



## INSTRUCTIONS FOR PROPOSING NAMED OPTIONS and USE OF PROPOSAL FORM

A named option is a formally documented sub-major within an academic major program. Named options serve as a convenient way to distinguish a distinct curriculum or delivery format within a major. A named option is NOT a new degree or major. Authorization by the Board of Regents to deliver an academic program is at the degree/major level.

### PLANNING A NAMED OPTION

- Planning starts with idea development among the program faculty and staff.
- If you are part of a planning group that thinks a named option is a good idea, start to fill out the Named Option Proposal Form.
- When your ideas are starting to take shape, consult with your school/college dean's office. If you aren't sure who to talk to in your school/college dean's office or if you have questions and want to discuss your plans, contact Jocelyn Milner (Jocelyn.Milner@wisc.edu), Director of Academic Planning and Institutional Research.
- When you have a full draft of a completed Named Option Proposal Form, and ideally before school/college approval, send the proposal to Jocelyn Milner (Jocelyn.Milner@wisc.edu) for a check in and proposal review. This will help make sure that the named option meets all components of the UAPC guidelines and will identify any implementation questions.

### APPROVAL STEPS FOR A NAMED OPTION

1. The program faculty who are sponsoring the named option (most often a department) formally approve the named option proposal.
2. The school/college that houses the named option considers the named option for approval, usually at the Academic Planning Council.
3. After school/college approval, the dean forwards the proposal to the provost with a copy to the director of Academic Planning and Institutional Research.
4. The provost will seek a recommendation for approval from the University Academic Planning Council.



**FOR INFORMATION AND FORMS:** <http://apir.wisc.edu/degreesmajorsoptions.htm>

At this URL you will find links to the following information:

- These instructions and the Named Option Proposal Form, which includes detailed instructions
- Policy Guidelines for Named Options within Academic Majors, which is the policy framework for the proposal form (adopted April 2016)

### QUESTIONS:

Jocelyn Milner, Director, Academic Planning and Institutional Research ([jocelyn.milner@wisc.edu](mailto:jocelyn.milner@wisc.edu))  
Sarah Kuba, Academic Planner, APIR ([sarah.kuba@wisc.edu](mailto:sarah.kuba@wisc.edu))



PROPOSAL FORM  
**NAMED OPTION**

A named option is a formally documented sub-major within an academic major program. Named options serve as a convenient way to distinguish a distinct curriculum or delivery format within a major. A named option is NOT a new degree or major. Authorization by the Board of Regents to deliver an academic program is at the degree/major level.

This form is to be used in concert with the [Policy Guidelines for Named Options within Academic Majors](#). Complete the form and save as a Microsoft Word document.

**1. Overview**

- 1.1. Named Option: Educational Specialist in School Psychology
- 1.2. Academic Major: MS Educational Psychology
- 1.3. Home Department: Department of Educational Psychology
- 1.4. School/college: Education, School of
- 1.5. Partner department(s)/units/schools/colleges: N/A
- 1.6. Chair of the Major (name, title, email): Craig A. Albers, PhD, Associate Professor, craig.albers@wisc.edu
- 1.7. Primary faculty or staff contact for the proposal (name, title, email): Craig A. Albers, PhD, Associate Professor, craig.albers@wisc.edu
- 1.8. Primary school/college dean's office contact (name, title, email): Carolyn Kelley, PhD, Senior Associate Dean, carolyn.kelley@wisc.edu
- 1.9. Briefly describe the type and purpose of the named option.

The MS Educational Psychology Named Option: Educational Specialist in School Psychology, is a non-pooled tuition revenue program, that will prepare Master of Science graduate students to become practitioners in the field of school psychology, enabling them to help children and adolescents succeed academically, socially, behaviorally, and emotionally within educational settings. As practitioners, they will be eligible for licensure by respective state departments of education. There is no other degree program at the University of Wisconsin – Madison that prepares students to be a Masters-level (or equivalent) school psychologist practitioner. Currently, the PhD in Educational Psychology is the route students take who are interested in becoming a School Psychologist, but the program is ill-suited for this purpose. The existing PhD program in school psychology emphasizes preparation of psychologists for academic and scholarly careers, and has a much stronger emphasis on research preparation than school psychologists need or desire for their careers.

