



PROGRAM HANDBOOK

Masters and Educational Specialist
in School Psychology

2025-2026

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Program Contact

Jessica B. Willenbrink, Ph.D., NCSP
Program Director

Alverno College
3400 S. 43rd Street
Milwaukee, WI 53234

Telephone: 414-382-6568
jessica.willenbrink@alverno.edu

Introduction

This handbook is a supplement to [Alverno's Academic Policies for Graduate Students and Non-academic Policies for All Students](#). This Program Handbook provides additional information, policies, and procedures specific to the School Psychology program.

The Ed.S. in School Psychology program at Alverno College is a part of the School of Professional Studies-Education Division. We are committed to supporting your efforts to become a highly skilled school psychologist. School psychology is a profession that offers opportunities to provide a wide range of services to schools and those they serve. You will learn skills to assist children and adolescents achieve their potential as well as to assist parents, families, teachers, administrators, and other school personnel in supporting students.

The Ed.S. in School Psychology program has been granted candidacy status for accreditation through the National Association for School Psychologists (NASP). Candidacy status is awarded to new programs going through the accreditation process for the first time. This will allow for feedback and technical assistance prior to submitting candidate data for an official NASP accreditation site review.

The Educational Specialist (Ed.S.) degree in School Psychology is a 3 year, 60-credit graduate program. While students apply and are admitted to the Ed.S. program, students will first need to successfully complete a Master of Science (M.S.) in Educational Psychology degree (30 credits). After attainment of the Master's degree in Educational Psychology, students will be admitted to the Educational Specialist program and complete advanced level coursework in school psychology, as well as a 600 hour practicum and a 1200 hour internship in a school setting. Students will need to successfully pass (score of 155 or higher) the *Praxis School Psychologist* exam (5403) to complete the program and be eligible for licensure. The Ed.S. degree will allow students to be credentialed in Wisconsin as a school psychologist by the Department of Public Instruction (DPI).

Alverno College Mission Statement

Alverno College prepares students for lives of personal and professional distinction and meaningful engagement with the world. Alverno extends this mission by offering graduate and adult programs to women and men. Inspired by its Catholic, Franciscan and liberal arts heritage, the College intentionally creates an inclusive community that engages students in active and collaborative learning and fosters academic excellence.

Purposes and Mission of the Education Division

Purposes: The following major purposes that guide the institutional mission are tailored here to express the mission of the Education Division.

Creating a Curriculum

The curriculum for programs in the Education Division is designed by faculty to be:

- ability-based and focused on student outcomes
- developmental, leading through more and more complex experiences, to full professional practice
- integrative, consciously building connections across frameworks and areas of study
- focused on fostering leadership in the learning communities of practice in both informal and formal roles

Creating a Community of Learning

The development of school professionals and adult educators requires that the Education Division creates an environment that models the community of learning through:

- respect for diverse backgrounds and perspectives
- collaborative and supportive interaction
- clear expectations
- active and reflective practice of self in relation to community

Creating Ties to the Community

In support of its mission, faculty and staff in the Education Division develop partnerships with districts, schools, businesses, and community-based organizations in order to:

- develop appropriate field experience and internship sites
- assist the Education Division to understand and respond to current needs
- in diverse work settings
- assist partners in work settings to understand and value the contributions of the Education Division

Creating Relationships with Higher Education

As colleagues with education professionals locally, regionally, and nationally, Alverno College faculty and staff hold themselves responsible to contribute to the development of education through:

- actively contributing to professional organizations
- engaging in Scholarship and the critique of scholarship
- serving on task forces, planning groups etc., in formal and informal leadership roles
- sharing and building upon one another's practice

The Education Division believes that the future of effective teaching, learning, and assessment depend upon educational professionals who are knowledgeable, committed to the success of each learner, and able and courageous enough to act on that commitment. Therefore, the Alverno College education programs are designed to prepare educational professionals who will go forth with the knowledge, skills, and behaviors to meet the challenges of today and tomorrow, creating schools and other organizations that are flexible and responsive to the challenges of the times.

Mission and Values of the School Psychology Program

Consistent with the mission and purpose of the Education Division, Alverno College's graduate program in School Psychology is committed to preparing culturally responsive, scientist-practitioners who provide thoughtful, analytic, and collaborative services. Graduates of the program are expected to engage in advocacy and leadership that promote systemic change in schools and communities, with a strong grounding in equity and inclusion.

A central tenet of Alverno's School Psychology Program is a deep respect for human diversity. This value is closely aligned with the guiding principles of the National Association of School Psychologists (NASP) and the American Psychological Association (APA). School psychologists are called to serve individuals from social groups that have been historically marginalized and continue to face systemic inequities. To meet this responsibility, Alverno faculty are intentional in designing coursework and securing practicum and internship placements in communities that reflect diverse racial, ethnic, linguistic, geographic, and socioeconomic backgrounds.

Faculty and staff work in partnership with students and field supervisors to foster training environments characterized by mutual respect, safety, and trust. At the same time, the program recognizes that no individual is entirely free from bias or prejudice. As such, all members of the training community—including trainees, faculty, and field supervisors—are expected to demonstrate a commitment to diversity, equity, inclusion, and the ongoing process of self-examination.

Trainees are encouraged to critically reflect on their own cultural identities, attitudes, beliefs, and personal histories. They are also expected to examine and resolve personal biases to prevent any potential negative impact on their professional practice. Similarly, faculty are committed to ongoing development of their multicultural competence and to modeling the reflective practices expected of students.

Alverno's School Psychology Program is rooted in a shared commitment to the development of culturally responsive professionals. All members of the training community agree to engage in a collaborative, respectful process that promotes the growth of knowledge, skills, and attitudes necessary to work effectively with individuals across all dimensions of diversity. This includes an ongoing examination of how one's values and experiences influence professional decision-making and interactions with students, families, and colleagues.

Alverno School Psychology Program Objectives, Abilities, & Outcomes

Alverno School Psychology Program Objectives

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 bioecological 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 and geographically isolated areas 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 as described below.

School Psychology Program Abilities and Outcomes

Conceptualization

Conceptualizes the strengths and needs of diverse student populations by integrating research and best practices with philosophical, cultural, historical, and legal foundations.

NASP Domains: 8. Equitable Practices for Diverse Student Populations / 9. Research and Evidence-based Practice / 10. Legal, Ethical, and Professional Practice

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Analysis

Synthesizes data from a variety of non-biased assessment tools to inform programs and interventions for diverse student populations.

