Program Change Request

New Program Proposal

Date Submitted: 04/16/20 1:22 pm

Viewing: School Psychology

Last edit: 04/23/20 3:34 pm
Changes proposed by: ejach

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

Name
Carolyn Kelley - EDU

Proposal Abstract/Summary:

The Department of Educational Psychology proposes an Educational Specialist (EdS) degree in School Psychology. The new EdS builds upon the existing Master of Science (MS) in Educational Psychology Named Option in School Psychology, addresses changing accreditation and licensing standards, and responds to anticipated growth in the demand for school psychologists.

Students will obtain their MS degree after two years of coursework and subsequently receive the EdS degree after successfully completing a third year involving a mentored internship and capstone portfolio project. In the state of Wisconsin, the Department of Public Instruction requires that interns must have a master’s degree in order to be paid, which serves as a key driver for offering the EdS degree. The School Psychology EdS will prepare students to become practitioners and leaders in the field, enabling them to help children and adolescents succeed academically, socially, behaviorally, and emotionally within pre-K-12 educational settings. The EdS encompasses 68 credits over 36-months.

Basic Information

Type of Program: Degree/Major

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

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

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.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
No

Is this in the Graduate School? Yes

Award: Other

Other Award Name: Educational Specialist (EdS)

SIS Code:

SIS Description:

Transcript Title: School Psychology

Named Options:

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

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Wollack, James</td>
<td><a href="mailto:jwollack@wisc.edu">jwollack@wisc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Eklund, Katie</td>
<td><a href="mailto:eklund3@wisc.edu">eklund3@wisc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Garbacz, Andy</td>
<td><a href="mailto:sgarbacz@wisc.edu">sgarbacz@wisc.edu</a></td>
<td>608/265-8535</td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Kelley, Carolyn</td>
<td><a href="mailto:ckelley@wisc.edu">ckelley@wisc.edu</a></td>
<td>608/263-5733</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Eklund, Katie</td>
<td><a href="mailto:eklund3@wisc.edu">eklund3@wisc.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
</tr>
<tr>
<td>Counseling Psychology (COUN PSY)</td>
</tr>
<tr>
<td>Psychology (PSYCH)</td>
</tr>
</tbody>
</table>

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

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

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

Guide Certification/Licensure tab

CERTIFICATION/LICENSURE

Students are required to take the School Psychology Praxis exam.

First term of student enrollment: Summer 2021 (1216)

When will the application for the first term of enrollment open? Fall 2020 (1212)

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

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver
Start Term Application Deadline MM/DD

Fall 12/01

Year of three year check-in to GFEC (3 years after first student enrollment):
2024

Year of first program review (5 years after first student enrollment):
2026

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

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

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

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

Rationale and Justifications

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

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

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 contribute to the mission of the sponsoring unit(s)?

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

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

There is a significant shortage and corresponding demand for school psychology practitioners in Wisconsin and across the United States. Dixon (2016) surveyed superintendents and pupil service directors in Wisconsin and found that approximately 23% of superintendents and 31% of pupil services directors reported school psychologist position vacancies. Even with the existence of EdS-equivalent training programs operating at full capacity at six UW System universities (i.e., UW–Eau Claire, UW–La Crosse, UW–Milwaukee, UW–River Falls, UW–Stout, UW–Whitewater), Dixon reported 61 school districts in Wisconsin were still searching for school psychologists in August 2016 after all recent graduates were placed. The first year UW-Madison offered the MS named option in School Psychology (Fall 2019), the program had close to 50 student applications. The second year of the program (Fall 2020), 75 students applied to the MS named option in school psychology, suggesting an upward trend of applications as well.
as a significant student interest in school psychology graduate programs.

