

New Program Proposal

Date Submitted: 08/16/21 11:28 am

Viewing: : **PhD in School Psychology**

Last edit: 09/02/21 1:07 pm

Changes proposed by: ejach

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

Name
Elizabeth Jach - EDU

Proposal Abstract/Summary:

This proposal seeks to initiate a new PhD in School Psychology. The new PhD in School Psychology will replace the "Educational Psychology PhD informal track in school psychology" by transitioning the program to the degree/major-level.

In Workflow

1. **ED PSYCH Dept. Approver**
2. **EDU School Admin Reviewer**
3. EDU School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 08/16/21 4:08 pm
James Wollack (jwollack):
Approved for ED PSYCH Dept. Approver

Basic Information

Program State: Active

Type of Program: Degree/Major

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

[fasttrack SchPsychPhD final 082421.docx](#)

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

program.

[BOR PhDSchoolPsych 082421.docx](#)

Who is the Graduate or professional audience?

Home Department: Educational Psychology (ED PSYCH)

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

Is this in the Graduate School? Yes

Award: Doctor of Philosophy

SIS Code:

SIS Description:

Transcript Title: PhD in School Psychology

Named Options:

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

Will a doctoral minor be required? Yes

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	608/262-0675	
Faculty Director	Eklund, Katie	eklund3@wisc.edu	608 2658091	
Faculty Director	Garbacz, Andy	sgarbacz@wisc.edu	608/265-8535	
Primary Contact	Jach, Elizabeth	ejach@wisc.edu	608/262-3389	

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

Departments

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

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

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

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

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

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

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

Will this program have outside accreditation? Yes

Guide Accreditation tab

ACCREDITATION

[American Psychological Association](#)

Accreditation status: Seeking accreditation.

[National Association of School Psychologists \(NASP\)](#)

Accreditation Status: Seeking accreditation.

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

CERTIFICATION/LICENSURE

[School Psychology Praxis Exam \(NASP\)](#)

[Examination for Professional Practice in Psychology](#)

Approved Shared Content from /shared/university-professional-certification-licensure-disclosure-nc-sara/

Last Approved: Apr 15, 2021 12:21pm

Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

The requirements of this program do not meet Certification/Licensure in the following states:

Not applicable

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Not applicable

First term of student enrollment: Fall 2022 (1232)

Year of three year check-in to GFEC (3 years after first student enrollment):
2026

Year of first program review (5 years after first student enrollment):
2028

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

Upon approval of the PhD in School Psychology, a program proposal to will be submitted to remove the informal track in School Psychology from the Educational Psychology PhD.

Students who began the PhD in Educational Psychology with an informal track in School Psychology will have the opportunity to move to the PhD in School Psychology in fall 2022. 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 PhD in School Psychology, recruitment will begin to have new students apply directly to the new degree rather than to the informal track in the Educational Psychology PhD.

Rationale and Justifications

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

Whereas the U.S. Department of Education 34 CFR Part 602.22 requires that all degree/majors must have the same credit load, and whereas the current school psychology program at UW-Madison requires a higher credit load than other areas of study with the PhD in Educational Psychology, this proposal seeks to propose a new PhD in School Psychology. The current doctoral level program in School Psychology has been administered within the Educational Psychology PhD program since 1960. This proposal seeks to create a new PhD in School Psychology within the Classification of Instructional Programs [CIP] code 42.2805, distinct from the current informal track within the PhD in Educational Psychology (CIP code 42.2806).

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 PhD will contribute directly to the mission of the UW System by embracing the Wisconsin Idea through active partnerships with preK-12 public schools throughout Wisconsin and by working to address the shortage of school psychologists in Wisconsin and across the country. The PhD degree will not only increase the number of school psychology graduates within the state, it will also expand the network of school partners across Wisconsin by employing graduates of this program. Furthermore, the program will prepare individuals for career options such as: training future school psychologists, pursuing a career in research, and/or working as a licensed psychologist in clinical settings.

The School Psychology PhD will also help "improve the quality of life for all" as delineated by the UW-Madison mission (<https://www.wisc.edu/about/mission/>) because school psychologists fulfill a critical role within the state K-12 system, supporting the success of students. Furthermore, the degree offering will achieve the UW-Madison mission of working to "maintain a level of excellence and standards in all programs that will give them statewide, national, and international significance." The UW-Madison Educational Psychology program is top-ranked nationally, and it will provide high quality training for school psychologists within the state.

