: SCHOOL PSYCHOLOGY

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New Program Proposal
Changes saved but not submitted
Viewing: : School Psychology
Last edit: Wed, 15 Apr 2020 16:06:09 GMT
Final Catalog

Rationale for Inactivation

Name of the school or college academic planner who you consulted with on this proposal.

Name
Carolyn Kelley - EDU

Proposal Abstract/Summary:

The Department of Educational Psychology proposes an Educational Specialist (EdS) degree in School Psychology. The new EdS builds upon the existing Master of Science (MS) in Educational Psychology Named Option in School Psychology, addresses changing accreditation and licensing standards, and responds to anticipated growth in the demand for school psychologists. Students will obtain their MS degree after two years of coursework and subsequently receive the EdS degree after successfully completing a third year involving a mentored internship and capstone portfolio project. In the state of Wisconsin, the Department of Public Instruction requires that interns must have a master's degree in order to be paid, which serves as a key driver for offering the EdS degree. The School Psychology EdS will prepare students to become practitioners and leaders in the field, enabling them to help children and adolescents succeed academically, socially, behaviorally, and emotionally within preK-12 educational settings. The EdS encompasses 74 credits over 36-months.

Type of Approval
Governance Approval Needed

If approved, what term should the proposed change be effective?

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.

Basic Information

Program State:

Type of Program:
Degree/Major

Parent Program:

Upload the Approved Notice of Intent and UW System Approval Memo.
SystemAdmin_SchoolPsychologyEdS_NOIApproval20200122.pdf

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Who is the audience?
Graduate or professional

Parent Home Department:

Home Department:
Educational Psychology (ED PSYCH)

Parent School/College:

School/College:
School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?
No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?
Yes

Award:
Other

Other Award Name:

Educational Specialist (EdS)

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:
School Psychology

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

Does the parent program offer this as an additional major as well?

Will this be offered as an additional major as well?
No

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

Suspension and Discontinuation

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Explain and provide evidence of efforts made to confer with and to notify current students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

Role Type	Name (Last, First)	Email	Phone	Title
Department Chair	Wollack, James	jwollack@wisc.edu		
Faculty Director	Eklund, Katie	eklund3@wisc.edu		
Faculty Director	Garbacz, Andy	sgarbacz@wisc.edu	608/265-8535	
Primary Dean's Office Contact	Kelley, Carolyn	ckelley@wisc.edu	608/263-5733	
Primary Contact	Eklund, Katie	eklund3@wisc.edu		

List the departments that have a vested interest in this proposal.

Departments
Rehab Psych and Special Educ (RP & SE)
Counseling Psychology (COUN PSY)
Psychology (PSYCH)

Are all program reviews in the home academic unit up to date?
Yes

Please explain.

Are all assessment plans in the home academic unit up to date?
Yes

Please explain.

Are all assessment reports in the home academic unit up to date?
Yes

Please explain.

Mode of Delivery:
Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?
No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?
No

Upload proposal:

Parent has outside accreditation:

Will this program have outside accreditation?
Yes

Parent Guide Accreditation tab

Guide Accreditation tab

This program will seek accreditation by the national Association of School Psychologists (NASP) after the first cohort of students graduate from the EdS program, per NASP requirements.

Will graduates of this program seek licensure or certification after graduation?
Yes

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

CERTIFICATION/LICENSURE
Students are required to take the School Psychology Praxis exam (https://www.ets.org/praxis/nasp/requirements/).

First term of student enrollment:

Summer 2021 (1216)

When will the application for the first term of enrollment open?

Fall 2020 (1212)

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

Start Term	Application Deadline MM/DD
Fall	12/01

Year of three year check-in to GFEC (3 years after first student enrollment):

2024

Year of first program review (5 years after first student enrollment):

2026

If this proposal is approved, describe the implementation plan and timeline.

Upon approval of the EdS, a program proposal to update the MS in Educational Psychology, named option in School Psychology, will be submitted to make the MS non-admitting effective fall 2021.