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

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

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

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

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

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

The quality and level of diversity training in the School Psychology Program is monitored regularly, at both the program and individual faculty/student level. The Diversity and Inclusion
Association (DIA) is a departmental committee that includes both students and faculty. Among its activities, DIA consults with faculty about courses, organizes colloquia and other activities related to diversity themes, and promotes awareness of diversity in professional activities. At the individual level, faculty integrate and document a diversity focus in their courses (e.g., readings, special topics), research with diverse populations, and service across the curriculum. Required courses contain content specifically dedicated to culturally responsive frameworks, including EP 540: Introduction to Professional School Psychology; EP 726: Development of Racial and Ethnic Minority Children; EP 740: Cognitive Assessment; EP 741: Social, Emotional, and Behavioral Assessment; EP 942: Consultation; and the practicum and internship sequence of coursework (EP 840: Beginning Practicum, EP 840: Field Practicum, and EP 841: Internship). Similarly, students document their development of multicultural competencies in courses, research, and practicum and internship activities. This documentation is included in their progress reports for the annual review of student progress and their capstone portfolios. The emphasis on diversity within coursework, clinical training, and didactic experiences, aligns with standard 3.B.4 of the Higher Learning Commission (UW’s accrediting body), which states that the institution “recognizes the human and cultural diversity of the world in which students live and work.”

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

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

Facility and Staff Resources

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

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

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

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

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

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<td>Program Co-Director, Associate Professor</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

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

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

Select the Graduate Research Scholars Community for this program.
Resources, Budget, and Finance

Is this a revenue program? Yes

What is the tuition structure for this program?
Market-based tuition - separate proposal to be submitted

Select a tuition increment:
$800/credit

What is the rationale for selecting this tuition increment?
An analysis of competitor programs suggests that this rate will be within range of competitor programs, including those in UW System.

Upload the proposal for market based tuition:
Market-basedprogramtuitionrequestform
EdS School Psych 4
13 20.docx

Provide a summary business plan.
The EdS will have a tuition rate of $800/credit for a total of 68 credits per student, 15 past the master’s degree. We project a long-term (steady-state enrollment of 15 per cohort. Revenue projections are approximately a million a year once those enrollment targets are met. The costs for this program are primarily for 1. instructional staff (includes faculty and academic staff) 2. Clinical coordinator (full-time) 3. administrative support of marketing, advising and instructing, 4. three teaching assistantships. Instructional costs for this program will be funded through 131 funds.

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

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

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

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

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.
The EdS program constitutes a restructuring of the currently offered MS in Educational Psychology, named option in School Psychology, in that students will become eligible to obtain their master’s degree so they can be paid while on internship in K-12 schools. For this reason, funding structures for program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing, scholarships, and student learning outcomes assessment and program review are already in place and will be continued, as both the named option and EdS are based on 131 program funds.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing program workload? If new faculty and staff will be added, how will they be funded?
Per above, the EdS program constitutes a restructuring of the currently offered MS in Educational Psychology, named option in School Psychology. Resource and fiscal considerations for faculty and academic staff are in place.
Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met? Faculty and staff are committed to training school psychologists and these changes will not have ramifications.

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding scholarships for in-state students with need will be prioritized. Some scholarships will be made available to out-of-state students.

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

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.

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

### Curriculum and Requirements

Guide Admissions/How to Get In tab

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

**Last Approved: Oct 16, 2019 6:46pm**

Please consult the table below for key information about this degree program’s admissions requirements. The program may have more detailed admissions requirements, 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**. Once you have researched the graduate program(s) you are interested in, apply online.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>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 (<a href="https://grad.wisc.edu/apply/requirements">https://grad.wisc.edu/apply/requirements</a>).</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation Required</td>
<td>3</td>
</tr>
</tbody>
</table>

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

1. A bachelor’s degree from a regionally accredited U.S. institution or a comparable degree from an international institution is required. International applicants must have regionally-accredited U.S. bachelor’s degree.
2. A minimum undergraduate grade-point average (GPA) of 3.00 on the equivalent of the last 60 semester hours (approximately two years of work) or a master’s degree with a GPA of 3.00 is required. Applicants from an international institution must demonstrate strong academic achievement comparable to a 3.00 for an undergraduate or master’s degree.
3. Every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency test score.
4. Reasons for graduate study/statement of purpose.
5. Curriculum vitae or resume.
6. GRE scores from within the previous 5 years.
7. Transcripts from previous institutions.
8. Letters of Recommendation