NASP Domains: 1. Data-based Decision Making / 3. Academic Interventions and Instructional Supports / 4. Mental and Behavioral Health Services and Interventions / 8. Equitable Practices for Diverse Student Populations

Coordination

Consults and collaborates effectively with multiple and diverse audiences across the school to create learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of the school community.

NASP Domains: 2. Consultation and Collaboration / 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

Communication

Effectively communicates with the school community and takes into account the style, language, and preferred modality of the audience.

NASP Domains: 2. Consultation and Collaboration / 8. Equitable Practices for Diverse Student Populations / 10. Legal, Ethical, and Professional Practice

Inclusive Interaction

Demonstrates the ability to implement effective academic, behavior, and social-emotional interventions to multiple and diverse audiences with an ongoing commitment to foster relationships with family members, students, peers, and the community.

NASP Domains: 3. Academic Interventions and Instructional Supports / 4. Mental and Behavioral Health Services and Interventions / 7. Family, School, and Community Collaboration / 8. Equitable Practices for Diverse Student Populations

NASP & DPI 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.

NASP Domains of School Psychology Practice (2020)

Professional Practices: Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and

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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.

Domain 2: Consultation and Collaboration

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.

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

Domain 3: Academic Interventions and Instructional Supports

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.

Domain 4: Mental and Behavioral Health Services and Interventions

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.

Domain 5: School-Wide Practices to Promote Learning

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.

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Domain 6: Services to Promote Safe and Supportive Schools

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.

Domain 7: Family, School, and Community Collaboration

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.

Foundations of School Psychological Service Delivery

Domain 8: Equitable Practices for Diverse Student Populations

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.

Domain 9: Research and Evidence-Based Practice

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.

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. 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.

Wisconsin Department of Public Instruction PI 34.04 Pupil Services Standards

To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. The pupil services professional understands the teacher standards under s. PI 34.02.
2. The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
3. The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
4. The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
5. The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
6. The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
7. The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public

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health, human services and adult education.

School Psychology Instructional Faculty

Jessica B. Willenbrink, Ph.D, NCSP

Dr. Willenbrink is the Program Director of 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 / Phone: 414-382-6568

Amanda Hanrahan, Ph.D.

Dr. Hanrahan is an Assistant Professor and the Practicum Director for the Alverno College School Psychology Program. She earned her PhD from UW-Milwaukee in Educational Psychology with a specialization in School Psychology. Dr. Hanrahan has experience working in a variety of educational settings as a School Psychologist and general educator across the greater Milwaukee area. Most recently she was employed as a full-time School Psychologist at a Southeastern WI School District and was an Ad Hoc Instructor for UW-Milwaukee's School Psychology Program. Dr. Hanrahan joined the Alverno faculty in Summer 2024.

Email: amanda.hanrahan@alverno.edu / Phone: 414-382-6961

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

Jesus Ramos, Ph.D.

Dr. Ramos is a multilingual (Spanish) instructor in the Alverno School Psychology Program. Dr. Ramos is a California native with a bilingual and bicultural background. He served for six years in the United States Marine Corps, where he discovered his passion for mentoring and educating young adults. Dr. Ramos holds a Ph.D. in School Psychology from Loyola University Chicago, specializing in bilingual (Spanish) services, certified by the Illinois State Board of Education. With extensive experience in various K-12 and pediatric clinical settings across Chicagoland, Jesus employs a collaborative, team-based approach in his work in therapy, evaluations, school consultation, and direct services. He embraces ecological models, addressing the social,

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emotional, behavioral, and educational needs of students. Through creative problem-solving and a strengths-based advocacy approach, he strives to empower individuals and communities to thrive.

Email: jesus.ramos@alverno.edu

Andrea Taylor, Ed.S., NCSP

Andrea Taylor Ed.S., NCSP is a multilingual school psychologist (Spanish) and Nationally Certified School Psychologist who serves on the advisory board and works as an adjunct faculty member for the Multicultural and Multilingual School Psychology Program. She began her studies at Lawrence University graduating with a double major in Psychology and Spanish. She then attended graduate school at the University of Wisconsin-La Crosse and obtained Masters of Education (M.Ed.) and Education Specialist (Ed.S.) degrees in School Psychology. She works as a school psychologist in a large suburban school district, primarily in schools with Spanish dual language immersion programs.

Email: andrea.taylor@alverno.edu

Brooke Soupenne, Ed.S.

Brooke Soupenne, Ed.S., is a multiracial Black Spanish speaking school psychologist serving Milwaukee Public Schools. She has worked in a variety of settings including elementary schools, mentoring and supervising early career school psychologists, and is the co-facilitator for the School Psychologists for Anti-Racism and Cultural Equity (SPACE) committee in MPS. Outside of MPS, Brooke holds two board positions for the Wisconsin of School Psychologists Association: co-facilitator of the Social Justice committee and as the Wisconsin delegate for the National Association of School Psychologists. Interests in the field of school psychology include social justice, anti-racist practices, and bilingual school psychology.

Email: brooke.soupenne@alverno.edu

Mackenzie Andres, Ed.S.

Mackenzie Andres, Ed.S. is the Bilingual School Psychologist Program Support Teacher for the Madison Metropolitan School District (MMSD). She is a graduate of the University of Wisconsin-La Crosse School Psychology Program and has spent the past 11 years working as a bilingual school psychologist at a dual language Immersion elementary school within MMSD. Mackenzie also serves on the advisory board for Alverno's Multicultural and Multilingual School Psychology Program.

Email: mackenzie.andres@alverno.edu

Application and Admissions Procedures

Prospective students apply to the graduate school of Alverno College. While students are admitted to the Ed.S. program, they must first complete a Master of Science (M.S.) in Educational Psychology before formal admission into the Ed.S. program of studies occurs. Other requirements for the application include an official transcript from all higher education institutions they have attended, three letters of recommendation, a resume, and a personal statement describing one's professional goals in school psychology. The program conducts

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virtual interviews prior to making final admissions decisions.

Prerequisite coursework requirements include successful completion of at least 12 credits in undergraduate or graduate courses in psychology, education, social sciences or the equivalent. Students should have an undergraduate GPA of 3.0 or its equivalent. Applicants who do not meet this requirement may appeal for an exception based on factors such as relevant work experience, evidence of personal qualifications, or outstanding job performance.

Ed.S. Program Curriculum

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.