In addition, the School Psychology PhD degree program is aligned with the School of Education's Strategic Initiatives. In particular, by expanding the program to focus on training scholar-practitioners, the program will increase overall reach and broaden impact in schools and districts in Wisconsin and across the country, which is particularly important in a climate wherein schools struggle to provide coordinated and effective services. The Department of Educational Psychology's mission identifies a focus on prevention and intervention. Untreated behavior and mental health concerns have serious implications for public health and schools, pose a risk to school safety, undermine academic achievement, and can lead to violence, mental health concerns, criminal activity, and many other deleterious outcomes in adulthood. Graduates of the School Psychology PhD will be equipped to design and deliver effective prevention and intervention programs by partnering with families and school staff to prevent problems, address behavioral and academic concerns, and set a positive trajectory for children and youth in Wisconsin schools.

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. A recent survey of superintendents and pupil service directors in Wisconsin found that approximately 23% of superintendents and 31% of pupil services directors reported school psychologist position vacancies. Applications to the School Psychology PhD program have been robust over time. In December 2019, 53 PhD applications were submitted for the 2020-2021 academic year. In December 2020, 80 PhD applications were submitted for the 2021-2022 academic year. Since the informal track in School Psychology within the PhD in Educational Psychology has a long-standing history at UW-Madison with an annual entering cohort of 5-10 students per year, the only expected impact is reduced enrollment in the PhD in Educational Psychology by design, in that the PhD in School Psychology will replace the informal track.

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

The U.S. Bureau of Labor Statistics 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 estimated the shortage of school psychologists to continue through 2025; and predicted a national shortage of approximately 15,000 school psychologists by 2020. Even with the existence of EdS-equivalent training programs now operating at full capacity at seven UW System universities (i.e., UW–Eau Claire, UW–La Crosse, UW-Madison, UW–Milwaukee, UW–River Falls, UW–Stout, UW–Whitewater), 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, with data indicating that only two institutions started offering new school psychology training programs from 2006 to 2013. 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 consistently identifies school psychology as a highly ranked social services job, there clearly is a strong demand for school psychologists. The PhD in School Psychology program is designed to meet these market needs for those who wish to become a school psychologist or pursue a career in academia to prepare future school psychologists.

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

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 PhD in School Psychology 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.

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

While the Department of Educational Psychology has a history of preparing School Psychologists and academics who can train School Psychologists, changes in institutional accreditation and state training requirements necessitate the development of a distinct degree.

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

The School Psychology PhD 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 are 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.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

The School Psychology PhD 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. When students join the program, 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 ED PSYCH 540: Introduction to Professional School Psychology; ED PSYCH 726: Development of Racial and Ethnic Minority Children, ED PSYCH 740: Cognitive Assessment; ED PSYCH 741: Social, Emotional, and Behavioral Assessment; ED PSYCH 942: Consultation; and the practicum and internship sequence of coursework (ED PSYCH 840: Beginning Practicum, ED PSYCH 840: Field Practicum, and ED PSYCH 943: 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. 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."

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The Department of Educational Psychology will ensure equity in the recruitment and hiring of faculty, instructional staff, and staff who will oversee practicum and clinical experiences. The School Psychology Program reviews job descriptions to ensure inclusive language, which includes using gender neutral language and action verbs, as well as separating minimum prerequisites from preferred prerequisites. The program convenes diverse interview panels and utilizes video interviewing in order to expand the pool of candidates and to provide a fair, structured interview process. The program plans to consider where they are promoting job opportunities in an effort to engage traditionally underrepresented groups.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

UW-Madison has a robust Division of Diversity, Equity, and Educational Achievement (DDEEA) which provides programming available to students in the School Psychology PhD program. In addition to offering equity workshops for graduate assistants, DDEEA also offers resources for members of historically minoritized groups. The School Psychology Program also communicates various opportunities available to faculty, staff and students. These opportunities include book clubs, forums, trainings on mental health issues, activism, gender-identity, and unconscious bias in the workplace, panel discussions, and documentary/film screenings. Furthermore, the Department of Educational Psychology has a Diversity and Inclusion Association which promotes a diversity of perspectives into teaching, research, professional development, and community-building activities. This association works closely with the following UW-Madison resources committed to equity, inclusion, and diversity: Creating Community at UW-Madison, DDEEA, Student Affairs – Diversity and Inclusion, Employee Disability Resources, Multicultural Events, and Diversity Events.

