Date Submitted: 07/22/21 3:28 pm

Viewing: **283MSESSP : Educational Specialist in School Psychology**

Parent Plan: [MAJ: Educational Psychology MS](#)

Last approved: 04/24/20 3:50 pm

Last edit: 12/06/21 10:23 am

Changes proposed by: ejach

Catalog Pages Using
this Program

[Educational Psychology: Educational Specialist in School Psychology, M.S.](#)

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

Name
Elizabeth Jach - EDU

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 4:11 pm James Wollack (jwollack): Approved for ED PSYCH Dept. Approver
2. 12/06/21 10:10 am Maddie Sychta (sychta): Approved for EDU School Admin Reviewer

History

1. Apr 26, 2019 by Melissa Schultz (mrschultz3)
2. Jul 25, 2019 by Melissa Schultz (mrschultz3)
3. Apr 24, 2020 by Melissa Schultz (mrschultz3)

Proposal Abstract/Summary:

This proposal suspends and discontinues the Educational Specialist in School Psychology as students now enroll in the EdS School Psychology degree. Credit changes reflect what current second year students will complete for having the MS awarded spring 22.

If approved, what term should the proposed change start? (usually the next fall term)

Fall 2022 (1232)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

No

Basic Information

Program State: Suspend, will be discontinued ~~Active~~

Type of Program: Named Option

Parent Program: MAJ: Educational Psychology MS

Parent Audience: Graduate or professional

Parent Home   Educational Psychology (ED PSYCH)
Department:

Parent   School of Education
School/College:

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

Parent is in the Graduate   Yes
School:

Parent Award   Master of Science

SIS Code: 283MSESSP

SIS Description: Edu Specialist in School Psych

Transcript Title: Educational Specialist in School Psychology

Named Options:

PROF ED: Professional Educator (MSPE)

283MSESSP: Edu Specialist in School Psych

283MSRSRCH: Research

283MSLRNAY: Learning Analytics ~~Research Sub Plan 1152:No Title Found~~

Does the parent program offer this as an additional major as well?	Yes
Is this a non-admitting named option for a master's degree?	Yes

Suspension and Discontinuation

What is the last term that a student could declare this program?	Spring 2022 (1224)
What is the last term that students may be enrolled in or complete the program?	Summer 2022 (1226)

What is the timeline and advance communication plan?

With the onset of the new Educational Specialist in School Psychology degree, new students and third year students on internship moved into the EdS program as of fall 21. Current second year students in the program will be awarded the master's degree in spring 22 and then be moved into the EdS degree for fall 22 for their third and final year. As of the end of summer 22, there will be no students in this named option. Students have been informed of these changes and made aware of being awarded the MS en route to the EdS so that they can be paid on their internship experience in WI public schools, per requirements of the state Department of Public Instruction.

Explain the precipitating circumstances or rationale for the proposal.

This named option was a work around for students until the full Educational Specialist degree was fully approved. With the EdS now fully approved and enrolling continuing and new students, this named option can be suspended and discontinued.

What is the potential impact on enrolled students?

Only second year students are currently enrolled in this named option. They will be awarded the MS at the end of spring 22 and will then move into the EdS program for their third and final year of the EdS degree while on internship. The new EdS degree benefits students as they can be awarded the MS en route to the EdS and paid while on internship.

What is the potential impact on faculty and staff?

Faculty and staff have been key stakeholders in developing and overseeing the changes for the creation and implementation of the EdS degree. Faculty and staff will ensure that students are awarded the MS and are moved into the EdS degree prior to the discontinuation of this named option.

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

Department faculty voted to discontinue the Ed Psych MS: Educational Specialist in School Psychology named option at the July 19, 2021 department meeting. The department meeting included discussion with representatives from the SoE Dean's Office and Academic Planning and Institutional Research to ensure all questions regarding programmatic changes could be addressed in advance of the vote.

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

Faculty and staff have informed students of the new EdS degree and the manner in which they will be awarded the MS en route to the EdS, and moved into the EdS degree.

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

The School Psychology Program has confirmed with the accrediting bodies, the American Psychological Association and the National Association of School Psychology, that the discontinuation of the MS Educational Specialist in School Psychology named option and the development of the MS in School Psychology degree will have no effect on our accreditation. The Department of Educational Psychology will be communicating the discontinuation of the Educational Specialist MS degree and the creation of the MS in School Psychology degree in the bi-annual electronic newsletter, which will be distributed to alumni, faculty, students, staff and other stakeholders of the department. Because the Educational Specialist in School Psychology MS is currently embedded within our new School Psychology EdS program, only a single cohort of students has received this degree. In all cases, these "alumni" are still current students in our EdS program. Therefore, to reach alumni, we have shared information on our plan to transition the current MS program within the EdS program to a MS in School Psychology, and have provided the students an opportunity to ask questions.