Multicultural and Multilingual School Psychology Specialization

Alverno College's Multicultural & Multilingual School Psychology (MMSP) Certificate is a 12-credit, one-year program for practicing school psychologists and is also integrated into Alverno's Ed.S. program. Offered entirely online, it trains participants to deliver equitable services to diverse student populations. Both monolingual and multilingual Ed.S. students gain expertise from experienced multilingual school psychologists. The program offers a Language Endorsement for bilingual school psychology positions, demonstrating readiness to provide services in another language.

Alverno also ensures every course includes multicultural and multilingual content across its curriculum. In addition to the courses included in the specialization, the Alverno School Psychology Program has completed a review of their outcomes across all courses to ensure that there is at least one course outcome that covers topics of multiculturalism, diverse populations, and/or multilingual learners in each course.

Courses that are also offered to practitioners in the MMSP program are starred below.

For more information, visit [Alverno's MMSP program page](#).

Course Descriptions

Over the course of three years, students in the Alverno College School Psychology program will attain a Master of Science in Educational Psychology (30 credits) and an Educational Specialist degree in School Psychology (30 credits). The required courses are listed below, along with the NASP Standards fulfilled through each course.

M.S. in Educational Psychology Course of Studies

30 credits

Year 1

Semester One (Fall)

SPY 601: Orientation to School Psychology

0 credits

This 0-credit course is a 1-day residency in which new students are required to come to campus prior to the program start date. This orientation allows students to build community and belonging within their cohort and provides them with all of the essential information to be successful in the program and the college (i.e., technology systems, handbook review, college policies, campus tour, library resources).

SPY 600: Professional Issues and Ethics in School Psychology

3 credits; NASP Standards 2, 10

This course will introduce students to the history and systems of school psychology, ethical and legal issues in school psychology, and different models of school psychology practice over time and across settings.

SPY 630: Culturally Responsive Intellectual Assessment

3 credits; NASP Standards 1, 8, 9

Students will learn to administer intellectual assessment tools such as the WISC-5, SB-V, and WJ-Cognitive, interpret results, and write psychoeducational reports. Students will understand how to assess children in a culturally sensitive manner.

MCP 620: Helping Relationships: Prevention, Intervention and Systems

3 credits; NASP Standards 1, 4, 6, 8

This course provides students with a broad understanding of the philosophic bases of helping relationships, counseling theories and their applications. Basic and advanced helping skills will be explored in the context of developing effective empathic listening skills. Students will frequently engage in interactive exercises to develop and practice effective listening skills and

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intervention techniques. Multiple opportunities for self-reflection through new learning, writing, contemplation and group discussion will enhance each student's ability to understand and apply the processes for change that are integral to the helping relationship.

Semester Two (Spring)

Winterim

MCP 651: Research Methods and Statistics

3 credits; NASP Standards 9, 10

This course focuses on the acquisition and practice of essential skills involved in psychological research and evaluation. Students will learn introductory statistics as well as develop skills in systematic inquiry.

SPY 648: Academic Assessment and Progress Monitoring

3 credits; NASP Standards 1, 3, 5, 9

This course will teach students to administer standardized academic or achievement and developmental tests including the WJ-IV, WIAT-III, and BDI-2 and connect assessment to inform academic-based interventions. Students will be introduced to progress monitoring tools and methods to engage in data-based decision making.

SPY 645: Behavioral, Social, and Emotional Assessment and Intervention

3 credits; NASP Standards 1, 4, 6

Students will learn multi-method, multi-modal assessment for behavioral, social and emotional issues for children, youth and families, including interpreting results and report writing to inform intervention and classroom strategies.

SPY 615: Characteristics, Assessment, Diagnosis and Evaluation of Students with Disabilities

3 credits; NASP Standards 1, 3, 7, 10

Students learn about the characteristics of specific disabilities, with a particular emphasis on learning disabilities, cognitive disabilities, and emotional/behavioral disabilities. Students look at the causes and etiologies of various disabilities and the impact of cultural and environmental milieu on the student and family. Students are exposed to a variety of intervention strategies to accommodate learning, behavioral, social, and emotional strengths and needs.

Semester Three (Summer)

SPY 655: Clinical Mental Health Counseling with Children and Adolescents

3 credits; NASP Standards 1, 4, 6, 8

This course focuses on the origin, evaluation, interpretation and application of the major theories within cultural, global, historic, and contemporary contexts. Emphasis will be given to the

application of theories to an array of settings designed to promote prevention and treatment of psychological and social disorders on K-12 students. School psychology trainees study and evaluate a variety of evidence-based therapeutic approaches and clinical settings through their own system of values. Students develop critical thinking abilities about complex issues in mental health.

SPY 647: Prevention and Crisis Intervention in Schools

3 credits; NASP Standards 1, 4, 6

Students will examine the prevention and intervention models considered most effective and useful in the school setting and gain an in-depth understanding of crisis prevention and response models. The course uses a prevention and crisis application to child-centered issues such as abuse, divorce, family violence, loss, school-based violence, and suicide. The course also examines the impact of trauma and the value of trauma-informed treatment models in schools.

***SPY 620: Practice of School Psychology with Multilingual Students**

3 credits; NASP Standards 1, 2, 3, 4, 5, 7, 8, 10

School psychology graduate students will learn frameworks of English language acquisition and development for students who speak languages other than English in their homes. Students will apply this theoretical understanding to the development and modification of school psychology services that meet the needs of ELLs. They will connect and apply these linguistic and methodological principles of bilingual and multilingual education to various contexts for school psychology practice – foundations of service delivery, student-facing direct services, system-level services, and cross-context practices.

Ed.S. in School Psychology Course of Studies

30 credits

Year 2

Semester Four (Fall)

SPY 698: Practicum 1 - School Psychology

3 credits; NASP Standards: all domains

Under supervision by a school psychologist, students will complete at least 300 hours in a school psychology setting where they will apply skills and knowledge they have acquired in the program. Applied skills include data-based decision making, assessment, intervention, consultation, and counseling.

***SPY 650: Advanced Assessment of Multilingual Learners**

3 credits; NASP Standards: 1, 2, 3, 4, 7, 8, 9, 10

This advanced assessment course will provide school psychologists with the knowledge and skills to comprehensively and fairly assess students from a linguistically and culturally diverse

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background. This course will teach best practices in the administration and interpretation of standardized assessments sensitive to the impact of language and culture to minimize bias in the assessment process. Students will learn to administer and interpret standardized traditional and nonverbal assessments in order to gather data on student language proficiency, academic skill levels, intellectual functioning, and behaviors. Multilingual students will also learn to administer standardized assessments in both Spanish and English.

