The PhD in School Psychology is guided by a scientist–scholar–practitioner model of professional training. Students prepare for positions as professors in colleges and universities, psychologists in elementary and secondary schools, and with other organizations or agencies that focus on psychological services for children, youth, and families. The program is fully accredited by the American Psychological Association and approved by the National Association of School Psychologists.

Within the areas of professional practice for school psychologists the program emphasizes social justice across psychological assessment and psychodiagnostic evaluation, prevention and intervention procedures, consultation and program planning, and research and evaluation. The program also requires the study of applied behavior analysis, cognitive-behavior therapy, social-learning theory, and ecological-behavioral-systems theory. Applied experience and training are provided in individual and group work with both typical classroom populations and special groups, 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.

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/).

### Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>November 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 exclusively in English, must provide an English proficiency test score earned within two years of the anticipated term of enrollment. Refer to the Graduate School: Minimum Requirements for Admission policy: <a href="https://policy.wisc.edu/library/UW-1241/">https://policy.wisc.edu/library/UW-1241/</a></td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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

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 apply for UW–Madison fellowships. A limited number of teaching and project assistantships are available within the department, and prospective students are encouraged to refer to the instructions for fellowships and assistantships contained in the program application information.

### REQUIREMENTS

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

### MAJOR REQUIREMENTS

#### MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>MODE OF INSTRUCTION</th>
<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>
<td>No</td>
</tr>
</tbody>
</table>

### Mode of Instruction Definitions

- **Accelerated**: Accelerated programs are offered at a fast pace that condenses the time to completion. Students typically take enough credits aimed at completing the program in a year or two.

- **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>98 credits</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>49 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>49 credits must be graduate-level coursework. Refer to the Graduate School: Minimum Graduate Coursework (50%) Requirement policy: <a href="https://policy.wisc.edu/library/UW-1244">https://policy.wisc.edu/library/UW-1244</a> (<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. Refer to the Graduate School: Grade Point Average (GPA) Requirement policy: <a href="https://policy.wisc.edu/library/UW-1203">https://policy.wisc.edu/library/UW-1203</a> (<a href="https://policy.wisc.edu/library/UW-1203/">https://policy.wisc.edu/library/UW-1203/</a>).</td>
</tr>
<tr>
<td>Other Grade Requirements</td>
<td>n/a</td>
</tr>
<tr>
<td>Assessments and Examinations</td>
<td>Doctoral students are required to take a comprehensive preliminary/oral examination after they have cleared their record of all Incomplete and Progress grades (other than research and thesis). Deposit of the doctoral dissertation in the Graduate School is required.</td>
</tr>
<tr>
<td>Language Requirements</td>
<td>No language requirements.</td>
</tr>
<tr>
<td>Graduate School Breadth Requirement</td>
<td>All doctoral students are required to complete a doctoral minor or graduate/professional certificate. Refer to the Graduate School: Breadth Requirement in Doctoral Training policy: <a href="https://policy.wisc.edu/library/UW-1200">https://policy.wisc.edu/library/UW-1200</a> (<a href="https://policy.wisc.edu/library/UW-1200/">https://policy.wisc.edu/library/UW-1200/</a>).</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSYCH 533</td>
<td>Thinking, Feeling, &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 540</td>
<td>Introduction to Professional School Psychology</td>
<td>2</td>
</tr>
<tr>
<td>ED PSYCH 541</td>
<td>Applied Behavior Analysis in Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 542</td>
<td>The Biological Basis of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 712</td>
<td>Educational Psychology Diversity Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ED PSYCH/ HDFS 725</td>
<td>Theory and Issues in Human Development</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH/ COUN PSY/ HDFS 726</td>
<td>Ethnic and Racial Diversity in Social Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN PSY/PSYCH/ RP &amp; SE 729</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 740</td>
<td>Seminar in History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 741</td>
<td>Cognitive Assessment of Children in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 742</td>
<td>Social, Emotional, and Behavioral Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 743</td>
<td>Assessment and Intervention for Academic Skill Problems</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 761</td>
<td>Design and Analysis of Single-Case Research</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 762</td>
<td>Statistical Methods Applied to Education II</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 844</td>
<td>Childhood and Adolescent Psychopathology in Schools</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 942</td>
<td>Systems of Consultation in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 946</td>
<td>Advanced Assessment and Intervention Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 947</td>
<td>Evidenced-based Child and Adolescent Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 948</td>
<td>Research and Measurement Seminar in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 828</td>
<td>Beginning Practicum in School Psychology</td>
<td>1</td>
</tr>
<tr>
<td>ED PSYCH 828</td>
<td>Beginning Practicum in School Psychology</td>
<td>1</td>
</tr>
<tr>
<td>ED PSYCH 829</td>
<td>Clinic Practicum in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 829</td>
<td>Clinic Practicum in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 830</td>
<td>Field Practicum in School Psychology</td>
<td>6</td>
</tr>
<tr>
<td>ED PSYCH 830</td>
<td>Field Practicum in School Psychology</td>
<td>6</td>
</tr>
<tr>
<td>ED PSYCH 990</td>
<td>Research or Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