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

Name (Last, First)	Department	Title
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, Associate Clinical Professor
Wollack, James	Educational Psychology (ED PSYCH)	Department Chair, Professor
Kilgus, Stephen	Educational Psychology (ED PSYCH)	Associate Professor
Klingbeil, David	Educational Psychology (ED PSYCH)	Assistant Professor
Hagermoser, Elizabeth	Educational Psychology (ED PSYCH)	Assistant Clinical Professor
Quintana, Steve	Counseling Psychology (COUN PSY)	Professor

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

The PhD in School Psychology program will utilize the faculty space, teaching labs, classrooms, equipment, and support systems provided by the Department of Educational Psychology that currently support the PhD in Educational Psychology informal track 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

Describe how student services and advising will be supported.

Students enrolling in the proposed PhD in School Psychology and the EdS in School Psychology will be advised regarding the the awarding of the MS in School Psychology upon completion of 31 credits of coursework. This opportunity will enable students to be paid while on internship in Wisconsin public schools.

Students currently enrolled in the Educational Psychology PhD informal track in School Psychology will have the opportunity to move to the PhD in School Psychology in fall 2022. 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.

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

Students document their development of competencies in courses, research, and practicum and internship activities, and this documentation is included in their progress reports for the annual review of student progress and their capstone portfolios.

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? No

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

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 School Psychology PhD program will continue to run within the Department of Educational Psychology's existing resource base. Since this program elevates an existing program to the degree/major level, the resources for courses and faculty have already been committed by the School of Education.

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?

The School Psychology PhD program will replace the Educational Psychology PhD with an informal track in School Psychology. Since this program elevates an existing program to the degree/major level, the resources for courses and faculty have already been committed by the School of Education.

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.

Students enrolled in the proposed PhD in School Psychology will be awarded four year funding packages with assistantship duties.

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.

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

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

Students enrolled in the proposed PhD in School Psychology will be awarded four year funding packages with assistantship duties.

Curriculum and Requirements

Guide Admissions/How to Get In tab

Approved Shared Content from /shared/graduate-school-admissions/

Last Approved: Apr 15, 2021 12:15pm

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 of the Graduate School as well as the program(s).** Once you have researched the graduate program(s) you are interested in, [apply online](#).

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	3
Required	

For admission to graduate work, the department does not require a specific undergraduate major. However, it is preferred that applicants have completed approximately 18 credits in courses that provide a relevant foundation for further study in educational psychology. Neither certification as a teacher nor teaching experience is required. An undergraduate grade point average of at least 3.0 (4.0 basis) based on the last 60 semester hours of undergraduate coursework is requisite. A statement of purpose is also required.

Describe plans for recruiting students to this program.

With a long standing history of training school psychologists at the doctoral level, the program anticipates high demand for the program. The School Psychology program will participate in annual conferences to recruit students.

What is the recruiting and admissions strategy for underrepresented students?

The School Psychology PhD 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.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	6
Year 2	11
Year 3	16
Year 4	20
Year 5	23

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.

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.

Guide Requirements tab

Approved Shared Content from /shared/graduate-minimum-degree-requirements-and-satisfactory-progress/
 Last Approved: Apr 15, 2021 12:16pm

Minimum Graduate School Requirements

Review the Graduate School minimum [academic progress and degree requirements](#), in addition to the program requirements listed below.

MAJOR REQUIREMENTS

MODE OF INSTRUCTION

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

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
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Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.

Evening/Weekend: Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

Face-to-Face: Courses typically meet during weekdays on the UW-Madison Campus.

Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

Online: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

CURRICULAR REQUIREMENTS

Minimum Credit Requirement	110 credits
Minimum Residence Credit Requirement	55
Minimum Graduate Coursework Requirement	Half of degree coursework must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide.
Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	The Graduate School requires that students maintain a graduate grade-point average (GPA) of 3.00 (on a 4.00 scale) for all graduate courses (excluding research) to receive a degree. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.
Assessments and Examinations	Doctoral students are required to take a comprehensive preliminary/oral examination after they have cleared their record of all Incomplete and Progress grades (other than research and thesis). Deposit of the doctoral dissertation in the Graduate School is required.
Language Requirements	No language requirements.
Doctoral Minor/Breadth Requirements	All doctoral students are required to complete a minor.
ED PSYCH 533	Thinking, Feeling, & Learning 3
ED PSYCH 540	Introduction to Professional School Psychology 2
ED PSYCH 541	Applied Behavior Analysis in Classrooms 3
ED PSYCH 542	The Biological Basis of Behavior 3
ED PSYCH 712	Educational Psychology Diversity Seminar 1
ED PSYCH/ HDFS 725	Theory and Issues in Human Development 3