The National Association of School Psychologist (NASP), which is the applicable accrediting agency for non-doctoral school psychology training programs, requires a minimum of three years of full-time graduate study beyond the bachelor's degree. The proposed Named Option will be an approximately 74 credit hour degree completed in 3 years. This includes 2 years of full-time study on campus to complete coursework and corresponding practica, plus a full-time internship that is completed in the third year of the program. Our review of 36 existing national non-doctoral (EdS-equivalent) school psychology training programs indicated that the mean number of credits required for a combined Master's and EdS degree was 69.19 credits (sd = 7.41 credits). Within Wisconsin, UW-Whitewater's combined Master's and EdS program

requires the completion of 78 credits. UW-River Falls requires the fewest number of credits at 66.

In comparison to the PhD program, which is a professional psychology doctoral training program designed to be completed in 5 years (120+ credits), the Masters-level Educational Specialist in School Psychology named option will be a school psychology practitioner-oriented program that will be completed in 3 years (74 credits post bachelors).

*Named option types are described in the [Policy Guidelines for Named Options within Academic Majors](#): 1. Area of curricular emphasis within the major for undergraduate programs; 2. Honors in the major for undergraduate programs; 3. Area of curricular emphasis within the major for graduate programs; 4. Non-pooled tuition revenue programs; 5. Distance/Online Programs; 6. Off-Campus Location for graduate, professional, or undergraduate programs*

1.10. Date form completed: 4/3/2018

## **2. Approval Implementation and Expectations for Review**

2.1. School/College Approval Date: [Click here to enter a date.](#)

2.2. GFEC Approval Date (graduate level named options only): [Click here to enter a date.](#)

2.3. UAPC Approval Date: [Click here to enter a date.](#)

2.4. Expected first term of student enrollment (typically the first fall after UAPC approval): Fall 2019

2.5. Year of three year progress report to GFEC (3 years after first student enrollment; graduate level named options only): 2022

2.6. Year of first program review (5 years after first student enrollment): 2024

2.7. Are all academic programs in the home department up to date for program review? Yes  
*APIR will provide a list of programs and most recent review date if needed.*

If no, program reviews need to be completed before a new proposal is advanced at campus level (GFEC and UAPC). Please provide and information related to plans for completion of program reviews:

Type an explanation here. (1000 word limit).

## **3. Background/Rationale**

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

The proposed Educational Specialist in School Psychology Named Option will provide individuals with an entry-level route for becoming a school psychologist. The existing PhD program in school psychology emphasizes preparation of psychologists for academic and scholarly careers. Whereas the PhD program is a professional psychology doctoral training program designed to be completed in 5 years (120+ credits), the Educational Specialist in School Psychology Named Option will be a school psychology practitioner-oriented program that will be completed in three years (74 credits post-bachelor) and is designed for individuals who want to work in schools and other settings as a practitioner, as compared to a researcher. Thus, we view the proposed Named Option as a complement to the existing training.

The regular MS in Educational Psychology with an emphasis in School Psychology is a non-admitting master's degree which is granted to students who were admitted to the PhD program but choose to stop at the master's level.

3.2. What is the purpose of the named option? How does the named option contribute to the mission of the sponsoring unit?

The Educational Specialist in School Psychology Named Option is designed to provide individuals with additional training and preparation to become school psychologist practitioners. The level of preparation within an Educational Specialist Named Option is

considered to be the entry level for students to be certified and/or licensed to begin practicing as a school psychologist and for accreditation by the National Association of School Psychologists. The Department of Educational Psychology's explicit mission is to "To advance education-related theory and methodology; to improve knowledge about the biological, psychological, technological, and social processes of learning, development, and mental health in diverse populations; and to enhance learning and mental health in educational and community contexts through innovative educational interventions and effective prevention/intervention programs. The Educational Specialist in School Psychology Named Option is directly applicable to (1) to improving knowledge of various processes of learning, development, and mental health in diverse populations; and (2) enhancing learning and mental health in educational and community contexts.