**Electives**

Elective credits to reach 98 total program credits. Can include independent reading and/or research credits. 6

**Internship Requirement**

| ED PSYCH 943 or ED PSYCH/ COUN PSY/ PSYCH/ RP & SE 995 | Internship in School Psychology or Predoctoral Internship |

**Footnotes**

1. ED PSYCH 943 Internship in School Psychology taken for 3 credits/semester until dissertation is defended. Once dissertation is defended, ED PSYCH/COUN PSY/PSYCH/RP & SE 995 Predoctoral Internship for 0 credits is taken. Students must complete 2000 hour internship in a...
program-approved setting. Students typically complete 4 semesters of internship.

**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 Credits Earned at Other Institutions**

With program approval, students are allowed to transfer no more than 49 credits of graduate coursework from other institutions. Coursework earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

**Undergraduate Credits Earned at Other Institutions or UW–Madison**

With program approval, students are allowed to transfer no more than 7 credits of coursework numbered 300 or above taken as a UW–Madison University undergraduate student. Transfer credits from other institutions must be equivalent to the rigor of UW–Madison courses numbered 300 and above. Coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements.

**Credits Earned as a Professional Student at UW–Madison (Law, Medicine, Pharmacy, and Veterinary careers)**

Refer to the Graduate School: Transfer Credits for Prior Coursework (https://policy.wisc.edu/library/UW-1216/) policy.

**Credits Earned as a University Special Student at UW–Madison**

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

**PROBATION**

Refer to the Graduate School: Probation (https://policy.wisc.edu/library/UW-1217/) policy.

**ADVISOR / COMMITTEE**


**CREDITS PER TERM ALLOWED**

15 credits

**TIME LIMITS**

Refer to the Graduate School: Time Limits (https://policy.wisc.edu/library/UW-1221/) policy.

**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/)
- Graduate Assistantship Policies and Procedures (https://hr.wisc.edu/policies/gapp/#grievance-procedure)
- Hostile and Intimidating Behavior Policies and Procedures (https://hr.wisc.edu/hib/)
- Office of the Provost for Faculty and Staff Affairs (https://facstaff.provost.wisc.edu/)
- Employee Assistance (http://www.eao.wisc.edu/) (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 (https://employeedisabilities.wisc.edu/) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (https://grad.wisc.edu/) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (https://compliance.wisc.edu/) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office Student Assistance and Support (OSAS) (https://osas.wisc.edu/) (for all students to seek grievance assistance and support)
- Office of Student Conduct and Community Standards (https://conduct.students.wisc.edu/) (for conflicts involving students)
- Ombuds Office for Faculty and Staff (http://www.ombuds.wisc.edu/) (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (https://compliance.wisc.edu/titleix/) (for concerns about discrimination)

**School of Education Grievance Policy and Procedures**

The following School of Education Student Grievance Policy and associated procedures are designed for use in response to individual student grievances regarding faculty or staff in the School of Education.

Any individual student who feels they have been treated unfairly by a School of Education faculty or staff member has the right to file a grievance about the treatment and receive a timely response addressing their concerns. Any student, undergraduate or graduate, may use these grievance procedures, except employees whose complaints are covered under other campus policies. The grievance may concern classroom treatment, mentoring or advising, program admission or continuation, course grades (study abroad grade complaints are handled through International Academic Programs (https://studyabroad.wisc.edu/)), or issues not covered by other campus policies or grievance procedures.