ED PSYCH/ COUN PSY/ HDFS 726	Ethnic and Racial Diversity in Social Development	3
COUN PSY/PSYCH/ RP & SE 729	Advanced Social Psychology	3
ED PSYCH/ COUN PSY/ RP & SE 737	Seminar in History and Systems of Psychology	3
ED PSYCH 740	Cognitive Assessment of Children in the Schools	3
ED PSYCH 741	Social, Emotional, and Behavioral Assessment	3
ED PSYCH 742	Assessment and Intervention for Academic Skill Problems	3
ED PSYCH 743	Design and Analysis of Single-Case Research	3
ED PSYCH 761	Statistical Methods Applied to Education II	3
ED PSYCH 762	Introduction to the Design of Educational Experiments	3
ED PSYCH 844	Childhood and Adolescent Psychopathology in Schools	3
ED PSYCH 942	Systems of Consultation in School Psychology	3
ED PSYCH 946	Advanced Assessment and Intervention Techniques	3
ED PSYCH 947	Evidenced-based Child and Adolescent Psychotherapy	3
ED PSYCH 948	Research and Measurement Seminar in School Psychology	3
ED PSYCH 840	Clinical Practicum in School Psychology <small>Students will take ED PSYCH 840 Clinical Practicum in School Psychology for six semesters. Beginning Practicum (2 semesters/2 credits total), Clinic Practicum (2 semesters/6 credits total), Field Practicum (2 semesters/12 credits total).</small>	20
Doctoral Minor Course work		9
Internship <small>ED PSYCH 943 Internship in School Psychology taken for 3 credits/semester until dissertation is defended. Once dissertation is defended, ED PSYCH/COUN PSY/PSYCH/RP & SE 995 Predoctoral Internship for 0 credits is taken. Students must complete 2000 hour internship in a program-approved setting.</small>		0- 12
ED PSYCH 943	Internship in School Psychology	1- 12
or ED PSYCH/ COUN PSY/ PSYCH/ RP & SE 995	Predoctoral Internship	
Elective credits to reach 110 total program credits. Can include independent reading and/or research credits.		12

Total credits required:

110

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/

Last Approved: Apr 15, 2021 12:16pm

Graduate School Policies

The [Graduate School's Academic Policies and Procedures](#) 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.

MAJOR-SPECIFIC POLICIES

PRIOR COURSEWORK

Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 55 credits of graduate coursework from other institutions. Coursework earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

UW–Madison Undergraduate

With program approval, students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison University undergraduate student. Coursework earned ten or more years prior to admission to a master's degree is not allowed to satisfy requirements.

UW–Madison University Special

With program approval, students are allowed to count no more than 3 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. Coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements.

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. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies. An advisor generally serves as the thesis advisor. 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.

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.

CREDITS PER TERM ALLOWED

15 credits

TIME CONSTRAINTS

Doctoral degree students who have been absent for ten 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.

A candidate for a doctoral degree who fails to take the final oral examination and deposit the dissertation within five years after passing the preliminary examination may be required to take another preliminary examination and to be admitted to candidacy a second time.

GRIEVANCES AND APPEALS

Approved Shared Content from </shared/graduate-school-grievance-policy/>

Last Approved: Apr 15, 2021 12:17pm

These resources may be helpful in addressing your concerns:

[Bias or Hate Reporting](#)

[Graduate Assistantship Policies and Procedures](#)

[Hostile and Intimidating Behavior Policies and Procedures](#)

[Office of the Provost for Faculty and Staff Affairs](#)

[Dean of Students Office](#) (for all students to seek grievance assistance and support)

[Employee Assistance](#) (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](#) (for qualified employees or applicants with disabilities to have equal employment opportunities)

[Graduate School](#) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)

[Office of Compliance](#) (for class harassment and discrimination, including sexual harassment and sexual violence)

[Office of Student Conduct and Community Standards](#) (for conflicts involving students)

[Ombuds Office for Faculty and Staff](#) (for employed graduate students and post-docs, as well as faculty and staff)

[Title IX](#) (for concerns about discrimination)

Approved Shared Content from </shared/education-grievance-policy/>

Last Approved: Apr 15, 2021 12:17pm

Any student who feels that they have 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

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:

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.

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.

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.

If either party is not satisfied with the decision of the department, they have 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.

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.

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](#), 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

OTHER

The department offers assistantships to incoming students.