SPY 690: Consultation and collaboration with teachers and families

3 credits; NASP Standards 1, 2, 7

Students learn different models of consultation and collaboration to effectively manage professional interactions between families, schools, individuals, and the community in meeting the academic and mental health needs of a diverse student population.

Semester Five (Spring)

SPY 699: Practicum 2 - School Psychology

3 credits; NASP Standards: all domains

Under supervision by a school psychologist, students will complete at least 300 hours in a school psychology setting where they will apply skills and knowledge they have acquired in the program. Applied skills include data-based decision making, assessment, intervention, consultation, and counseling.

SPY 670: Applied Research & Evidence-based Practice

3 credits; NASP Domains: 1, 2, 3, 8, 10

This advanced research, assessment, and intervention course is in direct alignment with NASP Domain #9 Research and Evidence-based Practice. Through learning experiences in the course and associated practicum field placement experience, students will expand their knowledge base related to child developmental patterns to explore advanced assessment techniques that will aid in the design and implementation of academic, behavior, and mental health evidence-based interventions for students with various disabilities, such as learning disabilities, emotional/behavioral disabilities, autism or intellectual disabilities. Students will demonstrate their ability to use varied data collection and analysis techniques to inform intervention. The scientist practitioner model will be emphasized and activities will be introduced that allow students to demonstrate their ability to apply research, assessment, and intervention practices at the individual and systems level. Students will apply an analytical and systematic approach to collecting and analyzing data and using this information to choose interventions and evaluate program effectiveness.

SPY 660: Applying Multi-tiered System of Support to Address Academic and Behavioral Issues in Schools

Updated August 2025

3 credits; NASP Standards 1, 3, 4, 5

This course will introduce students to the model, theory and research for the multi-tiered system of support (MTSS) model including response to intervention (RtI) and positive behavioral intervention and supports (PBIS). Students will learn to analyze and select tools and methods for assessment and intervention to inform data-based decision making practices.

Semester Six (Summer)

AL 666: Leadership for School and Community Engagement

3 credits; NASP Standards: 2, 5, 9

In this multidisciplinary course, students will learn about multiple leadership roles in schools and deepen their perspectives of the purposes and roles of schools in the local community. Emphasis is placed on engaging families and communities in schools and schooling practices.

***SPY 640: Counseling Multicultural and Multilingual Students**

3 credits; NASP Standards: 4, 7, 8, 10

Students will be taught to reflect on and value contributions from diverse groups and to recognize cultural influences on their own beliefs, values, and behaviors. Socioeconomic, cultural, linguistic and political marginalization of disadvantaged groups will also be discussed in relation to clinical practice. The course will focus on helping students to: develop sensitivity to cultural and sub-cultural differences; understand barriers that exist in cross-cultural counseling; understand the processes of cultural accommodation and assimilation, and cultural identity formation; and, understand the implications that bilingualism has for the counseling process.

Year 3

Semester Seven (Fall)

SPY 700: Internship 1 - School Psychology

3 credits; NASP Standards: advanced practice in all domains

Under supervision from a licensed school psychologist and Alverno faculty member, students complete 600 hours of applicable school psychology activities in which they apply skills and knowledge as a practicing school psychologist.

Semester Eight (Spring)

SPY 720: Internship 2 - School Psychology

3 credits; NASP Standards: advanced practice in all domains

Under supervision from a licensed school psychologist and Alverno faculty member, students complete 600 hours of applicable school psychology activities in which they apply skills and

knowledge as a practicing school psychologist.

Total Credits: 60

Developing a Professional Identity

Establishing and maintaining a professional identity as a school psychologist is important across the graduate training and professional career for school psychologists. Students are encouraged to become student members of professional organizations such as Wisconsin School Psychology Association (WSPA) and National Association for School Psychologists (NASP) and to regularly attend conferences. Students are required to present their research from the Capstone Integrated Research Project at a professional conference or in another professional capacity. Students are also encouraged to become familiar with faculty scholarship, leadership and service and get involved in opportunities of interest that become available at the college or in other professional settings.

Practicum and Internship

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.

There are separate practicum and internship handbooks with detailed information:

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2025-2026 Practicum Handbook

2025-2026 Internship Handbook

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.

Alverno College's Ability-Based Assessment

Alverno College's learning and teaching is grounded in a philosophy of ability-based assessment for student learning. Instead of students earning grades, Alverno faculty focus on assessment that is grounded in developing abilities or competencies to foster students' development. This unique philosophy integrates performance-based assessments, regular and comprehensive faculty feedback to students, and student self-assessment into each student's program of studies.

The reason this unique education works is simple – it's a model of the real world. A world in which there are no letter grades and where learning comes from completing a task, rather than simply reading about it. Students demonstrate what they have learned until they master the content. It's an effective and relevant learning experience that is valued by students, graduate programs, and the professional world.

Evaluation of Student Learning

Alverno's method of assessment is integral to learning in the Alverno graduate programs. This model is grounded in a philosophy that evaluation should not just assess what students know, but how well they can apply what they know.

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The system of student assessment at Alverno College does not include reference to letter grades. In fact, one tenet of the College's educational philosophy is that the faculty do not evaluate students comparatively using letter grades. Instead, faculty establish criteria for effective performance in each course. In the graduate programs, these criteria reflect standards for achievement within the discipline and professional areas, which guide all courses in the specific program. As part of professional programs, graduate course assessments are designed to engage students within their disciplinary and professional contexts. Faculty then provide students with significant narrative feedback describing the quality of their performances relative to those standards. A student who does not meet these standards at the level defined in each course does not pass the course. As a continuous process in which the students themselves play an active role, assessment helps both the student and the faculty member judge the student's progress toward meeting criteria for a given course.

Due to the rigor of the curriculum, faculty can confirm that a student who has successfully completed a course is held in "good standing." Any student in good standing at the College has demonstrated the requisite understanding and practice of the disciplines for the courses s/he has completed. Faculty distinguish quality of performance by providing a written evaluation of the student's work that documents the specific way the student met or exceeded those standards.

The detailed profile of the student's strengths and course accomplishments become part of each student's permanent record. Because this method provides more information than a grade and fosters continuous learning, it is approved by accrediting bodies and accepted by graduate schools and employers. In fact, educators from across the country and around the world regularly visit Alverno to learn about this innovative and effective approach to helping students learn.

Student Progress Reports

A student's progress report is available on Self Service approximately one week after the close of the semester. Progress in courses is reported as Satisfactory (S) when all requirements of the course have been met. An Unsatisfactory (U) indicates insufficient evidence for meeting the outcomes of the course. An Incomplete (I) is reported when only a minimal amount of work remains to be completed.

