students toward implementing ethical and responsible culturally competent practice;
7. Teach in a way that inspires students to remain open, curious and active in the learning process;
8. Promote in students a respect for continuing professional development and a desire for life-long learning; and
9. Recruit and retain students from underrepresented backgrounds into the field of school psychology.

The goal of the program is to develop competencies in its graduates so that they can function as effective school psychologists in any environment. In order to reach this goal, the program has designed its curriculum, practicum and internship experiences to be consistent with the NASP Standards for Graduate Preparation of School Psychologists.

NASP Training Standards

The Alverno College School Psychology Program adheres to the ten NASP Standards for Training in School Psychology. The Wisconsin Department of Public Instruction also uses these standards to license school psychologists to practice in the state.

Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools: Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Direct and Indirect Services for Children, Families, and Schools: Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: Legal, Ethical, and Professional Practice

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.

See the section on Course Descriptions for a list of required courses in the specialist program and the NASP Domains that are addressed in each course.

Majors:

- MS in Educational Psychology (p. 4) (SPY.E.MSED)
- EDS in School Psychology (p. 4) (SPY.D.EDS)

Specializations:

- Multilingual/Multicultural Bilingual Specialization (p. 5) (MMSPB.E.SPEC.2022)
- Multilingual/Multicultural Specialization (MMSPE.SPEC.2022)

Certificates:

- Multilingual/Multicultural Bilingual Certificate (p. 5) (MMSPB.E.CERT.2023)
- Multilingual/Multicultural Certificate (p. 5) (MMSPE.CERT.2023)

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Educational Psychology (SPY.E.MSED) Major Information:

School Psychology (SPY.E.EDS) Major Information:

On-the-ground training

Alverno's school psychology faculty members bring a wealth of real world experience working as administrators, school psychologists, and clinical psychologists. Alverno students gain experience applying their skills and knowledge in field work supervised by practicing school psychologists. During the second year of the program, school psychology students spend an average of two days per week at a K-12 school gaining practicum experience, and spend their third year working full time as a paid school psychology intern.

Get involved

Alverno school psychology students can connect with fellow students by joining the Alverno chapter of the School Psychology Student Association. They can also get involved by becoming a student member of the National Association of School Psychologists and the Wisconsin School Psychologists Association.

Evaluation

Alverno College faculty and staff engage in several methods of program assessment to regularly improve the professional program. Faculty review student scores on the Praxis exams as well as course progress codes/GPEs to assess the strength and integrity of the coursework as it connects to student learning outcomes. In addition, faculty view the supervisor evaluations from practicum and internship to see if there are any patterns that can inform programmatic improvements to strengthen student performance. Annual focus groups with current and former students will be formed to gain feedback on all aspects of the program. Every three years, a survey is sent out through the Division of Education to all graduates and their current administrators to inquire about their training and preparation for the roles and responsibilities of school psychologists. The data acquired through focus groups and surveys will be analyzed by faculty and staff to determine how the program could be improved. Finally, in the Division of Education's annual visits with the Wisconsin Department of Public Instruction liaison, all licensure

programs engage in review of data aligned with the Continuous Review Process

Practicum, Internships, Grievances

Alverno offers a wide network of placements for students who are interested in becoming school psychologists. The program is connected to more than 150 private and public schools throughout the metro Milwaukee area and beyond, and students complete their practica and internships at a variety of urban, suburban, and rural schools.

Successful completion of the school psychology Ed.S. includes a practicum of 600 hours and a year-long internship of 1200 hours. Both clinical experiences require regular supervision by a practicing school psychologist in the school(s) and supervision by an Alverno staff member. In consultation with their supervisors, students will complete assessments (student and supervisor) as evidence of their learning and performance during their practicum and internship.

For the duration of practicum, students enroll in SPY-698 and SPY-699: Practicum I & II in School Psychology, meeting biweekly with Alverno supervisors and peers. For the duration of internship, students enroll in SPY 700 and SPY 720 internship seminars, meeting monthly with supervisors and peers. For more information on the practicum and internship experience, view the Alverno College Internship Handbook.

As a part of their internship seminar courses (SPY 700 and SPY 720), students are required to demonstrate their progression by completing a Capstone project that culminates with a formal dissemination of learning (e.g., a poster presentation or workshop at NASP, WSPA, and/or a college, university, school, community setting or its equivalent).

Students have the choice to complete their practicum hours in the district of their choice, provided that adequate supervision and sufficiently broad experiences are available. Students will need to (1) share the expectations of practicum with the district and supervisor, (2) complete an Agreement Form through Alverno College or its equivalent in circumstances where the school district has their own documentation. For students who do not have a preference or connection to a district, Alverno will play an active role in arranging for an appropriate practicum placement.

Appeals or Grievances in Internship or Practicum

Should a student need to complete practicum in longer than two semesters or internship in longer than a school-year, the student needs to make this request known to the Program Director and Practicum/Internship Coordinator. The student should describe the following: (1) requested length of extension (e.g., 1-2 semesters); (2) reason for extension; and (3) evidence of written approval from the district and/or on-site supervisor for this arrangement. For practicum, students need to enroll in SPY 699: Practicum II in School Psychology until the required number of hours are complete. For internship, students need to enroll in SPY 720: Internship II in School Psychology until the required number of hours are complete.