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 PhD in School Psychology requires full-time enrollment and a required course sequence in the first year. After 31 credits of coursework, students will be awarded an MS in School Psychology. Holding a master's degree will make students eligible to be paid during their full-time internship in K-12 schools within Wisconsin. Program faculty and staff work with students to guide and secure practicum and internship placements. Students will complete an annual review with program faculty to ensure timely progress to degree completion.

Provide detail on how breadth will be achieved.

Students will complete 9 credits of a doctoral minor and 12 credits of electives.

Program Learning Outcomes and Assessment

List the program learning outcomes.

	Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.
1	Demonstrate/show a strong foundation in current and past theories, research findings, and methodologies in school psychology. Use critical thinking skills to synthesize existing knowledge, evaluate strengths and limitations in existing theory and research, and identify issues in need of additional inquiry - including conceptual and methodological approaches available to address these issues.
2	Demonstrate a knowledge of and sensitivity to human diversity in terms of individual abilities and orientations and sociocultural backgrounds.
3	Retrieve, evaluate, and interpret professional and scientific literature; use this information to develop or adapt theoretical frameworks and derive testable hypotheses or predictions for research / program evaluation projects.
4	Learn to design realistic and feasible research or assessment projects in school psychology and to prepare necessary protocols that are sensitive to the backgrounds of individuals who are the focus of their work.
5	Conduct independent research and analyze and interpret resulting data.

Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.	
6	Create clear and concise reports of their research or program evaluations that are appropriate to the intended audiences, which may include fellow scholars (via scholarly journals), practitioners (via practitioner journals or reports), and lay audiences (via online or other published reports).
7	Communicate effectively in collaborative work, instructional activities, and/or consultation settings with students and professional colleagues.
8	Conduct research or program implementation / evaluation in accordance with ethical standards established in psychology and school psychology.

When learning outcomes are changed, a new assessment plan must be uploaded.

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.

Department Approved

[GRAD_Assessment_Plan_PhD School Psychology_final](#)

Assessment Plan:

[090221.docx](#)

Related Programs

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.

Seven UW universities and one private institution in Wisconsin offer the EdS-School Psychology: Alverno College, UW–Eau Claire, UW–La Crosse, UW-Madison, UW–Milwaukee, UW–River Falls, UW–Stout, UW–Whitewater. However, data from Wisconsin and across the country suggest the demand for school psychologists outpaces the supply (Dixon, 2016; U.S. Bureau of Labor Statistics, 2014). In addition, among all School Psychology Programs in Wisconsin, UW-Milwaukee is the only other program that offers a 115 credit PhD in Educational Psychology with an emphasis in School Psychology. Furthermore, the UW-Madison School Psychology Program emphasizes training leaders and innovators in school psychology in prevention and early intervention. Indeed, the UW-Madison School Psychology Program has produced some of the most productive and esteemed professionals in the field.

Commitments

Courses in the curriculum are numbered 300 or higher.

Yes

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

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

Yes

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
Berridge, Craig	8/9/21	Psychology (PSYCH)	Letter attached	
Quintana, Steve	8/27/21	Counseling Psychology (COUN PSY)	Letter attached	
Smedema, Susan	8/31/21	Rehab Psych and Special Educ (RP & SE)	Email attached	

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.

[Psych Berridge Letter of support.pdf](#)

[CP support of PhD in School Psychology.pdf](#)

[RPSEsupport083121.pdf](#)

Additional Information:

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:

The Department of Educational Psychology approved this proposal on 7/19/2021.

Entered by: Maddie Sychta
Date entered: 08/24/2021

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:

SIS effective date:

Guide publish
date/type

Career:

SIS Program Code:

SIS Short

Description:

SIS code for
additional major:

Other plan codes
associated with this
program:

Diploma Text:

Diploma Text 2:

Degree:

Field of Study:

Program Length:

National Student
Clearing House
Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment
Category:

CIP Code:

STEMOPT

UWSTEM:

HEALTH:

NSF STEM:

Educational

Innovation

Program:

Distance Education

Program:

Non Traditional

Program:

Special Plan Type:

Added to UW

System Crosswalk:

Scan this proposal:

Upload documents that should
be scanned:

Reviewer

Comments

Regina Lowery (lowery3) (08/30/21 9:37 am): Learning outcomes: Suggestion below provided to make learning outcome more active (indicating what the students will be able to do/know).
1 Demonstrate/Show a strong foundation in current and past theories, research findings, and methodologies in school psychology.

Regina Lowery (lowery3) (08/30/21 9:38 am): Assessment plan: Format accepted.

Key: 1243