The proposed Named Option in school psychology is closely aligned with the UW–Madison's Strategic Framework and the School of Education's mission. Specifically, the UW–Madison's Strategic Framework highlights the Wisconsin Idea, partnering with schools in Wisconsin, and applying practices to important state concerns. Through the Named Option, we will expand our network of school partners across Wisconsin and train students to be leaders in school districts to build effective systems and practices to support children. In addition, the development of the Named Option is consistent with the School of Education's Strategic Initiatives. In particular, by expanding our program to focus on training practitioners, we will increase our reach and broaden our impact in schools and districts in Wisconsin and across the country, which is particularly important in a climate wherein schools struggle to provide coordinated and effective services.

### 3.3. What is the evidence that there is a student demand for the named option?

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. 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. Despite 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 (2017) identified school psychology as the best social services job and 47th best job overall, there clearly is a strong demand for MS+ level school psychologists, and our proposed MS+ program is designed to meet these market needs.

## 4. Curriculum

### 4.1. Delivery modality:

Face-to-face

*Distance-delivered programs are those programs in which 50% or more of the required courses may be taken as distance-delivered courses. If the option is intended to provide a way to*

*distinguish between students in a face-to-face or an online/distance delivered program, the provide information on how the distance program is developed and supported in 10.1.*

- 4.2. Provide a complete list of named option requirements.  
Completion of 74 credits post-bachelors degree  
Satisfactory completion of internship  
Completion of culminating portfolio project  
*Program requirements should provide content that leads to the completion of major learning goals. See section 5 Assessment.*
- 4.3.  Attach a full curriculum including all required and elective courses.
- 4.4.  For undergraduate named options, attach a four year roadmap.  
*Named options for undergraduate majors will have requirements totaling 120 credits and students should be able to complete the degree/major within four academic years.*
- 4.5.  For graduate named options, attach a [chart outlining minimum degree requirements and elements for satisfactory progress](#).  
*Master's level programs will include at least 30 credits of requirements. Doctoral level programs will include at least 51 credits of requirements.*

#### Checklist for Verification of Curricular Policy Requirements \*

You will have an opportunity to provide explanation and rationale for any Curricular Policy Requirements that have not been affirmed in the text box that follows the check list, below.

- Courses are offered on a regular basis.
- Courses have enrollment capacity for students in the named option.
- All courses required for the named option are fully approved.
- Units must maintain Named Option requirements so that they are up-to-date; all curriculum changes must be approved through the appropriate school/college academic planning council (APC) or curriculum committee. The school/college APC or curriculum committee will notify the Office of the Registrar and the Graduate School (graduate level named options only) about approved curricular changes to the named option. Typically, any changes in requirements will be effective no sooner than the fall semester after approval.

\*Provide explanation and rationale for any Curricular Policy Requirements that have not been affirmed.

Provide explanation for Curricular Policy Requirements that have not been affirmed here. Not applicable.

## **5. Assessment**

- 5.1.  Attach a program assessment plan when submitting this proposal.  
*Assessment plans for a named option should be integrated with the assessment plan for the major. See the [Basic Assessment Plan](#) for instruction and accompanying template. The Basic Assessment Plan and Template are minimum expectations for this information. Programs that have developed plans that exceed what is specified in the basic plan may provide that information.*
- 5.2. Provide a summary of the program assessment plan, including learning goals for the major and any additional learning goals that are specific for the named option, key methods and assessment approaches, and how assessment information will be reviewed and acted on.

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

1. Acquire a strong foundation in current and past theories, research findings, and methodologies and understand implications of these for practice within school psychology.
2. Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.

3. Demonstrate professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.

4. Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.

5. Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings

6. Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.