If a student is not performing appropriately during practicum or internship, or there are concerns with the Site Supervisor that cannot be remedied, the Practicum/Internship Coordinator, in consultation with the Program Director and Site Supervisor, may remove the student from the practicum or internship site. If removed from the internship site, the student must meet with the Practicum/Internship Coordinator and the Program Director before securing another placement. The challenges from the fieldwork experience will be identified and addressed in a Practicum/Internship Student Improvement Plan. If a student is unable

to successfully complete the practicum or internship experience, the student may be required to exit the program. The School Psychology Program Director is available to help the student with this process

Learning Outcomes (Advanced Abilities & Outcomes) for School Psychology Program

In addition to the NASP standards specific to the practice of school psychology, the program also reflects the outcomes of the Alverno's graduate program in the Division of Education:

Ability - Conceptualization: Integrating disciplinary knowledge with educational frameworks and a broad understanding of human development in order to plan and implement learning processes.

Program Outcomes:

- Interprets and synthesizes philosophical, historical and legal foundations of the role of school psychology in education.
- Applies knowledge of multiple aspects of development in building an understanding of students with disabilities and their peers without disabilities.

Ability - Analysis: Relating observations of behavior and situations using frameworks in order to foster learning.

Program Outcomes:

- Appropriately uses a variety of assessment techniques to enhance knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies
- Applies a diagnostic-prescriptive approach to developing and understanding instruction, designing curricular accommodations and modifications to meet the needs of learners.

Ability - Coordination: Managing resources effectively to support learning goals.

Program Outcomes:

- Collaborates effectively across the school to create learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions and active engagement of individuals with disabilities.
- Effectively uses augmentative and assistive communication devices and strategies.

Ability - Communication: Using oral, written, and media modes of communication to structure and reinforce learning processes.

Program Outcomes:

- Understands effective curriculum materials and systematic instructional methods.
- Effectively uses augmentative and assistive communication devices and strategies.

Ability - Integrative Interaction: Demonstrating professional responsibility in the learning environment.

Program Outcomes:

- Accepts a commitment to fulfill the complex responsibilities of a school psychologist.
- Demonstrates an ongoing commitment to foster relationships with family members, peers, and the community.

Faculty

LN, FN, title, final degree earned, areas taught, email

Jeffrey Molter, Ph.D.

Dr. Molter is program director of the school psychology program and assistant professor of psychology at Alverno College. Jeff earned his Ph.D. at the University of Wisconsin-Milwaukee in Educational Psychology with a specialization in School Psychology. He also is a licensed psychologist in the state of WI with 20 years of private practice experience in the Milwaukee area. Dr. Molter recently retired from the Milwaukee Public Schools, where he worked in a variety of roles, including Manager of Psychological Services and Allied Health.

Jessica Willenbrink, Ph.D.

Dr. Willenbrink is an Assistant Professor in the School Psychology program at Alverno College. She earned her Ph.D. from the University of Wisconsin - Milwaukee in Educational Psychology with a specialization in school psychology. Dr. Willenbrink was a special education teacher in Milwaukee Public Schools prior to becoming a school psychologist. Dr. Willenbrink has experience working as a practitioner in both the community and schools. Prior to joining Alverno, she worked as a school psychologist in a local school district and was a postdoctoral research associate in the University of Wisconsin-Madison's school psychology program. Email: jessica.willenbrink@alverno.edu

Monica Garcia Warnke, Ph.D.

Dr. Warnke received her undergraduate degree from Alverno College, and later earned a Ph.D. from the University of Wisconsin-Milwaukee in Urban Education, with a specialization in School Psychology. She practiced as a school psychologist from 1996-2011, in both urban and suburban school districts. Dr. Warnke has been a special education administrator since 2011 and is currently the Director of Student Services in the School District of Greenfield. She specializes in psychological theory, human development, assessment, and special education. She has taught at the undergraduate and graduate levels at Alverno College since 2006. Dr. Warnke is a certified trainer for Non-violent Crisis Intervention, Question Persuade Refer ("QPR"), and Restorative Practices. Email: monica.warnke@alverno.edu

Melannie Litscher, Ed.S.

Melannie is an instructor in the school psychology program at Alverno College, teaching courses in crisis prevention and intervention, special education, and advanced assessment. In addition to her role at Alverno, Melannie is a supervisor of over 160 school psychologists in Milwaukee Public Schools. Previous to her role in administration, Melannie worked in a variety of K-12 schools in the district. She co-leads district work groups regarding school-based suicide prevention and risk assessment, assessment and management of non-suicidal self-injury, school-based mental health service delivery, and culturally responsive and anti-racist school psychological services. She is a trainer for Question, Persuade, Refer (QPR) and Youth Mental Health First Aid (YMHFA). She earned Bachelor (2011), Master (2012), and Educational Specialist (2014) degrees from UW – La Crosse and Director of Special Education and Pupil Services (2018) certification from UW – Eau Claire. Email: melannie.litscher@alverno.edu

Myah Herro, Ed.S.