For grievances regarding discrimination based on protected bases (https://compliance.wisc.edu/oe-complaint/) (i.e., race, color, national origin, sex, disability, age, etc.), contact the Office of Compliance (https://compliance.wisc.edu/oe-complaint/).

For grievances or concerns regarding sexual harassment or sexual violence (including sexual assault, dating/domestic violence, stalking, and sexual exploitation), contact the Sexual Misconduct
For grievances about, or directed at, faculty or staff in a School of Education department, unit, or program, students should follow these steps:

1. Students are strongly encouraged to first talk with the person against whom the concern is directed. Many issues can be settled informally at this level. If students are unable to resolve concerns directly or without additional support, step 2 or 3 should be pursued.

2. If unresolved after taking or considering step 1:
   a. If the concern is directed against a teaching assistant (TA), and the student is not satisfied, the student should contact the TA’s supervisor, who is usually the course professor. The course professor will attempt to resolve the concern informally.
   b. If the concern involves a non-TA instructor, staff member, professor, academic department, or School of Education office or unit, the student should contact the chair of the department or the director of the office or unit, or their designee. The chair or director, or their designee, will attempt to resolve the concern informally. If the concern is about the department chair or office/unit director, the student should consult the School of Education Senior Associate Dean for guidance.

3. If the concern remains unresolved after step 2, the student may submit a formal grievance to the chair or director in writing within 30 business days of the alleged unfair treatment. To the fullest extent possible, a formal written grievance shall contain a clear and concise statement of the issue(s) involved and the relief sought.

4. On receipt of a written grievance, the chair or director will notify the person at whom the grievance is directed with a copy of the written grievance. The person at whom the complaint is directed may submit a written response, which would be shared with the student.

5. On receipt of a written grievance, the chair or director will refer the matter to a department, office, or unit committee comprised of at least two members. The committee may be an existing committee or one constituted for this purpose. The committee, or delegates from the committee, may meet with the parties involved and/or review any material either party shares with the committee.

6. The committee will provide a written description of the facts of the grievance and communicate recommendations to the department chair or office/unit head regarding how the grievance should be handled.

7. The chair or director will offer to meet with the student who made the grievance and also will provide a written decision to the student, including a description of any related action taken by the committee, within 30 business days of receiving the formal grievance.

If the grievance concerns an undergraduate course grade, the decision of the department chair after reviewing the committee’s recommendations is final.

Other types of grievances may be appealed using the following procedures:

1. Both the student who filed the grievance or the person at whom the grievance was directed, if unsatisfied with the decision of the department, office or unit, have five (5) business days from receipt of the decision to contact the Senior Associate Dean, indicating the intention to appeal.

2. A written appeal must be filed with the Senior Associate Dean within 10 business days of the time the appealing party was notified of the initial resolution of the complaint.

3. On receipt of a written appeal, the Senior Associate Dean will convene a sub-committee of the School of Education’s Academic Planning Council. This subcommittee may ask for additional information from the parties involved and/or may hold a meeting at which both parties will be asked to speak separately (i.e., not in the room at the same time).

4. The subcommittee will then make a written recommendation to the Dean of the School of Education, or their designee, who will render a decision. The dean or designee’s written decision shall be made within 30 business days from the date when the written appeal was filed with the Senior Associate Dean. For undergraduate students, the dean or designee’s decision is final.

Further appealing a School of Education decision – graduate students only

Graduate students have the option to appeal decisions by the School of Education dean or designee by using the process detailed on the Graduate School’s website (https://grad.wisc.edu/documents/grievances-and-appeals/).