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

At the beginning of each semester, the program director and faculty will meet to review each student's progress for the prior semester. The student's faculty advisor will be responsible for compiling information from the various learning assessments (e.g., assignments in required courses; practica performance, observations, and ratings; internship performance, observations, and ratings (for students in their third year in the program); and the culminating project (for students in their third year in the program). The program director and support staff will compile and summarize the department's learning goals assessment data on an annual basis.

The program director and faculty will meet at the end of each spring semester to review students' annual progress and program information, including learning goals assessment data, course progression and whether content changes are needed, practica and internship settings, enrollment information and projections, ongoing revenue projections, and other program components. Program assessment data will then be reported to the School of Education's Dean's Office.

The program director will lead a discussion of the annual summary report, consisting of assessment data and recommendations, to the Department of Educational Psychology's faculty and staff at the July faculty meeting. Once the Department approves the report and identifies actionable recommendations, the report will be sent to the Dean's Office for review and further dissemination.

Any actionable items resulting from learning goals assessment data and the corresponding review of the program will be approved by the Department of Educational Psychology's faculty and staff. Where appropriate, actionable items will go through the appropriate governance steps. Actionable items will be implemented after appropriate approval – when needed – is obtained. Actionable items that do not need to go through additional governance steps will be implemented in time for the following semester. The program director will be responsible for ensuring that actionable items are implemented and monitored.

*The assessment summary should highlight how the named option is included in the overall assessment plan for the major. The named option must adhere to all learning goals for the major and may also have additional learning goals that are specific for the named option.*

## **6. Overlap and Related Programs**

6.1. Specify any other degree/majors, named options, or certificates that may not be earned in combination with this named option.

Students enrolled in the Named Option will not be able to concurrently enroll in other Department of Educational Psychology's MS degree options, nor will they be able to concurrently enroll in the Department's PhD programs. The Named Option program faculty and staff and the Department's staff will ensure that students are not enrolled in multiple degree programs.

*Overlap restrictions must be managed at the program level as part of the advising process. When proposing a named option that has the same name as an existing degree/major certificate or doctoral minor at the same level, the program will be required to put in place processes to ensure that students do not enroll in both programs with the same name. If the program faculty choose to limit any other overlap with other degree/majors, named options, or certificates a list must be specified in the proposal and the program faculty/staff will be responsible for monitoring and enforcing overlap limits.*

## **7. Admissions & Enrollment**

- 7.1. For graduate programs proposing a named option with admissions requirements that are distinct from the major with no named option, explain the admissions criteria and process.

Admission's criteria for the Educational Specialist in School Psychology Named Option 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. 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.

The Department's application deadline is December 1. Following the submission deadline, the named option program faculty and staff will review application materials and invite approximately 25 students to campus for an in-person interview during the third week in January. Following the interview process, program faculty and staff will make admissions decisions and provide offers of admission to those students meeting the criteria.

- 7.2. What is the projected annual enrollment in the named option? 15 initially with possible growth to 30.
- 7.3. What is the maximum enrollment (using existing instructional and student resources)? 20 initially with possible growth to 40.
- 7.4. What are the contingency plans for supporting enrollments higher than the stated maximum enrollment?

As a proposed non-pooled tuition program, revenue will be reinvested in the program as necessary and appropriate. During the Fall 2017 semester, the School Psychology Area conducted a search for a new faculty member to replace an existing faculty member who is retiring. After identifying and offering the position to the top candidate, we were also able to offer a position to the second ranked candidate based on the projected revenue from the proposed named option and corresponding non-pooled tuition program. The second candidate was the spouse of the first, and was brought in through a partner hire. If the demand is present

and if there are sufficient practicum and internship sites available, the program will pursue increased enrollment numbers.

Checklist for Verification of Admission Policy Requirements for Undergraduate Named Options\*

You will have an opportunity to provide explanation and rationale for any Admission Policy Requirements that have not been affirmed in the text box that follows the checklist.