Myah is an instructor in the school psychology program at Alverno College. She earned her Bachelor's degree in Psychology and Family Studies at Marquette University in 2011, along with Master's and Educational Specialist degrees in School Psychology from University of

Wisconsin – La Crosse in 2014. Myah has been a school psychologist with Milwaukee Public Schools since 2013. In addition to her school-based duties, she supports and trains school psychologists in the identification of students with Specific Learning Disabilities, academic interventions and progress monitoring methods. She serves on district committees tasked to identify academic interventions and progress monitoring tools for district-wide implementation. Email: myah.herro@alverno.edu

Arthur Anderson, Ph.D.

Dr. Anderson earned his Ph.D at the University of Wisconsin-Milwaukee in Educational Psychology with a specialization in School Psychology. He recently retired from the Shorewood School District, where he served in a variety of roles, including School Psychologist, Coordinator of Special Education, and Director of Special Education and Pupil Services. Email: arthur.anderson@alverno.edu

Kara Felsman, Ed. S.

Kara is an instructor in the school psychology program at Alverno College and teaches courses in multi-tiered systems of support, special education, and leadership. Kara has been an educator with Milwaukee Public Schools for 13 years; serving 7 years as a school psychologist and the last 6 years as an Assistant Principal. She earned her Bachelor's degree (2006) from UW-Madison, Master's (2008) and Educational Specialist degrees (2010) from UW-Milwaukee, the Director of Special Education and Pupil Services licensure (2015) from Cardinal Stritch University, and the School Principal and Director of Instructor license (2016) from UW-Milwaukee. Email: kara.felsman@alverno.edu

MS Major Req

Educational Psychology MS (SPY.E.MSED) Major Requirements 25-26 Catalog

Code	Title	Credits
MCP-620	Helping Rel: Prevention, Intervnt & Syst	3
MCP-651	Research, Evaluation & Statistics Method	3
SPY-600	Prof Issues & Ethics /School Psychology	3
SPY-601	Orient to School Psychology	0
SPY-615	Charctst of Lrnrs W/Disabls	3
SPY-620	Prac: SPY With Multilingual Students	3
SPY-630	Culturally Respon Intellectual Assessmnt	3
SPY-645	Behav, Soc, Emot Assmnt & Inter	3
SPY-647	Prevent & Crisis Intervention in Schools	3
SPY-648	Academic Assessmnt & Progress Monitoring	3
SPY-655	Clin Mental Hlth Couns/Chld& Adol	3
Total Credits		30

EDS Major Req

School Psychology EDS (SPY.E.EDS) Major Requirements 25-26 Catalog^{1,2}

Code	Title	Credits
SPY-698	Practicum 1: School Psychology	3
SPY-650	Adv Assess Multiling Learners	3
SPY-690	Consult & Collabor W/Teachers & Families	3
SPY-699	Practicum 2: School Psychology	3

SPY-670	Applied Resrch & Evidence Based Practice	3
SPY-660	Apply MTSS/Addr Acad&Beh Issues	3
AL-666	Leadership for School & Community Engage	3
SPY-640	Counseling Multilingual and Multicultura	3
SPY-700	Internship 1: School Psychology	3
SPY-720	Internship 2: School Psychology	3

¹ Must earn the MS in Education Psychology prior to enrolling in the EDS School Psychology major.

² Must Choose One Specialization for the EDS School Psychology Major.

EDS Specializations

Multilingual/Multicultural Bilingual (MMSPB.E.SPEC.2022) EDS Specialization Requirements 25-26 Catalog

Code	Title	Credits
SPY-620	Prac: SPY With Multilingual Students	3
SPY-640	Counseling Multilingual and Multicultura	3
SPY-650	Adv Assess Multiling Learners	3
Total Credits		9

Multilingual/Multicultural (MMSP.E.SPEC.2022) EDS Specialization Requirements 25-26 Catalog

Code	Title	Credits
SPY-620	Prac: SPY With Multilingual Students	3
SPY-640	Counseling Multilingual and Multicultura	3
SPY-650	Adv Assess Multiling Learners	3
SPY-725	Supporting Multilingual Students Seminar	3
Total Credits		12

EDS Certificates

Multilingual Multicultural Bilingual (MMSPB.E.CERT.2023) EDS Certificate Requirements 25-26 Catalog

Code	Title	Credits
SPY-620	Prac: SPY With Multilingual Students	3
SPY-640	Counseling Multilingual and Multicultura	3
SPY-650	Adv Assess Multiling Learners	3
SPY-730	Seminar for Multilingual School Psychologists	3
Total Credits		12

Multilingual Multicultural (MMSP.E.CERT.2023) EDS Certificate Requirements 25-26 Catalog

Code	Title	Credits
SPY-620	Prac: SPY With Multilingual Students	3
SPY-640	Counseling Multilingual and Multicultura	3
SPY-650	Adv Assess Multiling Learners	3
SPY-725	Supporting Multilingual Students Seminar	3
Total Credits		12