

EDUCATIONAL PSYCHOLOGY, PHD: SCHOOL PSYCHOLOGY

The doctoral specialization in School Psychology adheres to a scientist-practitioner model of training and is designed to fully integrate psychological theory with rigorous research and professional practice skills. The program is committed to training multi-culturally competent school psychologists. The PhD program is accredited by the American Psychological Association and approved by the National Association of School Psychologists.

The School Psychology program has five major goals. It aims to prepare school psychologists to:

- Design and implement evidence-based therapeutic interventions that meet the mental health and educational needs of children, adolescents and families
- Engage in problem-solving consultation within and across schools and community settings with families and professionals to enhance the competencies and resilience of youth and to promote healthy home, school and community environments
- Conduct comprehensive assessments that are directly linked to interventions aimed at improving understanding and outcomes of youth, families and schools
- Provide service delivery and to conduct research that reflects APA and NASP ethical and professional standards
- Conduct, interpret, critique and disseminate high quality scientist-practitioner research that advances the field of school psychology

Educational Psychology PhD

The goal of the Doctor of Philosophy in Educational Psychology is to prepare psychologists, researchers and educational professionals to effectively work on the unique challenges of promoting education, learning, and mental health in urban environments. The four areas of emphasis in the doctoral program are:

- Counseling Psychology
- Cognitive and Developmental Sciences
- Educational Statistics and Measurement
- School Psychology

See the Educational Psychology Website (<https://uwm.edu/education/academics/educational-psychology-department/>) for more information on these areas.

The Counseling Psychology and School Psychology specializations at the master's and doctoral level are accredited by the American Psychological Association (APA).

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
E-mail: apaaccred@apa.org
Website: American Psychological Association Website (<https://accreditation.apa.org/>)

Admission Requirements

Application Deadlines

Application deadlines vary by program, please review the application deadline chart (<http://uwm.edu/graduateschool/program-deadlines/>) for specific programs. Other important dates and deadlines can be found by using the One Stop calendars (<https://uwm.edu/onestop/dates-and-deadlines/>).

Admission

To be considered for admission to the program applicants must complete the Graduate School online application, and satisfy all UWM Graduate School admission requirements in addition to the following program requirements:

- Undergraduate GPA of at least 3.0.
- A letter outlining the applicant's academic and professional background, declaration of School Psychology as the Area of Concentration, as well as specific research interests and goals for the PhD program.
- Three letters of recommendation from individuals familiar with the applicant's intellectual achievement and potential.
- Resume or curriculum vita.

Credits and Courses

Code	Title	Credits
Discipline-Specific Knowledge		
<i>Category 1: History and Systems of Psychology</i>		
PSYCH 750	The History of Psychology	3
<i>Category 2: Foundations of Science</i>		
Biological Basis of Behavior		
PSYCH 854	Behavioral Neuroscience	3
Cognitive Basis of Behavior, choose one:		
ED PSY 631G	Cognition: Learning, Problem Solving and Thinking	3
ED PSY 734	Contextual Determinants of Motivation	
ED PSY 735	Social Cognition in Educational Psychology	
Developmental Basis of Behavior, choose one:		
ED PSY 640G	Human Development: Theory and Research	3
ED PSY 840	Theory and Issues in Human Development	
ED PSY 844	The Multicultural Family	
ED PSY 845	Immigrant Child in Developmental Perspective	
Affective Basis of Behavior		
ED PSY 814	Cognition and Emotion: The Affective Components of Human Thought	3
Social Basis of Behavior		
ED PSY 833	Social Psychology of Group Differences: Race and Ethnicity	3
<i>Category 3: Advanced Integration</i>		
ED PSY 752	Developmental Psychopathology	3
Research Methods Core		
<i>Research Methods, choose one:</i>		
		3

PSYCH 760	Experimental Child Psychology	
ED PSY 728	Techniques of Educational Research	
<i>Statistical Analysis</i>		
ED PSY 724	Educational Statistical Methods II	4
choose two:		6
ED PSY 820	Multiple Regression	
ED PSY 822	Item Response Theory	
ED PSY 823	Structural Equation Modeling	
ED PSY 824	Advanced Experimental Design and Analysis	
ED PSY 825	Multivariate Methods	
ED PSY 826	Analysis of Cross-Classified Categorical Data	
ED PSY 827	Survey Research Methods	
ED PSY 832	Theory of Hierarchical Linear Modeling	
<i>Psychometrics, choose one:</i>		3
ED PSY 720	Techniques of Educational and Psychological Measurement	
ED PSY 821	Psychometric Theory and Practice	
School Psychology Concentration: Profession-Wide Competencies		
COUNS 805	Consultation Strategies for Counselors and School Psychologists	3
COUNS 814	Professional, Ethical and Legal Issues in Counseling Psychology	3
ED PSY 710	Child and Adolescent Mental Health Issues in Schools	3
ED PSY 732	Cognitive Behavioral Intervention Strategies in Education	3
ED PSY 751	Professional and Historical Issues in School Psychology	3
ED PSY 755	Cognitive Assessment: School Age Children	4
ED PSY 760	Academic Intervention and Alternative Assessment	3
ED PSY 851	Assessment and Interventions: Personality, Social and Emotional Functioning	3
ED PSY 952	Pediatric Psychology in Urban Settings	3
ED PSY 955	Advanced Therapeutic Interventions	3
ED PSY 959	Seminar in School Psychology:	3
ED PSY 974	Beginning Practicum in School Psychology	4
ED PSY 975	Advanced Practicum in School Psychology	4
ED PSY 977	Advanced Practicum in Intervention (2 semesters)	5
ED PSY 978	Advanced Practicum in Supervision (2 semesters)	5
ED PSY 986	Doctoral Internship in School Psychology	6
Applied Research Methods and Practicum		
ED PSY 790	Research or Thesis	3
Complete multiple semesters:		6-12