- Named option admission requirements are consistent with admission requirements for the major with no named option, if the major has any admission requirements beyond admission to the University. Admission limits should be related to interest or aptitude for the content and not based solely on a high GPA cutoff
- The named option will be declared and canceled using the e-Declaration process in the student information system.
- Undergraduates will not be advised to declare or remain enrolled in a named option if it will extend their time to graduation. Undergraduate students are to be discouraged from earning more than one named option that represents an area of curricular emphasis within the major.

\*Provide explanation and rationale for any Admission Policy Requirements that have not been affirmed in the above checklist.

Type explanations for Admission Policy Requirements not affirmed here.

## 8. Advising

- 8.1. List name(s) of major and named option advisor(s) with title and departmental affiliation(s).  
Craig A. Albers, PhD, Associate Professor, Program Director, Dept. of Educational Psychology  
Jennifer Asmus, PhD, Professor, Dept. of Educational Psychology  
Katie Ecklund, PhD, Assistant Professor, Dept. of Educational Psychology  
S. Andrew Garbacz, PhD, Assistant Professor, Dept. of Educational Psychology  
Steve Kilgus, PhD, Associate Professor, Dept. of Educational Psychology  
Stephen Quintana, PhD, Professor, Dept. of Counseling, Dept. of Educational Psychology
- 8.2. Describe how there will be sufficient advising and academic support for all students in the major (both the existing major's students and the new students that will be served by the named option).

The proposed Named Option will be supported by six tenured/tenure-track faculty. Each student enrolled in the proposed program will be assigned one of the above individuals as their academic advisor during their three years in the program. Additionally, our clinical faculty member (Kristy Kelly) is available to provide additional advising to students regarding clinical issues. The tenured/tenure-track faculty will continue to advise and mentor PhD students, of which we have 4-6 students enter each year.

- 8.3.  Confirm that major and named option advisor(s) have been consulted and reviewed this proposal.

## 9. Governance & Faculty

- 9.1.  The named option must be governed by the same department or academic unit that oversees the major. Any sub-committee governing the named option must report to the faculty governance committee for the major.

9.1.1. If a sub-committee governs the named option, describe procedures including how faculty are identified and provisions for transitions in the committee.

The Named Option program will be governed by the Department of Educational Psychology.

- 9.2. List core faculty and staff with title and departmental affiliation(s).

Craig A. Albers, PhD, Associate Professor, Program Director, Dept. of Educational Psychology  
Jennifer Asmus, PhD, Professor, Dept. of Educational Psychology  
Katie Ecklund, PhD, Assistant Professor, Dept. of Educational Psychology  
S. Andrew Garbacz, PhD, Assistant Professor, Dept. of Educational Psychology  
Kristy K. Kelly, PhD, Clinical Assistant Professor, Dept. of Educational Psychology  
Steve Kilgus, PhD, Associate Professor, Dept. of Educational Psychology  
Stephen Quintana, PhD, Professor, Dept. of Counseling, Dept. of Educational Psychology  
Caroline Racine Gilles, PhD, Associate Faculty, Dept. of Educational Psychology

## 10. Fiscal Structure and Ongoing Commitment

- 10.1. Provide an overview of plans for funding the named option including but not limited to program administration, instructional/curricular delivery, technology needs, and program assessment.

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

- 10.2. How will the named option impact staffing needs beyond the immediate program? How are those needs being met?

Unless the program were to expand beyond the target enrollment of 15 students per year, we do not anticipate additional staffing needs beyond what we currently have available.  
*If there is no change in staffing, please describe how the duties of current employees will evolve to support this named option.*

- 10.3. For named options supported using non-pooled tuition, provide a fiscal annual summary including planned enrollment, estimated paid tuition, instructional costs, and estimated excess tuition available for reinvestment in keeping with the separate guidelines for non-pooled programs.

The fiscal annual summary is attached to this proposal.

- 10.4. For graduate programs supported using pooled tuition, provide a plan for how new graduate students will be funded.