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

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

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>38</td>
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<tr>
<td>Year 2</td>
<td>39</td>
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<tr>
<td>Year 3</td>
<td>42</td>
</tr>
<tr>
<td>Year 4</td>
<td>42</td>
</tr>
<tr>
<td>Year 5</td>
<td>42</td>
</tr>
</tbody>
</table>

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

50

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

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

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: Oct 25, 2018 11:29am

Minimum Graduate School Requirements

Review the Graduate School minimum academic progress and degree requirements, in addition to the program requirements listed below.

MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Approved Shared Content from /shared/graduate-school-mode-instruction-definitions/
Last Approved: Oct 25, 2018 11:30am

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

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

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

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

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>68 credits</td>
</tr>
</tbody>
</table>
Required Courses

The EdS has a prescribed curriculum of 68 credits total, 10 beyond the masters’ degree.

All students will need to complete a portfolio that will serve as the culminating project. This project will need to be approved by all program faculty and clinical staff.

All students are required to successfully complete the Year 3 internship.

All program courses must be completed.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Fall I</td>
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<tr>
<td>ED PSYCH 540</td>
<td>Introduction to Professional School Psychology</td>
</tr>
<tr>
<td>ED PSYCH 541</td>
<td>Applied Behavior Analysis in Classrooms</td>
</tr>
<tr>
<td>ED PSYCH/COUN PSY 723</td>
<td>Developmental Processes Across the Life Span</td>
</tr>
<tr>
<td>ED PSYCH 742</td>
<td>Assessment and Intervention for Academic Skill Problems</td>
</tr>
<tr>
<td>ED PSYCH 840</td>
<td>Clinical Practicum in School Psychology</td>
</tr>
<tr>
<td>ED PSYCH 844</td>
<td>Childhood and Adolescent Psychopathology in Schools</td>
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<tr>
<td>Spring I</td>
<td></td>
</tr>
<tr>
<td>ED PSYCH 740</td>
<td>Cognitive Assessment of Children in the Schools</td>
</tr>
<tr>
<td>ED PSYCH 743</td>
<td>Design and Analysis of Single-Case Research</td>
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<tr>
<td>ED PSYCH 761</td>
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<td>ED PSYCH/COUN PSY/HDFS 726</td>
<td>Ethnic and Racial Diversity in Social Development</td>
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<td>Systems of Consultation in School Psychology</td>
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Total credits required: 68

Guide Graduate Policies tab

Approved Shared Content from /shared/graduate-school-policies/
Last Approved: Oct 25, 2018 11:30am

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 Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

Program 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 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 regularly. 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 sometimes a committee, from the major department responsible for providing advice regarding graduate studies. A committee often accomplishes advising for the student studies.

CREDITS PER TERM ALLOWED

15 credits

TIME CONSTRAINTS

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

Grievances and policies

Approved Shared Content from /shared/graduate-school-grievance-policy/
Last Approved: Apr 14, 2020 3:18pm

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-doc 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 14, 2020 3:06pm

Any student who feels that he or she has been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of all 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 involves another campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level.
2. If the complaint is not resolved satisfactorily, the student may contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done, the student may submit the grievance in writing to:
   - Departmental Committee
   - Office of the Dean of Students
   - Office of Compliance

   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.
Approve Pages

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

Summarize the assessment plan.

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

Approved Assessment Plan: GRAD Assessment Plan EdS School Psychology April142020.docx
Related Programs

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 differs from them.

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

Commitments

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.
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.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
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<tr>
<td>Leko, Melinda</td>
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<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
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<td>Quintana, Steve</td>
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<td>Psychology (PSYCH)</td>
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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:
- RPSE Letter of support (final proposal).pdf
- CP EdS support letter.pdf
- Psychology support letter EdS 2-2020.pdf
- EdS 131 Budget Spreadsheet (April 20 2020).xlsx

Approvals

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, personnel, etc.) to support the proposed program.

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD SCH Dept. Approver