Students who began the named option will have the opportunity to move to the EdS beginning summer 2021 and receive the MS en route to the EdS so that they can be paid during their internship experience. The Program Co-Directors will work with the SoE Dean's Office and Graduate School to ensure timely communication to students and effective implementation of the administrative changes.

Upon approval of the EdS, recruitment will begin to have new students apply directly to the EdS rather than the named option.

Rationale and Justifications

How does the named option relate to the major and to other named options in the major, if relevant?

Why is the program being proposed? What is its purpose?

The new EdS will build upon the existing Master of Science (MS) in Educational Psychology (Named Option in School Psychology) and is designed to produce school psychology practitioners to work in preK-12 public schools and related educational settings. The State of Wisconsin Department of Public Instruction (DPI) recently changed licensure requirements to address the shortage of school psychologists. The new licensure laws enable students to take a paid, supervised internship in a local public school after completing a two-year master's degree. At the completion of the supervised internship and capstone portfolio project, students will receive their EdS degree and are then granted a school psychology license by DPI. This program will better meet state demand for school psychologists in training and demand for licensed school psychologists.

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

The School Psychology EdS Program is closely aligned with the UW–Madison's Strategic Framework, the School of Education's mission, and the Department of Educational Psychology's mission. Specifically, the UW–Madison's Strategic Framework (https://chancellor.wisc.edu/strategicplan2/) highlights the Wisconsin Idea, partnering with schools in Wisconsin, and applying practices to important state concerns. The EdS degree would not only increase the number of school psychology graduates within the state to positively contribute to the shortage of practitioners, it will also expand the network of school partners across Wisconsin. In addition, the EdS degree program is consistent with the School of Education's Strategic Initiatives. In particular, by expanding the program to focus on training practitioners, the program will increase overall reach and broaden impact in schools and districts in Wisconsin and across the country.

Do current students need or want the program? Provide evidence.

There is a significant shortage and corresponding demand for school psychology practitioners in Wisconsin and across the United States. Dixon (2016) surveyed superintendents and pupil service directors in Wisconsin and found that approximately 23% of superintendents and 31% of pupil services directors reported school psychologist position vacancies. Even with the existence of EdS-equivalent training programs operating at full capacity at six UW System universities (i.e., UW–Eau Claire, UW–La Crosse, UW–Milwaukee, UW–River Falls, UW–Stout, UW–Whitewater), Dixon reported 61 school districts in Wisconsin were still searching for school psychologists in August 2016 after all recent graduates were placed. The first year UW-Madison offered the MS named option in School Psychology (Fall 2018), the program had close to 50 student applications. The second year of the program (Fall 2019), 75 students applied to the MS named option in school psychology, suggesting an upward trend of applications as well as a significant student interest in school psychology graduate programs.

What is the market, workforce, and industry need for this program? Provide evidence.

There is a significant shortage and corresponding demand for school psychology practitioners in Wisconsin and across the United States. The U.S. Bureau of Labor Statistics (2014) estimated the demand for school psychologists will result in a growth rate of 20% (classified as much faster than average) through 2024, equating to 30,500 new jobs. Castillo, Curtis, and Tan (2014) estimated the shortage of school psychologists to continue through 2025; and Curtis, Castillo, and Gelley (2012) predicted a national shortage of approximately 15,000 school psychologists by 2020. Even with the existence of EdS-equivalent training programs operating at full capacity at six UW System universities (i.e., UW–Eau Claire, UW–La Crosse, UW–Milwaukee, UW–River Falls, UW–Stout, UW–Whitewater), Dixon reported 61 school districts in Wisconsin were still searching for school psychologists in August 2016 after all recent graduates were placed. Despite the need for school psychologists, the growth in institutions nationwide offering school psychology training is expected to remain modest (Fagan, 2014), with data indicating that only two institutions started offering new school psychology training programs from 2006 to 2013 (Rossen & von der Embse, 2014). These data suggest a shortage of school psychologists in Wisconsin and across the U.S. that is expected to grow over the next decade with insufficient training options to meet this demand. Given that U.S. News & World Report (2019) identified school psychology as the second best social services job and 45th best job overall, there clearly is a strong demand for EdS level school psychologists, and the proposed EdS program is designed to meet these market needs.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