Describe funding plans for new graduate students in the named option.

### **Required attachments**

- Cover letter from the Dean of the school/college that will be the home of the named option  
*When a proposal for a new named option is forwarded for approval, it will have a cover letter to the provost from the supporting dean.*
- Supporting letters/memos

*Proposals must be accompanied by letters or memos submitted by the chair or director of other academic units that have overlapping interest. These notes may comment on shared resources, competition for students or other ways in which the programs will interact surrounding the named option. This will include departments/schools/colleges, share a student audience, represent a closely related area of study, have overlapping faculty, or have program names that are similar.*

- Full curriculum including all required and elective courses
- For undergraduate named options, attach a four year roadmap.
- For graduate named options, attach a [chart outlining minimum degree requirements and elements for satisfactory progress.](#)
- Assessment plan

Named options supported using non-pooled tuition must attach:

- Core Criteria Checklist
- Additional Requirements Checklist

See the current *Non-pooled Program Requirements Process* document posted at <https://kb.wisc.edu/vesta/page.php?id=59300>

## **Assessment Plan – M.S. Degree, Named Option: Educational Specialist in School Psychology**

### **Identifying Information**

**School/College:** School of Education

**Graduate Degree/Major Program Name:** M.S. Degree, Named Option: Educational Specialist in School Psychology

**Graduate Degree Level (M.S., M.A., Ph.D., DMA, etc.):** M.S.

**Faculty Director Contact/Title:** Craig A. Albers, Associate Professor, Director – School Psychology Program

**Primary Contact Information:** [craig.albers@wisc.edu](mailto:craig.albers@wisc.edu), (608) 262-4586

### **Student Learning Outcomes (What)**

Assessment of graduate-level learning outcomes is one of the many ways in which our campus ensures the integrity of its degrees and the quality of the student experience. List the graduate student learning outcomes for this academic degree program below. Feel free to add rows if the academic degree program has more than five learning outcomes. *The student learning outcomes that have been submitted for your academic degree/major program can be found in the Guide.*

### **Student Learning Outcomes**

1. Students will acquire a strong foundation in current and past theories, research findings, and methodologies and understand implications of these for practice within school psychology.
2. Students will apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.
3. Demonstrate professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.
4. Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.
5. Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings
6. Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.

### **Plan for Assessing Each Student Learning Outcome**

For each of the degree major/program student learning outcomes, indicate how the program plans to assess whether or not students are meeting the expectation, as well as when each learning outcome will

be assessed. Keep in mind that each academic degree program is expected to engage **in at least one assessment activity per year** and assessment activities, in total, **must include one direct assessment method**. While programs do not need to assess each learning outcome every year, **all learning outcomes must be assessed within a period of three years**.

Assessment Planning (How)	Learning Outcome #1	Learning Outcome #2	Learning Outcome #3	Learning Outcome #4	Learning Outcome #5	Learning Outcome #6
Method for assessing learning (at least one direct method required)	<ul style="list-style-type: none"> <li>• Assignments in required courses</li> <li>• Field practica observations and ratings</li> <li>• Internship observations and ratings</li> <li>• Culminating project</li> </ul>	<ul style="list-style-type: none"> <li>• Field practica observations and ratings</li> <li>• Internship observations and ratings</li> <li>• Culminating project</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments in required courses</li> <li>• Field practica observations and ratings</li> <li>• Internship observations and ratings</li> <li>• Culminating project</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments in required courses</li> <li>• Field practica observations and ratings</li> <li>• Internship observations and ratings</li> <li>• Culminating project</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments in required courses</li> <li>• Field practica observations and ratings</li> <li>• Internship observations and ratings</li> <li>• Culminating project</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments in required courses</li> <li>• Field practica observations and ratings</li> <li>• Internship observations and ratings</li> <li>• Culminating project</li> </ul>
	<ul style="list-style-type: none"> <li>• All students will be evaluated and rated annually by program faculty on each learning outcome.</li> </ul>					
Timetable for assessment activity (at least one activity each year; all outcomes reviewed in a 3-year cycle)	All learning goals will be evaluated annually.					