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

Since the new program offering of this curriculum is already in place, students will continue to train to become professional school psychologists through the new EdS degree.

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

Current students in the named option will be awarded the MS in spring 22 and then will move into the EdS program. Students will complete all required coursework and internship requirements in the third year and be awarded the EdS. Advising and other student services will continue to be offered through the EdS program.

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?

Students in the admissions pipeline will apply to the EdS in School Psychology.

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?

Students would be re-entered into the EdS in School Psychology.

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

Students will meet all curricular requirements through completion of the EdS in School Psychology degree.

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 ~~Albers, Craig~~	jwollack@wisc.edu ~~caalbers@wisc.edu~~	608/262-0675 ~~608/262-4586~~	
Faculty Director	Eklund, Katie ~~Albers, Craig~~	eklund3@wisc.edu ~~caalbers@wisc.edu~~	608 2658091 ~~608/262-4586~~	
Faculty Director ~~Primary Contact~~	Garbacz, Andy ~~Albers, Craig~~	sgarbacz@wisc.edu ~~caalbers@wisc.edu~~	608/265-8535 ~~608/262-4586~~	

Role Type	Name (Last, First)	Email	Phone	Title
Primary Dean's Office Contact	Jach, Elizabeth ~~Kelley, Carolyn~~	ejach@wisc.edu ~~ckelley@wisc.edu~~	608/262-3389 ~~608/263-5733~~	

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

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
Parent has outside accreditation:	No
Graduates of parent program seek licensure or certification after graduation.	No

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

This program was originally generated because campus could not permit the creation of the EdS due to the timing of creating a new degree with overall institutional accreditation. The EdS in School Psychology has been approved, making it time to discontinue this named option. ~~The proposed MS Educational Specialist in School Psychology Named Option will provide individuals with an entry-level route for becoming a school psychologist.The existing PhD program in school psychology emphasizes preparation of psychologists for academic and scholarly careers.Whereas the PhD program is a professional psychology doctoral training program designed to be completed in 5 years, the MS Educational Specialist in School Psychology Named Option will be a school psychology practitioner-oriented program that will be completed in three years (74 credits post-bachelor) and is designed for individuals who want to work in schools and other settings as a practitioner, as compared to a researcher.Thus, we view the proposed Named Option as a complement to the existing training.~~

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 MS in Educational Psychology: Educational Specialist in School Psychology named option 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 experiences, students engage in culturally responsive practice with diverse populations, including assessment, consultation, intervention, and research and evaluation in practicum sites.

Parent Value

The MS in Educational Psychology 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 both research and coursework. 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 coursework throughout the curriculum to help students identify sources of potential bias in different disciplines, understand how research results extend to different populations, learn from varied viewpoints and positions in order to increase cultural knowledge and understanding, and experience a greater degree of cross-racial interactions.

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 MS in in Educational Psychology: Educational Specialist in School Psychology named option 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 740: Cognitive Assessment; and the practicum sequence of coursework (ED PSYCH 840: Beginning Practicum, ED PSYCH 840: Field Practicum). Similarly, students document their development of multicultural competencies in courses, research, and practicum activities. This documentation is included in their progress reports for reviews 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."

Parent Value

The MS in in Educational Psychology Program is committed to recruiting and retaining diverse students. Program faculty have (1) established partnerships with the McNair Scholars Program and the Summer Education Research Program (SERP), (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 educational psychologists work to serve diverse children, families, and educators in education and other related settings. The program also considers aspects of diversity and equity into financial packages, and makes a special effort to identify students from traditionally underserved populations for fellowships

(like Education Graduate Research Scholars [ED-GRS]; GSSC, and WCER Fellows) and
scholarships.

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. One of the department's standing committees is a Diversity Steering
Committee, which is responsible for developing, administering, monitoring, and analyzing a
department climate survey, and for developing develop department policy around issues of
diversity and inclusion. Faculty also integrate and document a diversity focus in their courses
(e.g., readings, special topics), research with diverse populations, and service across the
curriculum.

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.

Parent Value

The Department of Educational Psychology will ensure equity in the recruitment and hiring of
faculty, instructional staff, and staff in our graduate program. The Department of Educational
Psychology 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, highly standardized
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 MS in in Educational Psychology: Educational Specialist in School Psychology named option. 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.

