SCHOOL PSYCHOLOGY, EDS

The Educational Specialist (Ed.S.) in School Psychology utilizes a scientist-scholar-practitioner model of professional training. Students prepare for positions as school psychologists in early childhood, elementary, and secondary schools, and with other organizations or agencies that focus on psychological services to children, youth, and families.

The areas of professional practice of school psychologists include psychological assessment and psychodiagnostic evaluation, prevention and intervention procedures, consultation and program planning, and research and evaluation. The progress requires study of applied behavior analysis, cognitive-behavior therapy, social-learning theory, and ecological-behavioral-systems theory. Students receive applied experience and training by completing practicum and internship experiences in individual and group work with children in general and special education, including individuals with developmental disabilities and others with special education needs. Included in the practicum and internship experience is work with families, classroom peer groups, and community and school systems.

The Department of Educational Psychology also administers a PhD in School Psychology.

ADMISSIONS

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

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

<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>Not 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/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a>).</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
<tr>
<td>Letters of Recommendation</td>
<td>Required</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 a degree comparable to a regionally-accredited U.S. bachelor’s degree.

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

3. Reasons for graduate study/statement of purpose.

4. Curriculum vitae or resume.

5. Transcripts from previous institutions.

FUNDING

GRADUATE SCHOOL RESOURCES

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information (https://grad.wisc.edu/funding/) is available from the Graduate School. Be sure to check with your program for individual policies and restrictions related to funding.

PROGRAM INFORMATION

Students are eligible to compete for UW-Madison scholarships.

Students enrolled in this program are not eligible to receive tuition remission from graduate assistantship appointments at this institution.

A limited number of teaching and project assistantships are available within the department. Students can accept appointments and hourly positions up to a 33% appointment as long as they do not include tuition remission.

REQUIREMENTS

MINIMUM GRADUATE SCHOOL REQUIREMENTS

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

MAJOR REQUIREMENTS

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

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>66 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>51 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>66 credits must be graduate-level coursework. Details can be found in the Graduate School's Minimum Graduate Coursework (50%) policy (<a href="https://policy.wisc.edu/library/UW-1244/">https://policy.wisc.edu/library/UW-1244/</a>).</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>n/a</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>No formal examinations are required. However, students complete a culminating portfolio.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
</tbody>
</table>

REQUIRED COURSES

School Psychology has a prescribed curriculum of 66 credits total, 10 credits 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>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall I</td>
<td>ED PSYCH 540</td>
<td>Introduction to Professional School Psychology</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH 541</td>
<td>Applied Behavior Analysis in Classrooms</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH/COUN PSY 723</td>
<td>Developmental Processes Across the Life Span</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH 742</td>
<td>Assessment and Intervention for Academic Skill Problems</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH 840</td>
<td>Clinical Practicum in School Psychology</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH 844</td>
<td>Childhood and Adolescent Psychopathology in Schools</td>
</tr>
<tr>
<td>Spring I</td>
<td>ED PSYCH 740</td>
<td>Cognitive Assessment of Children in the Schools</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH 743</td>
<td>Design and Analysis of Single-Case Research</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH 761</td>
<td>Statistical Methods Applied to Education II</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH 840</td>
<td>Clinical Practicum in School Psychology</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH 947</td>
<td>Evidenced-based Child and Adolescent Psychotherapy</td>
</tr>
<tr>
<td>Summer I</td>
<td>ED PSYCH 840</td>
<td>Clinical Practicum in School Psychology</td>
</tr>
<tr>
<td>Fall II</td>
<td>ED PSYCH 741</td>
<td>Social, Emotional, and Behavioral Assessment</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH 840</td>
<td>Clinical Practicum in School Psychology</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH/HDFS/NURSING/SOC WORK 880</td>
<td>Prevention Science</td>
</tr>
<tr>
<td>Spring II</td>
<td>ED PSYCH 506</td>
<td>Contemporary Issues in Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH/COUN PSY/HDFS 726</td>
<td>Ethnic and Racial Diversity in Social Development</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH 840</td>
<td>Clinical Practicum in School Psychology</td>
</tr>
<tr>
<td></td>
<td>ED PSYCH 942</td>
<td>Systems of Consultation in School Psychology</td>
</tr>
<tr>
<td>Fall III</td>
<td>ED PSYCH 943</td>
<td>Internship in School Psychology</td>
</tr>
<tr>
<td>Spring III</td>
<td>ED PSYCH 943</td>
<td>Internship in School Psychology</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>66</td>
</tr>
</tbody>
</table>

Students in this program may not take courses outside the prescribed curriculum without faculty advisor and program director approval. Students in this program cannot enroll concurrently in other undergraduate, graduate or certificate programs.