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

Resources

- Office of Compliance (https://compliance.wisc.edu/) (for discrimination based on protected classes, including misconduct) 179A Bascom Hall, 608-262-2378
- Office of Student Conduct and Community Standards (https://conduct.students.wisc.edu/) (for conflicts between students, or academic integrity violations) 70 Bascom Hall, 608-263-5700
- Bias or Hate Reporting (https://doso.students.wisc.edu/bias-or-hate-reporting/) (for students who experience or observe bias or hate incidents) 70 Bascom Hall, 608-263-5700
- Graduate School (https://grad.wisc.edu/) (for graduate students who need informal advice at any level of review; for official appeals of programdepartmental or school/college grievance decisions, see Graduate Assistant Policies and Procedures (https://hr.wisc.edu/policies/gapp/)) 217 Bascom Hall, 608-262-2433
- Ombuds Office for Faculty and Staff (http://www.ombuds.wisc.edu/) (for UW-Madison employees, including graduate students) 523-524 Lowell Center, 608-265-9992
- Employee Assistance (http://www.eao.wisc.edu/) (for conflicts involving graduate assistants and other employees) 256 Lowell Hall, 608-263-2987
• Office of Human Resources (https://kb.wisc.edu/ohr/policies/search.php?cat=4506) for policies and procedures to address workplace conflict) 21 N Park Street Suite 5101, 608-265-2257
• Office of Student Assistance and Support (https://osas.wisc.edu/) (OSAS) (for any students needing advice or support) 70 Bascom Hall, 608-263-5700
• School of Education, Office of Student Services (https://education.wisc.edu/about/student-services/) (for students, particularly undergraduates, in the School of Education) 139 Education Building, 608-262-1651
• School of Education, Office of Equity, Diversity, and Inclusion (https://education.wisc.edu/about/diversity-inclusion/) (OEDI) 145 Education Building, 608-262-8427

OTHER
The department offers assistantships to incoming students.

PROFESSIONAL DEVELOPMENT

LEARNING OUTCOMES

1. Demonstrate a strong foundation in current and past theories, research findings, and methodologies in school psychology. Use critical thinking skills to synthesize existing knowledge, evaluate strengths and limitations in existing theory and research, and identify issues in need of additional inquiry - including conceptual and methodological approaches available to address these issues.
2. Demonstrate a knowledge of and sensitivity to human diversity in terms of individual abilities, orientations, and sociocultural backgrounds with implications for school psychology and related fields.
3. Retrieve, evaluate, and interpret professional and scientific literature; use this information to develop or adapt theoretical frameworks and derive testable hypotheses or predictions for research / program evaluation projects relevant to school psychology and related fields.
4. Learn to design realistic and feasible research or assessment projects in school psychology and to prepare necessary protocols that are sensitive to the backgrounds of individuals who are the focus of their work.
5. Conduct independent research and analyze and interpret resulting data in school psychology and related fields.
6. Create clear and concise reports of their research or program evaluations relevant to school psychology and related fields that are appropriate to the intended audiences, which may include fellow scholars (via scholarly journals), practitioners (via practitioner journals or reports), and lay audiences (via online or other published reports).
7. Communicate effectively in collaborative work, instructional activities, and/or consultation settings with students and professional colleagues.
8. Conduct research or program implementation / evaluation in accordance with ethical standards established in school psychology and related fields.

PEOPLE

FACULTY
Professors: Asmus, Quintana
Associate Professors: Albers, Eklund (Co-Chair), Garbacz (Co-Chair), Kilgus
Assistant Professor: Klingbeil
Clinical Associate Professor: Kelly
Clinical Assistant Professor: Hagermoser-Bayley

For access to individual faculty profiles, click here (https://edpsych.education.wisc.edu/people/)

ACCREDITATION

American Psychological Association (http://www.apa.org/)


CERTIFICATION/LICENSURE

School Psychology Praxis Exam (NASP) (https://www.ets.org/praxis/nasp/requirements/)

Examination for Professional Practice in Psychology (http://www.asppb.net/)

PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)
The United States Department of Education (via 34 CFR Part 668 (https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/?toc=1)) requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure. The expectation is that institutions will determine whether each applicable academic program meets state professional licensure requirements and provide a general disclosure of such on an official university website.

Professional licensure requirements vary from state-to-state and can change year-to-year; they are established in a variety of state statutes, regulations, rules, and policies; and they center on a range of educational requirements, including degree type, specialized accreditation, total credits, specific courses, and examinations.

UW-Madison has taken reasonable efforts to determine whether this program satisfies the educational requirements for certification/licensure in states where prospective and enrolled students are located and is disclosing that information as follows.

Disclaimer: This information is based on the most recent annual review of state agency certification/licensure data and is subject to change. All
students are strongly encouraged to consult with the individual/office listed in the Contact Information box on this page and with the applicable state agency for specific information.

**The requirements of this program meet certification/licensure requirements in the following states:**

**The requirements of this program do not meet certification/licensure requirements in the following states:**
Not applicable

Updated: 1 June 2024