As the final report of demonstrated achievement that defines the College's graduate level degrees (i.e., Educational Specialist in School Psychology, Master of Arts in Educational Psychology), the academic transcript reflects the importance the College attaches to the mastery of content and the ability to use knowledge effectively in professional settings.

Incomplete Policy

An Incomplete (I) progress code may be assigned when a student has successfully demonstrated satisfactory progress toward meeting the outcomes of a course but, due to extenuating circumstances, is unable to complete the remaining course work within the regular duration of the class. The assignment of an Incomplete (I) progress code for a course requires mutual

agreement between the instructor of record for a course and the student. The instructor of record is not required to provide an Incomplete (I) option for a student, though is encouraged to consider all relevant circumstances impacting a student's ability to complete the required work of a course successfully to meet outcomes and whether a limited extension to complete that work is warranted. Unless the student is working with Accessibility Services and an accommodation is necessary, it is the sole discretion of the faculty of record for a course to assign, or not to assign, an Incomplete (I) progress code.

It is the responsibility of the student to make appropriate arrangements to fulfill all course requirements in accordance to their agreement with the instructor of record for the course using the registrar's Permit for Incomplete Progress Code. Failure to make such arrangements or complete the required work within the agreed upon timeframe will result in a student receiving an Unsatisfactory (U) progress code for the course. For unique cases like student teaching, music therapy capstone internships, and some summer internships Academic Affairs and the Registrar have approved individual incompletes without permits. Instructors who teach these courses should clarify the policy with their Academic Dean.

An Incomplete (I) in a prerequisite course must be satisfactorily removed and reported to the Registrar's Office before beginning the subsequent course(s). Students seeking a waiver for prerequisite must complete a General Permit Form through the Office of the Registrar.

An Incomplete (I) in a course provides an opportunity for a student to complete their required course work outside the constraints of a regular semester or course session. The length of time provided to complete necessary course work is determined by the faculty of record and student at the time of formally assigning an Incomplete (I). While the faculty member retains discretion to extend the agreed upon time, all Incompletes (I) should be completed no less than two (2) weeks prior to the start of the subsequent term in which the student is enrolled. In those instances in which the time between terms does not allow for an extension of work to be completed two (2) weeks prior to the start of the subsequent term, the Incomplete (I) must be completed before the date of official census of the next term in which the student is enrolled.

An Incomplete (I) may impact a student's ability to receive financial aid and/or demonstrate that a student is making satisfactory academic progress (SAP) for financial aid. The student will be notified through the Registrar's Permit for Incomplete Progress code process of the potential implications and how to contact Financial Aid for specific information on their aid. It is the responsibility of the student to understand their financial aid situation when agreeing to the Incomplete.

Grade Point Equivalency

In response to external demand for traditional grade point averages, the faculty at Alverno College keep record of a grade point equivalency (GPE) for each student within each course. Alverno College maintains a commitment to narrative feedback, outcome-based education, and self-assessment while providing this service to students when needed.

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In each course, students receive both a Satisfactory or Unsatisfactory progress code and a Grade Point Equivalency (GPE) on a scale of 4.0, 3.5, or 3.0. Students must receive a 3.0 or “B” or better in order to receive a “Satisfactory” progress code. A GPE does not reflect an “average of performance,” nor does it reflect student behaviors unless stipulated in course outcomes. To calculate the overall GPE for a student, the GPE value for each course is multiplied by the number of credits for the course. The product is divided by the total number of credits to create the overall GPE.

GPE scores are summative and quantitatively represent the extent to which students have met course outcomes. Students in the school psychology program are required to maintain a GPE of 3.0 or higher. GPE will not be communicated to students on a regular basis, but they can be assured they have a 3.0 or higher GPE if they are consistently successful in coursework.

Assessment of Student Progress in Ed.S. Program

Students are assessed in several ways throughout their program of studies. All coursework aligns with NASP standards and criteria for each course assessment will connect to course outcomes and larger program outcomes.

Beyond coursework, there are several ways that students will be assessed during their progression through the program, including course grades, a professional rubrics form for classes, successful passage of the Praxis exam, professionalism rubrics (see Appendix B), and a Capstone Integrated Research Project to be completed during internship. Students are strongly encouraged to complete the Praxis exam prior to beginning internship.

Students will regularly engage in self-assessment while in the program. The following schedule will be used for formal student self-assessment:

Year 1 - Mid-year & End-of-year

Year 2 - Mid-year & End-of-year (via Practicum course)

Year 3 - Beginning of year, mid-year, end-of-year (via Internship course)

Students will also have access to their Grade Point Equivalency and this quantitative data will be submitted by the college to the accrediting body (i.e., NASP).

School psychology faculty members meet regularly to discuss the progress of each student based on the student’s academic and professional performance in the program. Strengths and weaknesses based on criteria for academic and professional behavior will be identified and feedback is given to each student. If necessary, students will be provided a remediation plan to focus on any areas that are of larger concern to the faculty.

The faculty meet yearly for “data-reviews” in which self-assessment, Praxis scores, and other forms of formative assessment are used to make improvements to the program, more broadly, based on student performance and feedback.

Program Policies and Procedures

A Design That Addresses the Needs of Many

Some students may decide to enter this program immediately after graduation from college. Others may come to this program as a working professional, ready to take the next step in their education. For either type of individual, this curriculum is designed to meet their needs.

For fall and spring semesters, classes are scheduled on Friday evenings and Saturdays every other weekend. Practicum and Internship courses are held on Thursday evenings. In the summer, courses are typically offered one evening a week or on Saturdays for an eight-week period sometime between late-May and mid-August.

Advising

When a student is admitted to the school psychology program, the program director is assigned as their academic advisor. The program director serves as a resource to each student regarding academic matters, policies, and course registration procedures.

Accessibility

Alverno College makes every effort to provide accessible facilities and programs for individuals with documented disabilities. Our goal in working with students, faculty, and staff is to provide academic and physical accessibility, promote student independence and maximize academic potential. If you have questions about student accessibility, contact Instructional Services by calling 414-382-6026.