POLICIES

GRADUATE SCHOOL POLICIES

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

**MAJOR-SPECIFIC POLICIES**

**PRIOR COURSEWORK**

**Graduate Work from Other Institutions**

With program approval, students are allowed to count no more than 15 credits of graduate coursework from other institutions. Coursework earned ten or more years prior to admission to an educational specialist degree is not allowed to satisfy requirements.

**UW–Madison Undergraduate**

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

**UW–Madison University Special**

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

**PROBATION**

This program follows the Graduate School's Probation policy. ([https://policy.wisc.edu/library/UW-1201/](https://policy.wisc.edu/library/UW-1201/))

**ADVISOR / COMMITTEE**

This program follows the Graduate School's Advisor policy ([https://policy.wisc.edu/library/UW-1221/](https://policy.wisc.edu/library/UW-1221/)) and Committees policy. ([https://policy.wisc.edu/library/UW-1201/](https://policy.wisc.edu/library/UW-1201/))

**CREDITS PER TERM ALLOWED**

15 credits

**TIME LIMITS**

This program follows the Graduate School's Time Limits policy. ([https://policy.wisc.edu/library/UW-1221/](https://policy.wisc.edu/library/UW-1221/))

**GRIEVANCES AND APPEALS**

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting ([https://doso.students.wisc.edu/bias-or-hate-reporting/](https://doso.students.wisc.edu/bias-or-hate-reporting/))
- Graduate Assistantship Policies and Procedures ([https://hr.wisc.edu/policies/gapp/#grievance-procedure](https://hr.wisc.edu/policies/gapp/#grievance-procedure))
- Hostile and Intimidating Behavior Policies and Procedures ([https://hr.wisc.edu/hib/](https://hr.wisc.edu/hib/))
  - Office of the Provost for Faculty and Staff Affairs ([https://facstaff.provost.wisc.edu/](https://facstaff.provost.wisc.edu/))
  - Dean of Students Office ([https://doso.students.wisc.edu/](https://doso.students.wisc.edu/))
  - Employee Assistance ([http://www.eao.wisc.edu/](http://www.eao.wisc.edu/))
  - Employee Disability Resource Office ([https://employeedisabilities.wisc.edu/](https://employeedisabilities.wisc.edu/))
- Office of Compliance ([https://compliance.wisc.edu/titleix/](https://compliance.wisc.edu/titleix/)) (for concerns about discrimination)
- Ombuds Office for Faculty and Staff ([http://www.ombuds.wisc.edu/](http://www.ombuds.wisc.edu/))
- Office of Student Conduct and Community Standards ([https://conduct.students.wisc.edu/](https://conduct.students.wisc.edu/))
- Title IX ([https://compliance.wisc.edu/titleix/](https://compliance.wisc.edu/titleix/)) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of the Dean of Students ([https://doso.students.wisc.edu/](https://doso.students.wisc.edu/)) (for all employees or students)

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:

1. The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

2. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.

3. On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.

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

5. In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.
6. On receipt of such a written complaint, the associate dean will convene a subcommittee of the school’s Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean’s office.

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

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status." In addition, UW-System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office of Compliance (https://compliance.wisc.edu/), 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.

OTHER
n/a

PROFESSIONAL DEVELOPMENT

GRADUATE SCHOOL RESOURCES

Take advantage of the Graduate School’s professional development resources (https://grad.wisc.edu/pd/) to build skills, thrive academically, and launch your career.

LEARNING OUTCOMES

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.

PEOPLE

Professors: Jenny Asmus and Steve Quintana
Associate Professors: Craig Albers, Katie Eklund, Andy Garbacz, and Stephen Kilgus
Assistant Professor: David Klingbeil
Clinical Associate Professor: Kristy Kelly
Clinical Assistant Professor: Elizabeth Hagermoser-Bayley

All faculty profiles can be found here: https://edpsych.education.wisc.edu/about/faculty/

ACCREDITATION

National Association of School Psychologists (NASP) (https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation/)

Accreditation Status: Not accredited. Accreditation application must be applied for after the first cohort of students graduate from the School Psychology program, per NASP requirements.

CERTIFICATION/LICENSURE

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