The EdS curriculum integrates 10 competencies throughout students' training to provide a scientist-scholar-practitioner model of graduate education. This includes the provision of coursework and practicum and internship experiences relative to the following competencies of knowledge and skills: individual and cultural diversity; professional behaviors and interpersonal skills; ethical, legal, and professional standards; assessment; evidence-based prevention and intervention; indirect service delivery and collaboration; supervision; research, measurement, and evaluation; basic content areas in scientific psychology; and scientific psychology in schools. The graduate program strongly emphasizes the preparation of school psychologists for work in applied settings, including a sound and comprehensive focus on the practice of psychology in school and related settings. The EdS will also seek program approval from the national Association of School Psychologists. The NASP process ensures that programs provide educational experiences for school psychologists to acquire and demonstrate competence in the areas of: data-based decision making and accountability, consultation and collaboration, interventions and instructional support to develop academic skills, interventions and mental health services to develop social and life skills, school-wide practices to promote learning, preventive and responsive services, family-school collaborations, diversity in development and learning, research and program evaluation, and legal, ethical, and professional practice.

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

The School Psychology EdS Program provides students with the knowledge and clinical skills to provide culturally responsive care in schools and related educational settings in order to address the educational and psychological well-being of children and youth. The program is dedicated to addressing issues of diversity in every aspect of its training program. Students and faculty members recognize an obligation to be expected to be aware of, sensitive to, and responsive to all forms of diversity in professional activities, including research, coursework, and practicum and internship experiences. Within research, this includes conducting research that generates new knowledge reflecting the society in which we live and by targeting the specific circumstances of diverse groups which may have been neglected in previous research as well as the potential generalizability of extant research, practice, and theory for diverse populations. Within coursework, diversity issues are infused into almost every course because school psychologists serve parents and children from diverse backgrounds and work to neutralize the potential deleterious effects of bias. Within practicum and internship experiences, students engage in culturally responsive practice with diverse populations, including assessment, consultation, intervention, and research and evaluation in practicum and internship sites.

The quality and level of diversity training in the School Psychology Program is monitored regularly, at both the program and individual faculty/student level. The Diversity and Inclusion Association (DIA) is a departmental committee that includes both students and faculty. Among its activities, DIA consults with faculty about courses, organizes colloquia and other activities related to diversity themes, and promotes awareness of diversity in professional activities. At the individual level, faculty integrate and document a diversity focus in their courses (e.g., readings, special topics), research with diverse populations, and service across the curriculum. Required courses contain content specifically dedicated to culturally responsive frameworks, including EP 540: Introduction to Professional School Psychology; EP 726: Development of Racial and Ethnic Minority Children, EP 740: Cognitive Assessment; EP 741: Social, Emotional, and Behavioral Assessment; EP 942: Consultation; and the practicum and internship sequence of coursework (EP 840: Beginning Practicum, EP 840: Field Practicum, and EP 841: Internship). Similarly, students document their

development of multicultural competencies in courses, research, and practicum and internship activities. This documentation is included in their progress reports for the annual review of student progress and their capstone portfolios. The emphasis on diversity within coursework, clinical training, and didactic experiences, aligns with standard 3.B.4 of the Higher Learning Commission (UW's accrediting body), which states that the institution "recognizes the human and cultural diversity of the world in which students live and work."

What gap in the program array is it intended to fill?

The EdS degree in School Psychology is currently not offered at UW–Madison. When students complete the MS in Educational Psychology, Named Option in School Psychology, they will be equipped to become paid interns in schools across the state of Wisconsin per Department of Public Instruction (DPI) requirements. The EdS degree will then equip students to sit for the National Certification for School Psychologists (NCSP) to become a licensed/credentialed school psychologist able to work in public education.