Absences from Courses

Students are expected to attend all classes and participate in all learning activities. If, due to illness or unavoidable personal/professional commitments, you must miss a class, you should consult with the faculty member involved and/or the School Psychology Program Director, as early as possible, to develop an alternative plan to meet the objectives of the missed class. Absence from more than one session of a 3- credit required course may require the student to repeat the course. Consistent lateness may be considered an absence. Depending on the situation, your instructor or the School Psychology Program Director may advise you to drop a course or may decide that you are ineligible to continue attending a course. In all instances, if you choose to drop a course, it is your responsibility to officially withdraw from the course by contacting the Registrar's Office. You are always encouraged to communicate with your advisor if you are considering dropping a course.

Email Expectations

Your Alverno email is the official means of communication used by the College. This includes all instructor communication. You should check your Alverno email daily.

Academic Honesty

Throughout your studies at Alverno College, you will be exposed to a variety of learning styles

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and experiences. In some classes, faculty require students to complete assignments in small-groups while others may require students to complete work on an independent basis. Both experiences can be stimulating and rewarding. Each academic experience at Alverno requires that you as the student take responsibility for your own work in accordance with the instructions of their professor and with sound academic principles. Each student is expected to conduct their work, both inside of the classroom and in their independent research in ways that are academically honest. Academic honesty is a basic requirement of the school psychology program. Failure to comply with this requirement should be considered grounds for failing a class, being dismissed from the program, or being dismissed from the college. All students are required to comply with these expectations.

Ethical Use of Artificial Intelligence Policy for School Psychology Students

Students must not use AI to generate, write, or complete papers, assignments, or any other work required for coursework **unless the instructor explicitly permits it**. All submissions must reflect the student's own original thought and effort.

AI tools may be used for data analysis, research assistance, or other approved purposes, but only with explicit permission from the instructor or advisor. Students must disclose any AI assistance used and cite sources appropriately.

Students should understand the limitations and biases inherent in AI technologies and use them in ways that respect confidentiality, avoid harm, and maintain professional integrity.

During practicum and internship experiences, AI may not be used to generate psychological reports, assessments, or client communications. AI tools can be used for administrative tasks, but only if it does not compromise client confidentiality or the quality of services provided.

Using AI inappropriately, particularly for completing academic work, will be considered academic dishonesty and may result in disciplinary action, including potential dismissal from the program. The program expects students to adhere to the highest standards of ethical practice in all aspects of their education and professional development.

Copyright And Fair Use

As a graduate student using Alverno College's technology resources, you are required to comply with copyright laws. Illegal downloading of movies and music is just that: illegal and traceable back to the user. It is also illegal to take texts, images, webpages, and computer programs from the Internet or other sources without getting permission from the creator. College students have been successfully prosecuted for copyright violations. However, much of the material in the Library and on the Internet can be used for educational purposes by following Fair Use Guidelines. You may use approximately 10% of a written text, of images out of a book, or information from a web-page for a course project. You can also play excerpts from movies and music. Of course, when you do use materials that you have not personally created, you must give full credit to the originator. Additionally, there are resources available at Alverno College that have been paid for and are yours to use. These include databases that offer free music streaming,

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webpages that encourage student use (such as OWL at Purdue), ARTstor, which offers millions of images, and much more. Visit your Library and your Library Web-Page often for resources and updates. For more information on copyright laws and fair use, follow the link below: <http://depts.alverno.edu/library/copyright.html>

Transfer of Graduate Credits and Credit for Prior Learning (CPL) Policy

Effective for the Fall 2024 incoming cohort

Students in the School Psychology program may transfer up to **12 credits total**, which can include a combination of graduate transfer credits and CPL.

Graduate Transfer Credit:

- Eligible credits must be from an accredited institution, for courses at the graduate level.
- Courses must be completed within 7 years before program entry, with a grade of “B” or better.
- Students must submit the School Psychology Program Transfer Credit and CPL Form, an unofficial transcript, course syllabi, and identify the course(s) the credits should replace.
- Graduate transfer credit requests are reviewed by the Program Director, who forwards approved courses to the Registrar via a Transfer Request Form.

Credit for Prior Learning (CPL):

- Students must complete the [School Psychology Program Transfer Credit and CPL Form](#).
- The request must indicate the relevant course and describe how prior experience meets the course outcomes.
- Upon approval, students must submit a formal request to the College and provide the School Psychology Program Director a portfolio with artifacts and reflections demonstrating that their experiences align with the course outcomes.
- More information about CPL can be found here: <http://www.alverno.edu/Assessment-Outreach-Center-CPL-Experience>

All transfer credit and CPL requests must be submitted to the Program Director **by October 1st** of the student’s entry year.

Independent Study

Students may want to register for an Independent Study because a required course may not be offered in a particular semester, or a student may want to pursue a specialized area of interest that is related to, but not part of, a student’s regular studies. Registration for Independent Study implies that the student is able to assume a major share of the responsibility for shaping a course and doing much of the work for the course in an independent manner with minimal aid from the instructor. If a student thinks s/he wants to register for an Independent Study, the student must receive permission from the School Psychology Program Director and the instructor who agrees to work with the student in the study. Permission is recorded on an Independent Study Permit Form, which is available on the Registrar's Office webpage under Online Forms. Independent

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Study requests are granted only under unusual circumstances, such as course failure or unusual personal or health issues.

Extension of Program Completion

Coursework is to be completed within seven years of entry into the School Psychology program. If a student is not able to complete the program within this timeframe, the student must submit a letter to the School Psychology Program Director requesting an extension. The letter should explain why an extension is required and describe a plan and timeline for program completion. The Program Director will review the request and respond in writing. The deadline for submitting a request to extend a program completion is the beginning of the student's sixth year in the program.

Financial Aid

Alverno College is dedicated to providing all qualified students the opportunity to attend. Students are encouraged to apply for financial aid by filing a Free Application for Federal Student Aid (FAFSA). Financial aid is available through federal and private student loans. Employer tuition reimbursement may also be an option.

Students should apply for financial aid every year before the March 1 priority deadline to qualify for the maximum amount of aid. Be sure to keep copies of all forms for your records. To apply for financial aid:

1. Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov (<http://www.fafsa.ed.gov>). Be sure to list the Alverno College federal school code 003832 in the Selection section of FAFSA on the web.
2. Review the Student Aid Report (SAR), which students receive via email from the federal processor within a few days of filing online. Students should review the electronic SAR for accuracy and, if necessary, make corrections online.
3. Complete Entrance Counseling and the Federal Direct Loan Master Promissory Note. Instructions are available online at <http://www.alverno.edu/financialaid/studentloans/loanapplicationinformation/>. The link is listed in the section under "Loans." See Sections 1 and 2 under Federal Direct Loans.

International students are not eligible for financial aid, other than on-campus student employment.