*\*For examples of direct and indirect methods of assessment, see the UW Madison Assessment website. You may elect to copy and paste this table multiple times if your program has more than five learning outcomes.*

Also provide answers to the following questions as part of your assessment plan.

1. **Who is responsible for assessment?** (identify an individual or team who will coordinate the implementation of the plan on an annual basis):

At the beginning of each semester, the program director and faculty will meet to review each student's progress for the prior semester. The student's faculty advisor will be responsible for compiling information from the various learning assessments (e.g., assignments in required courses; practica performance, observations, and ratings; internship performance, observations, and ratings (for students in their third year in the program); and the culminating project (for students in their third year in the program). The program director and support staff will compile and summarize the department's learning goals assessment data on an annual basis.

2. **What is the plan for review of the assessment information?** (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning):

The program director and faculty will meet at the end of each spring semester to review students' annual progress and program information, including learning goals assessment data, course progression and whether content changes are needed, practica and internship settings, enrollment information and projections, ongoing revenue projections, and other program components. Program assessment data will then be reported to the School of Education's Dean's Office.

3. **What is the plan for production of an annual summary report?** (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented):

The program director will lead a discussion of the annual summary report, consisting of assessment data and recommendations, to the Department of Educational Psychology's faculty and staff at the July faculty meeting. Once the Department approves the report and identifies actionable recommendations, the report will be sent to the Dean's Office for review and further dissemination.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented):

Any actionable items resulting from learning goals assessment data and the corresponding review of the program will be approved by the Department of Educational Psychology's faculty and staff. Where appropriate, actionable items will go through the appropriate governance steps. Actionable items will be implemented after appropriate approval – when needed – is obtained. Actionable items that do not need to go through additional governance steps will be implemented in time for the following semester. The program director will be responsible for ensuring that actionable items are implemented and monitored.

### **Graduate Degree Program Curriculum Mapping Worksheet (Where)**

This worksheet, or similar document, **must be included** with the submission of the program's assessment plan.

- **Learning Outcomes** – Enter the academic degree program learning outcomes identified in the assessment plan on the top row of the following chart. Feel free to add columns if the academic degree/major program has more than five learning outcomes.
- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included). Feel free to add rows as needed.

- Indicate with a check (X) where the course or learning experience contributes to each of the learning outcomes. Courses may contribute to multiple learning outcomes.

<b>Curriculum Map (Where)</b>		Enter program-level learning outcomes and check (X) which course or experience contributes to which learning outcome.				
<b>Degree Program Required Courses or Experiences</b>	Learning Outcome #1	Learning Outcome #2	Learning Outcome #3	Learning Outcome #4	Learning Outcome #5	Learning Outcome #6
EP540: Intro to School Psychology	X		X			X
EP541: Applied Behavior Analysis	X		X			
EP711: Diversity Seminar	X	X				X
EP726: Development of Ethnic and Racial Minority Children	X	X				X
EP740: Cognitive Assessment	X	X		X		X
EP741: Social, Emotional, Behavioral Assessment	X	X	X	X	X	X
EP742: Assessment & Intervention for Academic Skills Problems	X	X	X	X	X	X
EP743: Single Case Design	X				X	
EP760: Statistical Methods I	X				X	
EP761: Statistical Methods II	X				X	
EP880: Prevention Science	X	X			X	X
EP844: Psychopathology	X	X		X		X
EP942: Consultation	X	X	X		X	X
EP946: Advanced Assessment & Intervention	X	X	X	X	X	
EP947: Psychotherapy	X	X			X	X
Experience – EP840: Beginning Practicum	X	X	X			X
Experience – EP840: Field Practicum	X	X	X	X	X	X
Experience – EP843: Internship	X	X	X	X	X	X

*\*Add additional rows as needed to capture all requirements.*

*Minimally, all of the courses/experiences required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.*