Parent Value

UW-Madison has multiple units which offer equity, diversity, and inclusion resources for departments and programs, including the Division of Diversity, Equity, and Educational Achievement (DDEEA) and the School of Education Office of Diversity and Inclusion. The Department communicates various opportunities available to faculty, staff and students, including book clubs, forums, trainings on mental health issues, activism, gender-identity, and unconscious bias in the workplace, panel discussions, and documentary/film screenings. In addition, DDEEA also offers resources for members of historically minoritized groups.

The Department of Educational Psychology also 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

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

Resources, Budget, and Finance

Is this a revenue program?   Yes

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Standard resident/MN/nonresident graduate tuition

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 proposed Named Option will be a non-pooled tuition program. Our plan is to be able to implement, support, and sustain the Named Option training (with cohort sizes of approximately 15 students per cohort) through existing personnel and course offerings. Should there be a greater demand for this training program, cohort sizes could be expanded if program revenue is used to support additional faculty and staff hires. Required courses and practice currently exist within the PhD program; however, the sequence of existing course and practice offerings will be altered to accommodate the Named Option training. Similarly, existing faculty and staff will provide the appropriate supervision and mentoring. ~~The PhD program currently has a Director(Dr.Albers); eitherDr.Albers or an otherwise existing faculty/staff member will serve as the Named Optiondirector.~~Typically, program administration includes institutional support (e.g., course release, summer support). As a proposed academic program with non-pooled tuition, paid tuition will allow for the department to offset the required costs associated with intensive clinical-training programs, such as the school psychology program. We also intend to use paid tuition revenue to fund 1-2 TA positions to support the larger number of students enrolled in these school psychology courses and fieldwork settings as a result of this new training option; these TA positions will provide ongoing financial support to our doctoral-level school psychology students, which is an ongoing challenge within the program.

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.

The department currently holds the capacity to manage the facilitation of students meeting requirements.

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.

Unless the program were to expand beyond the target enrollment of 15 students per year, we do not anticipate any additional staffing needs beyond what we current have available.

Curriculum and Requirements

What percentage of the curriculum, if any, is being proposed to change via this proposal?

25% - 49% of the curriculum will change

Parent Plan Admissions/How To Get In Requirements

Students apply to the Master of Science in Educational Psychology through one of the named options:

Learning Analytics

Professional Educator (MSPE)

Research

Guide Admissions/How to Get In tab

This master's program is offered ~~Admission's criteria~~ for work leading to the EdS ~~MS Educational Specialist~~ in School Psychology. ~~Psychology Named Option include:~~ Students may not apply directly for this master's named option, and should instead see the admissions information for the EdS.

~~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~~

~~**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.~~

~~1.A bachelor's degree from a regionally accreditedU.S.institution or a comparable degree from an international institution isrequired.International applicants must have a degree comparable to a regionally-accreditedU.S.bachelor'sdegree.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 isrequired.Applicants from an international institution must demonstrate strong academic achievement comparable to a 3.00 for an undergraduate or master'sdegree.3.Every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency testscore.4.Reasons for graduate study/statement ofpurpose.5.Curriculum vitae orresume.6.GRE scores from within the previous 5years.7.Transcripts from previousinstitutions.8.Letters of Recommendation~~

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.

Parent
Requirements

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

CURRICULAR REQUIREMENTS

Minimum Credit Requirement	See Named Options for policy information.
Minimum Residence Credit Requirement	See Named Options for policy information.
Minimum Graduate Coursework Requirement	See Named Options for policy information.
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	See Named Options for policy information.
Language Requirements	No language requirements.

Required COURSES

Select a Named Option for courses required.

Named Options

A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Master of Science in Educational Psychology must select one of the following named options:

View as list

View as grid

Educational Psychology: Educational Specialist in School Psychology, M.S.

Educational Psychology: Learning Analytics, M.S.

Educational Psychology: Professional Educator (MSPE), M.S.

Educational Psychology: Research, M.S.

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.

Named Option Requirements

MODE OF INSTRUCTION

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

Mode of Instruction Definitions

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/

Last Approved: Apr 15, 2021 12:16pm

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	58 credits
Minimum Residence Credit Requirement	44 credits
Minimum Graduate Coursework Requirement	58 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

Progress towards graduation sequence:

~~All students will need to complete a portfolio that will serve as the culminatingproject.This project will need to be approved by all program faculty and clinicalstaff.All students are required to successfully complete the Year 3internship.~~

~~Year 1~~	
~~Fall Semester~~	~~15~~
~~Spring Semester~~	~~13~~
~~Year 2~~	
~~Fall Semester~~	~~12~~
~~Spring Semester~~	~~15~~
~~Year 3~~	
~~Fall Semester~~	~~8~~
~~Spring Semester~~	~~8~~
~~Summer Semester~~	~~3~~
~~Total Credits~~	~~0~~

All program courses must be completed.