Student Employment

While most students in the graduate programs are employed elsewhere, international students and other students may work on campus for up to 20 hours per week. Information regarding available on-campus employment opportunities is located at alverno.edu/campusjobs.

Loans

Most student loans do not require repayment until after graduation. Graduate students must apply for financial aid and be enrolled at least half-time in their respective program to be eligible for loan funding. Repayment begins six months after degree completion or when enrollment is less than half-time.

Federal Unsubsidized Direct Stafford Loan

This loan is available to graduate students regardless of financial need. The combined amount of subsidized and unsubsidized loans may not exceed \$20,500 or cost of education per academic year, whichever is lower. Interest is charged on the borrowed amount and may be capitalized until repayment begins.

Alternative (Private) Education Loan

This type of loan is available through local and national lending institutions. Interest rates and repayment terms vary but are often competitive with Federal Direct Loans. These loans may be used to supplement Federal Direct Loans. To apply, students can work directly with their lender of choice or research a variety of lenders on the Alverno website.

Employer Tuition Reimbursement

Funding is provided by many employers to assist employees in furthering their education. Since reimbursement is generally made at the end of the semester, many students use the first disbursement of their Federal Direct Stafford Loan to obtain some of the funds they need to begin their first semester. They then use reimbursement funds to help pay for subsequent semesters. Upon graduation, they apply the final reimbursement toward repayment of their direct loans.

Academic Status

The Committee on the Status of Students is responsible for reviewing the academic progress of each Alverno College undergraduate and graduate student. During the semester and at the end of each semester, this committee reviews students who are demonstrating academic difficulty including not successfully completing courses, external assessments, and/or not demonstrating the abilities offered in courses or assessments. Descriptions of the four academic status decisions follow. Note: In general, the academic progress of students who do not successfully complete a course/ability level/external assessment is reviewed each semester until the student demonstrates satisfactory progress.

Good Standing

Students who successfully complete their courses and external assessments and demonstrate the abilities offered in these courses and assessments are in Good Standing.

Probation

In general, students who (a) are unsuccessful in a course or (b) are unable to successfully demonstrate successful progress or unsatisfactory professionalism (such as consistently turning in assignments late across courses or demonstrating a pattern of taking Incompletes) or (c) receive unsatisfactory (ratings of 1 or 2) ratings on supervisor evaluations are placed on academic probation. Instructors of a student on probation are requested to complete a

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Mid-Semester Progress Report on the student's performance. These reports are emailed to the student and her/his Advisor.

Probation with Warning

When students continue to be unsuccessful in courses and/or continue to be unable to demonstrate successful progress, the college is concerned that the student may not be able to progress to graduation. The student is placed on probation with the warning that an unsuccessful next term may result in academic dismissal. Instructors of a student on probation with warning are requested to complete a Mid- Semester Progress Report on the student's performance. These reports are e-mailed to the student and her/his advisor.

Academic Dismissal

If, in the judgment of the Committee on the Status of Students, a student has been or continues to have unsuccessful courses/external assessments/ability levels, she/he may be dismissed from the college. Students in the Alverno Success Program, on Good Standing, Probation, or Probation with Warning may be dismissed.

The seriousness of a student's academic status is indicated by the specific status. For example, probation with a warning is more serious than probation. Students struggling academically or professionally within their practicum/internship or academically will be placed on a remediation plan.

Academic Misconduct

Academic misconduct refers to any act(s) in which: a) a student seeks to claim credit for work conducted or authored by another individual as their own without approval or appropriate citation; b) a student fabricates or falsifies data or information or academic records of any kind; c) a student falsely represents her performance on academic work; and/or d) assists other students with any of these acts. Alverno College, through its courses and policies, will work to help students understand academic misconduct and the potential implications for engaging in any such acts. However, it is the responsibility of the student to know and understand these definitions and potential consequences as it pertains to academic misconduct in all of their courses. If a student is found to have been engaged in academic misconduct, the School Psychology Program will follow the College's [Academic Misconduct Process](#).

Student on Leave

If you wish to temporarily withdraw from Alverno, you may become a "Student on Leave". To complete a transition interview and Student on Leave form, contact an Advisor in the Advising Office or your Graduate Advisor. You are eligible to be on leave for up to four semesters. If you do not choose to enroll at the expiration of your leave, your status is considered the same as a withdrawal. If you later decide to return to Alverno, you must request to re-admit to the College through the Advising Office. As a Student on Leave, you may enroll at Alverno without applying for re-admission. To register, contact the Advising Office or your Faculty Advisor.

Withdrawal from the College

If you leave Alverno and do not intend to return, you are expected to officially withdraw. You should contact an Advisor in the Advising Office or graduate advisor to complete an Official Withdrawal Form. If you are academically dismissed or do not return from a Student Leave within four semesters, you are considered officially withdrawn from the College.

Ed.S. Program 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 are 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.

Graduation

There are three time points in which students at Alverno College can have a degree conferred on their transcript: August, December, and May. Students in the Alverno School Psychology Program receive a master's degree the August after their first year and their Ed.S. the May of their internship year. Students are not permitted to "walk" at graduation the May of their first year. Students in the School Psychology Program are invited to "walk" in the graduation ceremony the May of their internship year..

Students who do not complete the hours requirement (i.e., 1200 hours) during their internship year by the end of the Spring semester will be given an incomplete in their internship course (SPY 720) until the hours are complete (school-years in Wisconsin end mid-June). In this situation, a student will not have their degree conferred on their transcript until August. However, the student may still walk at the graduation ceremony.

Students **must** complete the Graduation Application in Alverno's Self-service application during the semester they plan to graduate. This applies to both the Master's in Educational Psychology (i.e., summer after your first year) as well as the Ed.S. in School Psychology (i.e., spring of your internship year). Failure to complete the graduation application may result in a delay in your degree conferral which could have implications when applying for school psychology licensure.

