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 in urban settings

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
- Learning and Development
- 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).

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:

- Submission of scores on the General Test portion of the Graduate Record Examination (http://uwm.edu/graduateschool/admission/#gre); test taken within last five years.
- Undergraduate GPA of at least 3.0; graduate GPA of at least 3.5 required.
- A letter outlining the applicant’s academic and professional background, declaration of Area of Concentration (Counseling Psychology, Learning and Development, Educational Statistics and Measurement, or School Psychology) 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.

A master's degree is not required for admission. However, it is recommended that students seeking admission to the Learning and Development area have a master's degree in educational psychology that includes a thesis or master's paper derived from empirical research before admission. Students with a master's degree and no thesis or master's paper must complete an equivalency paper prior to taking their preliminary exams (see other requirements below).

Credits and Courses

Core Educational Psychology Requirements

All doctoral students are required to complete 36 core credits in the areas of Psychological Foundations, Urban Foundations, and Research Methods. In many cases, students entering with a Master's degree will have completed some of these courses. Courses taken during Master's preparation may be counted in meeting the core requirements. Elective credits are taken in consultation with the major professor.

Psychological Foundations Core: Students must take 12 credits minimum of psychological foundations (social, cognitive, affective, or biological basis of behavior); students without Ed Psy 631 and Ed Psy 640 must take these courses as part of their 12-credit minimum.

Urban Foundations: 3 credits minimum.

Research Methods Core: 15 credits

All doctoral students must show documentation that they have acquired research skills needed for dissertation work. To fulfill this requirement students must successfully complete 13 credits of coursework in the area of research methods at the 700 level or above, including ED PSY 724 and six credits at the 800 level or above. Students should consult the specific requirements for their area of specialization for additional requirements, as the requirements for each area of specialization may exceed those specified here.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED PSY 631</td>
<td>Cognition: Learning, Problem Solving and Thinking</td>
<td>3</td>
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<tr>
<td>ED PSY 640</td>
<td>Human Development: Theory and Research</td>
<td>3</td>
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Select two of the following: 6
ED PSY 734  Contextual Determinants of Motivation
ED PSY 735  Social Cognition in Educational Psychology
ED PSY 741  Cognitive Development
ED PSY 742  Personality Theories and the Educational Process
ED PSY 743  Human Development: Study of Infancy and Early Childhood
ED PSY 746  Human Development: Study of the Adolescent
ED PSY 747  Human Development: Study of the Adult
ED PSY 748  Oral Language, Cognition, and Literacy
ED PSY 831  Cognition: Theory and Research
ED PSY 832  Social Psychology of Group Differences: Race and Ethnicity
ED PSY 834  The Psychology of Achievement Motivation
ED PSY 844  The Multicultural Family
ED PSY 845  Immigrant Child in Developmental Perspective

Urban Foundations
EDUC 701  Urban Educational Issues 3

Research Core
ED PSY 624  Educational Statistical Methods I 3
ED PSY 626  Workshop in the Computerized Analysis of Educational Data 1
ED PSY 724  Educational Statistical Methods II 4
Select 7 credits from the following: 7
ED PSY 720  Techniques of Educational and Psychological Measurement
ED PSY 728  Techniques of Educational Research
ED PSY 820  Multiple Regression
ED PSY 821  Psychometric Theory and Practice
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 in Education
ED PSY 829  Instrument Development
ED PSY 922  Seminar in Measurement and Evaluation:
ED PSY 929  Seminar in Statistics and Research Design
AD LDSP 729  Qualitative Research and Field Studies in Education Settings

Core Concentration Requirements
All students must complete core courses in their area of concentration. Minimum credit requirements vary with the area of concentration due to accreditation and certification requirements.

Other Requirements
In addition to the requirements listed below, please refer to the program handbook for each concentration.

Students Entering Without a Master’s
For the Counseling Psychology concentration, students entering without a Master's degree in Counseling must also complete the following in order to meet accreditation/certification requirements:

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<tr>
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<tbody>
<tr>
<td>COUNS 710</td>
<td>Counseling: Theory and Issues</td>
<td>3</td>
</tr>
<tr>
<td>COUNS 711</td>
<td>Foundations in Career Development</td>
<td>3</td>
</tr>
<tr>
<td>COUNS 714</td>
<td>Essentials of Counseling Practice</td>
<td>3</td>
</tr>
<tr>
<td>COUNS 715</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUNS 800</td>
<td>Group Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>COUNS 970</td>
<td>Supervised Practicum 2 in Clinical Mental Health Counseling</td>
<td>3</td>
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In the School Psychology concentration, students entering without a master's degree in School Psychology must complete the following:

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<tr>
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<tbody>
<tr>
<td>ED PSY 751</td>
<td>Professional and Historical Issues in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 752</td>
<td>Developmental Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 755</td>
<td>Assessment and Intervention: School Age</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 760</td>
<td>Academic Intervention and Alternative Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 851</td>
<td>Assessment and Interventions: Personality, Social and Emotional Functioning</td>
<td>3</td>
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School Psychology Concentration

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<tr>
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<tbody>
<tr>
<td>ED PSY 732</td>
<td>Cognitive Behavioral Intervention Strategies in Education</td>
<td>3</td>
</tr>
<tr>
<td>COUNS 805</td>
<td>Consultation Strategies for Counselors and School Psychologists</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 851</td>
<td>Assessment and Interventions: Personality, Social and Emotional Functioning</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 952</td>
<td>Pediatric Psychology in Urban Settings</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 955</td>
<td>Advanced Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 960</td>
<td>Evidence-Based Practices in School Psychology Prevention &amp; Intervention</td>
<td>3</td>
</tr>
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Educational Interventions 2 6

Total Credits 30

1 Required within concentration.
2 Students in the School Psychology concentration must also complete 6 credits in Educational Interventions in order to meet certification requirements.
Program 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, Learning and Development, 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, exclusive of summer sessions. Residence credit cannot be earned at the master’s level.

Practicum
Students in the Counseling Psychology and School Psychology concentrations are required to complete practicum requirements to become licensed.

Internship
Following Practicum, students in the Counseling Psychology and School Psychology concentrations 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 of admission to the doctoral program. This may be their master’s theses and/or master’s papers, where original research is generated or a critical review of research is developed. It may also be a collaborative effort, such as publishing a chapter or article with a faculty advisor or other faculty collaborator.

Minor
Counseling Psychology and School Psychology students must complete 9 credits in the Department of Psychology. The minor will be optional for students in Learning & Development and Educational Statistics and Measurement, based on consultation with an advisor.

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.