No deviation from the required courses is allowed. Electives are not permissible.

There are six faculty advisors for this named option. Additionally, there is one clinical faculty member and one Associate Faculty member.

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	Non-Required 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 946~~	~~Advanced Assessment and Intervention Techniques (Year 2 Spring)~~	~~3~~
ED PSYCH 840	Non-Required Practicum in School Psychology	1

~~ED PSYCH 943~~	~~Internship in School Psychology (Year 3 Fall (8 credits), Spring (8 credits), Summer (3 credits))~~	~~1–12~~
ED PSYCH 947	Evidenced-based Child and Adolescent Psychotherapy	3
~~ED PSYCH 760~~	~~Statistical Methods Applied to Education I (Year 2 Fall)~~	~~3~~
Summer I		
ED PSYCH 840	Non-Required Practicum in School Psychology	1
Fall II		
ED PSYCH 741	Social, Emotional, and Behavioral Assessment	3
ED PSYCH 840	Non-Required 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	Non-Required Practicum in School Psychology	6
ED PSYCH 942	Systems of Consultation in School Psychology	3

Total credits required:

58 ~~74~~

Parent Plan Graduate Policies

Students should refer to one of the named options for policy information:
Learning Analytics
Professional Educator (MSPE)
Research

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.

Named Option-Specific Policies

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

Master's degree 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 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)

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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 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

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.

Program Learning Outcomes and Assessment

Parent Program

Learning Outcomes

Acquire a strong foundation in current and past theories, research findings, and methodologies in their program area.

Become acquainted with the implications of human diversity (in terms of individual abilities and orientations and sociocultural backgrounds) for research and practice in their chosen field of study.

Learn the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s).

Identify key features of high-quality research or program implementation/evaluation in their chosen field.

Develop writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.

Learn how to conduct research or program implementation/evaluation in accordance with ethical standards established in their field of inquiry.

Summarize the assessment plan.

Student Learning Outcomes for students in the MS Educational Specialist in School Psychology Named Option are:

1. Students will acquire a strong foundation in current and past theories, research findings, and methodologies in their program area

2. Students will become acquainted with the implications of human diversity (in terms of individual abilities and orientations and sociocultural backgrounds) for reach and practice in their chose field of study.

3. Students will develop critical thinking skills that promote rigorous evaluation of strengths and limitations in existing theory and research.

4. Students will learn the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s).

5. Students will be able to identify key features of high-quality research or program implementation/evaluation in their chosen field.

6. Students will develop writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.

7. Students will communicate effectively in collaborative work or consultation settings with professional colleagues.

8. Students will become skilled communicators of issues in their research and program area for learners in formal classroom and informal learning settings.

9. Students will uphold the highest standards of ethical conduct.

10. Students will learn how to conduct research or program implementation/evaluation in accordance with ethical standards established in their field of inquiry.

11. Students will know how to prepare materials required for review by boards overseeing the ethical conduct of research and program implementation or evaluation.

Assessment activities will include (a) satisfactory performance on assignments in required courses, (b) practice observations and ratings, (c) internship observations and ratings, and (d) a culminating portfolio project that is reviewed by the program's faculty and staff.

At the beginning of each semester, the program director and faculty will meet to review each student's

Commitments

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

Yes

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

Yes

Courses have enrollment capacity.

Yes

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

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

Supporting Information

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

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.

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:

This proposal was approved by the SoE Programs Committee on 12/3/2021. The SoE APC
approved this proposal on

Entered by and   Maddie Sychta
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:
/graduate/educational-psychology/educational-psychology-ms/educational-psychology-
educational-specialist-school-psychology-ms/

SIS effective date:

Guide publish
date/type:

Tuition start term:

SIS Short   EdSpSchPsy
Description:

Other plan codes
associated with this
program:

Educational
Innovation
Program:

Distance Education
Program:

Non Traditional   One or more options associated with this plan
Program: is

Special Plan Type: One or more options associated with this plan
                                   are Non-Pooled options

Scan this proposal:

Upload documents that should
be scanned:

Reviewer
Comments

Key: 1019