What is the rationale for this change?

What evidence do you have that these changes will have the desired impact?

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

Faculty and Staff Resources

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

Name (Last, First)	Department	Title
Albers, Craig	Educational Psychology (ED PSYCH)	Associate Professor
Asmus, Jennifer	Educational Psychology (ED PSYCH)	Professor
Eklund, Katie	Educational Psychology (ED PSYCH)	Program Co-Director, Associate Professor
Garbacz, Andy	Educational Psychology (ED PSYCH)	Program Co-Director, Associate Professor
Kelly, Kristy	Educational Psychology (ED PSYCH)	Director of Clinical Training
Kilgus, Stephen	Educational Psychology (ED PSYCH)	Associate Professor
Wollack, James	Educational Psychology (ED PSYCH)	Department Chair

What resources are available to support faculty, staff, labs, equipment, etc. ?

The EdS program will utilize the faculty space, teaching labs, classrooms, equipment, and support systems provided by the Department of Educational Psychology that currently support the MS in Educational Psychology, Named Option in School Psychology.

Program advisor(s) with title and departmental affiliation(s).

Name (Last, First)	Department	Title
Eklund, Katie	Educational Psychology (ED PSYCH)	Program Co-Director, Associate Professor
Garbacz, Andy	Educational Psychology (ED PSYCH)	Program Co-Director, Associate Professor

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Students currently in the MS in Educational Psychology, named option in School Psychology will be advised regarding the opportunity to complete the EdS degree. This opportunity will enable students to be paid while on internship in Wisconsin public schools.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.
Yes

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

Resources, Budget, and Finance

Is this a revenue program?
Yes

What is the tuition structure for this program?

Market-based tuition - separate proposal to be submitted

Select a tuition increment:

$800/credit

What is the rationale for selecting this tuition increment?

An analysis of competitor programs suggests that this rate will be within range of competitor programs, including those in UW System.

Will segregated fees be charged?

If segregated fees will not be charged, please explain.

Upload the proposal for market based tuition:
Marketbasedprogramtuitionrequestform EdS School Psych 040920v2.docx

Provide a summary business plan.

The EdS will have a tuition rate of $800/credit for a total of 74 credits per student, 19 past the master's degree. We project a long-term (steady-state enrollment of 15 per cohort. Revenue projections are over a million a year once those enrollment targets are met. The costs for this program are primarily for 1. instructional staff (includes faculty and academic staff) 2. Clinical coordinator (full time) 3. administrative support of marketing, advising and instructing, 4. three teaching assistantships. Instructional costs for this program will be funded through 131 funds.

Program tuition will be $800/credit based on market analysis of peer institutions and expected program costs and revenue. We desire to continue to provide value to Wisconsin residents and regional students and to attract diverse applicant pool, so we have also budgeted for scholarships for in-state applicants as well as limited discretionary scholarships.

The Ed Psych Department Chair Jim Wollack and Department Administrator Jennifer Krug will manage funds and support budget planning and projections is conjunction with the School Psychology Program Co-Directors, Katie Eklund and Andy Garbacz. The program will monitor admission and retention, and align future projections of student enrollment based on those.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

The program will be funded by tuition dollars. See attached budget spread sheet.

What is the marketing plan?

School Psychology training programs are in high demand. The EdS responds to changes in state licensure requirements, which permit EdS students (who hold a master's degree) to be paid while on an internship in a K-12 setting. Competitor programs within the state were supportive of UW-Madison's program, to the extent that they encouraged UW-Madison to make these changes in order to better meet the need for training school psychologists within the state and beyond. Applications for the MS in Educational Psychology, named option in school psychology have been five times greater than the number of available seats int he program . Similar to the master's program, the EdS enrollment is not limited by demand but rather limited by field placement and corresponding supervision requirements. The EdS program will participate in annual conferences for recruitment.