ED PSY 838	Research Practicum in Educational Psychology	
To completion of degree:		
ED PSY 990	Research or Thesis	
Total Credits		104-110

In addition to the requirements listed below, please refer to the program handbook.

Additional Requirements

Advising and the Major Professor

Upon admission to the doctoral program in Educational Psychology, students are assigned a temporary advisor in their area of emphasis (e.g., Counseling Psychology, Cognitive and Developmental Sciences, Educational Statistics and Measurement, or School Psychology). This person is available to discuss initial course selection and provide general advice about the program. After beginning the program and before filing a Student Academic Plan, students should seek a Major Professor. The permanent Major Professor may—but does not have to be—the same person who is the temporary advisor. Students must select an advisor in their area of emphasis. Selection of a Major Professor is by mutual consent between the student and the faculty member. Students should notify the Training Director within their emphasis when the Major Professor has been selected.

Residence

The student must meet minimum Graduate School residence requirements (<http://uwm.edu/graduateschool/doctoral-requirements/#residence>) of one continuous academic year of full-time graduate studies at UWM. This can be satisfied by completing at least 8 graduate credits in each of two consecutive semesters, or 6 or more graduate credits in each of three consecutive semesters.

Practicum

Students are required to complete practicum requirements to become licensed.

Internship

Following Practicum, students are required to complete a year-long internship in order to be licensed.

Publishable Paper

Students are required to work with faculty to have a “publishable” paper within 30 credits after admission to the program. It may be a collaborative effort, such as publishing a chapter or article with a faculty advisor or other faculty collaborator.

Minor

A minor is an option. Students interested in a minor should contact their Major Professor.

Master's Degree

Students may apply to receive the master's degree upon completion of 30 credits.

Doctoral Preliminary Examination

The Doctoral Preliminary Examination is taken at the end of a student's coursework. A description of the Preliminary Examination is provided in

the doctoral handbook corresponding to the student's specialization area within Educational Psychology.

The Preliminary Examination consists of a written component and, in some specializations, an oral component. The purpose of the Preliminary Examination is to determine whether the student demonstrates understanding of coursework and related bodies of knowledge and is qualified to proceed with dissertation planning. A minimum of three faculty members in the specialization area shall participate on a student's Preliminary Examination.

Proposal Hearing

A doctoral student qualifies as a "doctoral candidate" upon completion of the doctoral Student Academic Plan, successful completion of the Doctoral Preliminary Examination for the PhD degree, and successfully passing a dissertation proposal hearing. The hearing is open and the date, time and location must be announced by the Major Professor. Each member of the committee must sign the doctoral dissertation proposal hearing form, and indicate approval or disapproval. A simple majority of all committee members is required. No absentee ballots are acceptable.

Dissertation Defense

The candidate must write a dissertation that demonstrates the ability to pursue independent research. The candidate must pass an oral exam in defense of the dissertation.

Exit Requirements

Contingent upon satisfactory completion of program requirements, passage of the preliminary qualifying examination, and successful oral defense of the dissertation, the Chair of the Department of Educational Psychology will give final approval of the PhD in Educational Psychology.

Time Limit

It is expected that most students will complete all degree requirements within six years of initial enrollment in the doctoral program. All requirements MUST be completed within ten years from the date of initial enrollment.

Educational Psychology PhD: School Psychology Learning Outcomes

School Psychology doctoral students will be able to:

Research

- Demonstrate competency in the integration of science and practice, including substantial knowledge of scientific methods, procedures, and practices.
- Demonstrate the substantially independent ability to conduct research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Critically evaluate and disseminate research or other scholarly activity via professional publication or presentation at the local (including the host institution), regional, or national level.

Ethical and legal standards

- Be knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;

- relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
- relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Individual and cultural diversity

- Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups.
- Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ from their own.

Professional values and attitudes

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, the integration of science and practice, professional identity, accountability, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.

Communication and interpersonal skills

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Manage difficult communication well.

Assessment

- Demonstrate current knowledge and application of knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity considerations and contextual influences (e.g., family, social, societal, and cultural) of the service recipient.

- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Intervention

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop and implement evidence-based intervention plans specific to the service delivery goals informed by the current scientific literature, assessment findings, diversity considerations, and contextual variables. This includes the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing progress evaluation.

Supervision

- Demonstrate knowledge of supervision models and practices.
- Demonstrate knowledge of contemporary evidence-based supervision literature.

Consultation and interprofessional/interdisciplinary skills

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.