

Date Submitted: 07/22/21 3:27 pm

Viewing: **MS 283EDU : Educational Psychology**

Sub Plans: [Professional Educator \(MSPE\)](#), [Edu Specialist in School Psych](#), [Research, Learning Analytics](#)

Last approved: 04/15/21 5:33 pm

Last edit: 12/06/21 10:34 am

Changes proposed by: ejach

Catalog Pages Using this Program

[Educational 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 4:06 pm
James Wollack (jwollack): Approved for ED PSYCH Dept. Approver
2. 09/16/21 6:46 pm
Elizabeth Jach (ejach): Approved for EDU School Admin Reviewer

History

1. Sep 19, 2018 by clmig-smenda
2. Oct 16, 2018 by Michelle Young (meyoung)
3. Oct 24, 2018 by Melissa Schultz (mrschultz3)
4. May 6, 2019 by Melissa Schultz

(mrschultz3)

5. Apr 24, 2020 by

Emily Reynolds

(emreynolds2)

6. Oct 15, 2020 by

Elizabeth Jach

(ejach)

7. Apr 15, 2021 by

Maddie Sychta

(sychta)

Proposal Abstract/Summary:

Parent proposal submission to pair with: suspension and discontinuation of the named option in Educational Specialist in School Psychology, and changes to the Research named option- which include removal of the informal track in school psychology and creating an equal number of credits for all informal tracks in that named option.

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: Active

Type of Program: Degree/Major

Who is the audience? Graduate or professional

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: Master of Science

SIS Code: MS 283EDU

SIS Description: Educational Psychology MS

Transcript Title: Educational Psychology

Named Options: PROF ED: Professional Educator (MSPE)
283MSESSP: Edu Specialist in School Psych
283MSRSRCH: Research
283MSLRNAY: Learning Analytics

Will this be offered as an additional major as well? Yes

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

Is this a non-admitting master's degree? No

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	Wollack, James	jwollack@wisc.edu	608/262-0675	
Primary Contact	Wollack, James	jwollack@wisc.edu	608/262-0675	
Primary Dean's Office Contact	Jach, Elizabeth	ejach@wisc.edu	608/262-3389	

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:

Set at the named option level (parent plans only)

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? No

Will graduates of this program seek licensure or certification after graduation? No

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

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

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

As described in the named option proposals, the educational specialist in school psychology named option can be suspended and discontinued since students will now complete the entire curriculum via the EdS in School Psychology degree. The research named option will also ensure that all students receiving that degree with the research named option have completed an equal number of credits, with the school psychology emphasis being removed due to the expected approval of the forthcoming MS in School Psychology.

Rationale and Justifications

What is the rationale for this change?

Suspend and discontinue the named option of educational specialist in school psychology since all students will now complete the curriculum in the EdS degree, to create an equal number of credits in all informal tracks of the Research named option, and to remove the school psychology informal track in the Research named option due to the expected approval of the new MS in School Psychology.

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

These changes will streamline all offerings to make it more clear to students what our school psychology training options are and to ensure that all informal tracks within the research named option have an equal credit load.

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 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 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 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 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

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?

Set at the named option level (parent plans only)

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 new degree offerings replace current offerings, making the workload manageable and pathways more clear to students.

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.

No new resources will be needed.

Curriculum and Requirements

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

Less than 25% of the curriculum will change

Guide Admissions/How to Get In tab

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

[Educational Specialist in School Psychology](#)[Learning Analytics](#)

[Professional Educator \(MSPE\)](#)

[Research](#)

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

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.

Total credits required:

30

Guide Graduate Policies tab

Students should refer to one of the named options for policy information:

Educational Specialist in School PsychologyLearning Analytics

Professional Educator (MSPE).

Research

Program Learning Outcomes and Assessment

List the program learning outcomes.

	Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.
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Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.	
1	Acquire a strong foundation in current and past theories, research findings, and methodologies in their program area.
2	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.
3	Learn the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s).
4	Identify key features of high-quality research or program implementation/evaluation in their chosen field.
5	Develop writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.
6	Learn how to conduct research or program implementation/evaluation in accordance with ethical standards established in their field of inquiry.

Summarize the assessment plan.

Department Approved

[EdPsych Assessment Plan.pdf](#)

Assessment Plan:

Related Programs

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

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 Ed Psych department approved the discontinuation of the educational specialist in school psychology named option at the July 19, 2021 meeting, and approved changes to the number of credits in the informal tracks in the research named option at the November 15, 2021 meeting.

Entered by: Elizabeth Jach

Date entered:

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

Enter any notes
about approval
here:

The SoE Programs Committee approved this proposal on 12/3/2021. The SoE APC approved this proposal on

Entered by and Maddie Sychta

date: Date entered: 12/06/2021

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/

SIS effective date:

Guide publish

date/type:

Tuition start term:

Career: Graduate

SIS Program Code: G283

SIS Short Educ Psych

Description:

SIS code for MMAJ283

additional major:

Other plan codes
associated with this
program:

Diploma Text: Master of Science

Diploma Text 2: EDUCATIONAL PSYCHOLOGY

Degree: 698

Field of Study: Social Science

Program Length: 2

National Student Clearing House Classification: Masters

Plan Group: 283

Educational Level: Masters degrees

Award Category: Master's

Enrollment Category: Master's

CIP Code: 42.2806 - Educational Psychology.

STEMOPT

UWSTEM:

HEALTH:

NSF STEM: Yes

Educational Innovation Program:

Distance Education Program: One or more options associated with this plan is

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

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

Added to UW System Crosswalk: Yes

Scan this proposal:

Upload documents that should be scanned:

Reviewer
Comments