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

The EdS program constitutes a restructuring of the currently offered MS in Educational Psychology, named option in School Psychology, in that students will become eligible to obtain their master's so they can be paid while on internship in K-12 schools. For this reason, funding structures for program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing, scholarships, and student learning outcomes assessment and program review are already in place and will be continued, as both the named option and EdS are based on 131 program funds.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Per above, the EdS program constitutes a restructuring of the currently offered MS in Educational Psychology, named option in School Psychology. Resource and fiscal considerations for faculty and academic staff are in place.

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Faculty and staff are committed to training school psychologists and these changes will not have ramifications.

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

Scholarships for in-state students with need will be prioritized. Some scholarships will be made available to out-of-state students.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

Not applicable

Are new Library resources needed to support this program?
No

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Scholarships for in-state students with need will be prioritized. Some scholarships will be made available to out-of-state students.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if the participate in Gainful Employment (GE) requirements, that is, the prepare students for employment in a recognized occupation. For information about gainful employment requirements see: https://studentaid.ed.gov/sa/about/data-center/school/ge

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

Curriculum and Requirements

If you are proposing a change to the curriculum, what percentage of the curriculum is changing?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

Describe certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Guide Admissions/How to Get In tab

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website.

Graduate admissions is a two-step process between academic programs and the Graduate School. **_Applicants must meet_** the minimum requirements *(*https://grad.wisc.edu/apply/requirements/*) of the Graduate School as well as the program(s).* Once you have researched the graduate program(s) you are interested in, apply online (https://grad.wisc.edu/apply/).

Requirements	Detail
Fall deadline	December 1
Spring deadline	This program does not admit in the spring.
Summer deadline	This program does not admit in the summer.
GRE (Graduate Record Examinations)	Required.
English Proficiency Test	Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).

Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

Admission's criteria for the Educational Specialist (EdS) in School Psychology include:

1. A bachelor's degree from a regionally accredited U.S. institution or a comparable degree from an international institution is required. International applicants must have a degree comparable to a regionally-accredited U.S. bachelor's degree.

2. A minimum undergraduate grade-point average (GPA) of 3.00 on the equivalent of the last 60 semester hours (approximately two years of work) or a master's degree with a minimum cumulative GPA of 3.00 is required. Applicants from an international institution must demonstrate strong academic achievement comparable to a 3.00 for an undergraduate or master's degree.

3. Every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score.

4. Reasons for graduate study/statement of purpose.

5. Curriculum vitae or resume.

6. GRE scores from within the previous 5 years.

7. Transcripts from previous institutions.

8. Letters of Recommendation

Describe plans for recruiting students to this program.

With five times as many applicants as available seats for the MS in Educational Psychology, named option in school psychology, the program anticipates high demand for the program. The EdS program will participate in annual conferences to recruit students.

What is the recruiting and admissions strategy for underrepresented students?

The School Psychology EdS Program is committed to recruiting and retaining diverse students. Program faculty have (1) established partnerships with the McNair Scholars Program, (2) attended a broad range of college and career fairs to connect with a more diverse range of students, and (3) facilitated ongoing virtual and in-person recruitment events throughout the year. As a program, faculty consider aspects of diversity and equity in recruitment and admissions procedures as school psychologists work to serve diverse children, families, and educators in education and other related settings.

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	12
Year 2	27
Year 3	42
Year 4	42
Year 5	42

Maximum enrollment that can be supported with existing instructional and student services resources:

50

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

The program anticipates high demand due to the shortage of school psychologists. Enrollment capacity is set due to field placement and supervision requirements.

Are international students permitted to enroll in this program?

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Guide Requirements tab

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements (http://guide.wisc.edu/graduate/#policiesandrequirementstext), in addition to the program requirements listed below.

MAJOR REQUIREMENTS

Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
Yes	No	No	No	No

Evening/Weekend: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.

Online: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.

Hybrid: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.

Accelerated: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

CURRICULAR REQUIREMENTS

Requirements	Detail
Minimum Credit Requirement	74
Minimum Residence Credit Requirement	58
Minimum Graduate Coursework Requirement	74 credits
Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.
Assessments and Examinations	No formal examinations are required. However, students complete an in-depth case analysis as a culminating project.
Language Requirements	No language requirements.