Appendix A: Alverno School Psychology Program Course Sequence

M.S. in Educational Psychology Course of Studies

Semester One (Fall)

SPY 601: Orientation to School Psychology (0 credits)

SPY 600: Professional Issues and Ethics in School Psychology (3 credits)

SPY 630: Culturally Responsive Intellectual Assessment (3 credits)

MCP 620: Helping Relationships: Prevention, Intervention and Systems (3 credits)

Semester Two (Spring)

Winterim

MCP 651: Research Methods and Statistics (3 credits)

Spring

SPY 648: Academic Assessment and Progress Monitoring (3 credits)

SPY 645: Behavioral, Social, and Emotional Assessment and Intervention (3 credits)

SPY 615: Characteristics, Assessment, Diagnosis and Evaluation of Students with Disabilities (3 credits)

Semester Three (Summer)

SPY 655: Clinical Mental Health Counseling with Children and Adolescents (3 credits)

SPY 647: Prevention and Crisis Intervention in Schools (3 credits)

SPY 620: Practice of School Psychology with Multilingual Students (3 credits)

Ed.S. in School Psychology Course of Studies:

Semester Four (Fall)

SPY 698: Practicum 1 - School Psychology (3 credits)

SPY 650: Advanced Assessment of Multilingual Learners (3 credits)

SPY 690: Consultation and collaboration with teachers and families (3 credits)

Semester Five (Spring)

SPY 699: Practicum 2 - School Psychology (3 credits)

SPY 670: Applied Research & Evidence-based Practice (3 credits)

SPY 660: Applying Multi-tiered System of Support to Address Academic and Behavioral Issues in Schools (3 credits)

Semester Six (Summer)

AL 666: Leadership for School and Community Engagement (3 credits)

SPY 640: Counseling Multicultural and Multilingual Students (3 credits)

Semester Seven (Fall)

SPY 700: Internship 1 - School Psychology (3 credits)

Semester Eight (Spring)

SPY 720: Internship 2 - School Psychology (3 credits)

Total Credits: 6

Appendix B: Student Professionalism Rubric

Name of Student:

Semester:

Year:

Completed by:

Please rate the student on the following professional competencies.

Professionalism Requirement	Exceptional	Effective	Emerging	Not Evident
Student effectively demonstrates discipline and responsibility for attending all class sessions and being present at the start of each class				
Comment:				
Student finishes and turns in on the dates requested assignments that are complete and have been proofread				
Comment:				
Student takes the initiative to communicate with faculty if there are attendance or assignment concerns.				
Comment:				
Student consistently uses appropriate language, interacts in a professional manner and shows respect for others.				
Comment:				
Student accepts equal responsibility for group assignments and supports others in doing so.				
Comment:				
Student honors professional ethics including appropriate use of quotations, recognition/citation of sources, acceptable use of AI, and respect for confidentiality and privacy.				
Comment:				

Appendix C: Alverno School Psychology Program Self-Appraisal Rubric

STUDENT NAME:

DATE:

YEAR STUDENT ENTERED PROGRAM:

Part One:

Reflect on your progress this semester. Review feedback provided from instructors through coursework, feedback meetings, and/or other rubrics. Identify and reflect authentically on your main strengths and your challenges in this program. What is your plan for continuing to build on your strengths and grow your areas of challenge?

Overall Reflection:
Student strengths this semester:
Student challenges this semester:
Action plans and steps to grow your practice in the field of school psychology:

Part Two:

Complete an **Academic Performance Rubric** (below, by placing an “X”) for yourself based on the NASP 2020 Practice Model including the 10 domains of practice, DPI Pupil Services Standards, and program outcomes. As a Summative Assessment, you can consider your progress across several courses and rate yourself. Provide **supporting evidence** from courses and/or experiences to support your self-assessment ratings in each domain at the bottom of the form. Include a **summary narrative** that captures your overall self-assessment of progress.

For Review-10 NASP Domains of Practice:

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and

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needs; developing effective interventions, services, and programs; and 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 they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

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.

Domain 3: Academic Interventions and Instructional Supports

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.

Domain 4: Mental and Behavioral Health Services and Interventions

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.

Domain 5: School-Wide Practices to Promote Learning

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.

Domain 6: Services to Promote Safe and Supportive Schools

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.

Domain 7: Family, School, and Community Collaboration

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.

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Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact 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 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.

Domain 9: Research and Evidence-Based Practice

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.

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. 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.

ACADEMIC PERFORMANCE RUBRIC SELF-APPRAISAL**Date:**

Courses completed during the academic year:		
Description	Satisfactory Performance	Unsatisfactory Performance

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Rubric Rating	Proficient/ Sophisticated (4)	Competent (3)	Emerging/Needs Development (2)	Not evident/ Unsatisfactory (1)
Rating Description	Knowledge and emerging skills are at an expected (proficient) level for a program graduate SOPHISTICATED	Knowledge and emerging skills are (nearing) final expected levels for a program graduate COMPETENT	Knowledge and skills are at basic level (emerging and needs development) NEEDS DEVELOPMENT	Knowledge and skills are at a novice level (below final expectations and unsatisfactory) UNSATISFACTORY
<u>NASP DOMAIN</u>				
NASP Domain #1				
NASP Domain #2				
NASP Domain #3				
NASP Domain #4				
NASP Domain #5				
NASP Domain #6				
NASP Domain #7				
NASP Domain #8				
NASP Domain #9				
NASP Domain #10				

WI DPI Pupil Services Standards https://dpi.wi.gov/sspw/pupil-services/school-counseling/models/pupil-services-standards	Proficient/ Sophisticated (4)	Competent (3)	Emerging/Needs Development (2)	Not evident/ Unsatisfactory (1)
Rating Description	Knowledge and emerging skills are at an expected (proficient) level for a program graduate SOPHISTICATED	Knowledge and emerging skills are (nearing) final expected levels for a program graduate COMPETENT	Knowledge and skills are at basic level (emerging and needs development) NEEDS DEVELOPMENT	Knowledge and skills are at a novice level (below final expectations and unsatisfactory) UNSATISFACTORY
<i>DPI#1</i>				
<i>DPI #2</i>				
<i>DPI #3</i>				
<i>DPI #4</i>				
<i>DPI #5</i>				
<i>DPI #6</i>				
<i>DPI #7</i>				
Report Writing/ Course Outcomes				
Overall Demonstration of Combined Outcomes				

Supporting Evidence:

Example #1: Formative Feedback for each major course assessment or final project.

Example #2: Comprehensive psychoeducational report for Course SPY XXX, and/or papers/presentations that highlight NASP or WI DPI standards.

Overall Summary Narrative:

Consider a narrative summary description of how student demonstrated NASP, DPI and course outcomes thus far in the program.

Part Three: Complete a Professionalism Rubric (below) for yourself by placing an “X”. Provide evidence to support your self-assessment ratings in each domain.

Please rate the student on the following professional competencies.

Professionalism Requirement	Exceptional	Effective	Emerging	Not Evident
Student effectively demonstrates discipline and responsibility for attending all class sessions and being present at the start of each class				
Comment:				
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Comment:				