REQUIRED COURSES

The EdS has a prescribed curriculum of 74 credits total, 19 beyond the masters' degree.

- All students will need to complete a portfolio that will serve as the culminating project. This project will need to be approved by all program faculty and clinical staff.
- All students are required to successfully complete the Year 3 internship.
- All program courses must be completed.
- No deviation from the required courses is allowed. Electives are not permissible.

Code	Title	Credits
Fall I		
ED PSYCH 540	Introduction to Professional School Psychology	2
ED PSYCH 541	Applied Behavior Analysis in Classrooms	3
ED PSYCH/COUN PSY 723	Developmental Processes Across the Life Span	3
ED PSYCH 742	Assessment and Intervention for Academic Skill Problems	3
ED PSYCH 840	Clinical Practicum in School Psychology	1
ED PSYCH 844	Childhood and Adolescent Psychopathology in Schools	3
Spring I		

ED PSYCH 740	Cognitive Assessment of Children in the Schools	3
ED PSYCH 743	Design and Analysis of Single-Case Research	3
ED PSYCH 761	Statistical Methods Applied to Education II	3
ED PSYCH 840	Clinical Practicum in School Psychology	1
ED PSYCH 947	Evidenced-based Child and Adolescent Psychotherapy	3
Summer I		
ED PSYCH 840	Clinical Practicum in School Psychology	1
Fall II		
ED PSYCH 741	Social, Emotional, and Behavioral Assessment	3
ED PSYCH 840	Clinical Practicum in School Psychology	6
ED PSYCH/HDFS/NURSING/ SOC WORK 880	Prevention Science	3
Spring II		
ED PSYCH 506	Contemporary Issues in Educational Psychology	3
ED PSYCH/COUN PSY/HDFS 726	Ethnic and Racial Diversity in Social Development	3
ED PSYCH 840	Clinical Practicum in School Psychology	6
ED PSYCH 942	Systems of Consultation in School Psychology	3
Fall III		
ED PSYCH 943	Internship in School Psychology	8
Spring III		
ED PSYCH 943	Internship in School Psychology	8

Total credits required:

74

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Graduate School Policies

The Graduate School's Academic Policies and Procedures (https://grad.wisc.edu/acadpolicy/) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

Program Specific Policies

GRADUATE PROGRAM HANDBOOK

A Graduate Program Handbook containing all of the program's policies and requirements is forthcoming from the program.

PRIOR COURSEWORK

Graduate Work from Other Institutions

No credits from other institutions are allowed to count toward the degree as indicated in the Requirements.

UW–Madison Undergraduate

No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special

No credits taken as a UW–Madison University Special student are allowed to count toward the degree.

PROBATION

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

ADVISOR / COMMITTEE

Every graduate student is required to have an advisor. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis. In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor. An advisor is a faculty

member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies. A committee often accomplishes advising for the students in the early stages of their studies.

CREDITS PER TERM ALLOWED

15 credits

TIME CONSTRAINTS

Degree-seeking students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

Grievances and policies

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting (https://doso.students.wisc.edu/bias-or-hate-reporting/)
- Graduate Assistantship Policies and Procedures (https://hr.wisc.edu/policies/gapp/#grievance-procedure)
- Hostile and Intimidating Behavior Policies and Procedures (https://hr.wisc.edu/hib/)
  - Office of the Provost for Faculty and Staff Affairs (https://facstaff.provost.wisc.edu/)
- Dean of Students Office (https://doso.students.wisc.edu/) (for all students to seek grievance assistance and support)
- Employee Assistance (http://www.eao.wisc.edu/) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
- Employee Disability Resource Office (https://employeedisabilities.wisc.edu/) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (https://grad.wisc.edu/) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (https://compliance.wisc.edu/) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of Student Conduct and Community Standards (https://conduct.students.wisc.edu/) (for conflicts involving students)
- Ombuds Office for Faculty and Staff (http://www.ombuds.wisc.edu/) (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (https://compliance.wisc.edu/titleix/) (for concerns about discrimination)

Any student who feels that he or she has been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.
2. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.
3. On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.
4. If either party is not satisfied with the decision of the department, he or she has five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.
5. In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.
6. On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.

Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: 'No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability,

ancestry, age, sexual orientation, pregnancy, marital status or parental status.' In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office of Compliance (https://compliance.wisc.edu/), 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

OTHER

Students enrolled in this program are not permitted to accept teaching assistantships, project assistantships, research assistantships or other appointments that would result in a tuition waiver. Students in this program cannot enroll in other graduate programs nor take courses outside the prescribed curriculum.

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

The EdS degree is delivered in sequential course offerings with no room for electives, ensuring a clear pathway to timely degree completion. Program faculty and staff work with students to guide and secure practicum and internship placements.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

Program Learning Outcomes and Assessment

Parent Program Learning Outcomes

List the program learning outcomes.

	Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.
1	Acquire a strong foundation in current and past theories, research findings, and methodologies in their program area.
2	Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.
3	Develop critical thinking skills that promote rigorous evaluation of strengths and limitations in existing theory and research.
4	Apply the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s).
5	Identify key features of high-quality research or program implementation / evaluation in their chosen field.
6	Demonstrate writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.
7	Communicate effectively in collaborative work or consultation settings with professional colleagues.
8	Become skilled communicators of issues in their research and program area for learners in formal classroom and informal learning settings.
9	Uphold the highest standards of ethical conduct.
10	Conduct research or program implementation/evaluation in accordance with ethical standards established in their field of inquiry.

Summarize the assessment plan.

The student's faculty advisor will be responsible for compiling information from the various learning assessments. The program director and support staff will also compile and summarize the department's learning goals assessment data, using direct and indirect assessment methods, on an annual basis.

Approved Assessment Plan:
GRAD_Assessment_Plan_EdS School Psychology April142020.docx

Related Programs

List majors and certificates that may not be earned in combination with this program.

List majors that are anticipated to frequently be completed in combination with the proposed program. For each, describe how the proposed program can be completed in combination with the major without increasing time to degree.

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

Although six other UW system institutions offer EdS equivalent training programs (including UW-Eau Claire, UW-La Crosse, UW-Milwaukee, UW-River Falls, UW-Sout, and UW-Whitewater), these programs are operating at full capacity. The EdS program at UW-Madison will help meet demand in the state for trained school psychologists. The EdS will also enable students to complete the master's degree en route to the EdS and therefore be eligible to be paid while on internship in Wisconsin schools.

Commitments

All required courses are approved through the school/college level.

Courses are offered on a regular basis to allow timely completion.

Courses have enrollment capacity.

Courses in the curriculum are numbered 300 or higher.
Yes

Courses in the curriculum are numbered 699 or lower.

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Special topics courses are only used if all topics count for the certificate.

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.

If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.

Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum 3.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Students may complete only 1 named option within a plan code.

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.
Yes

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.
Yes

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

Supporting Information

List name and department of those who are in support of this proposal.

Name (Last, First)	Date of contact/ support letter received	School,College, or Department	Comment by contact person	On behalf of
Leko, Melinda	2/17/20	Rehab Psych and Special Educ (RP & SE)		
Quintana, Steve	10/31/19	Counseling Psychology (COUN PSY)		
Berridge, Craig	2/17/20	Psychology (PSYCH)		

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.
RPSE Letter of support (final proposal).pdf
CP EdS support letter.pdf
Psychology support letter EdS 2-2020.pdf

Additional Information:
EdS 131 Budget Spreadsheet (April 13 2020).xlsx

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by:

Date entered:

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:

Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:

Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:

Date entered:

For Administrative Use

Admin Notes:

Guide URL:

Effective date:

Effective Guide Edition:

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT:

UWSTEM:

HEALTH:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Reviewer Comments

Key: 1154