



# The University of Georgia

University Council  
Athens, Georgia 30602

March 18, 2016

## UNIVERSITY CURRICULUM COMMITTEE – 2015-2016

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Undergraduate Student Representative - Ms. Taylor K. Lamb

Graduate Student Representative - Ms. A. June Brawner

Dear Colleagues:

The attached proposal to make the following changes to combine programs in the College of Education will be an agenda item for the March 25, 2016, Full University Curriculum Committee meeting:

Terminate the major in School Psychology (Ed.S.)

Create a new Area of Emphasis in School Psychology under the major in Educational Psychology (Ed.S.)

Sincerely,

William K. Vencill, Chair  
University Curriculum Committee

cc: Provost Pamela S. Whitten  
Dr. Rahul Shrivastav

Committee on Facilities, Committee on Intercollegiate Athletics, Committee on Statutes, Bylaws, and Committees, Committee on Student Affairs, Curriculum Committee, Educational Affairs Committee, Executive Committee, Faculty Admissions Committee, Faculty Affairs Committee, Faculty Grievance Committee, Faculty Post-Tenure Review Appeals Committee, Faculty/Staff Parking Appeals Committee, Human Resources Committee, Program Review and Assessment Committee, Strategic Planning Committee, University Libraries Committee, University Promotion and Tenure Appeals Committee



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# The University of Georgia

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College of Education  
*Department of Educational Psychology*

February 19, 2016

Dean Craig H. Kennedy  
College of Education  
University of Georgia  
CAMPUS

Dear Dean Kennedy:

The faculty of the Department of Educational Psychology met to vote on the termination of the EdS in School Psychology on February 19, 2016. The vote to terminate the program was 15 for, 0 against. Attached you will find a proposal for your review and endorsement which documents the rationale for the proposed termination. Please feel free to contact me with any questions you might have.

Sincerely,

Stacey Neuharth-Pritchett, Ph.D.  
Professor and Head

## TERMINATION OF A GRADUATE DEGREE PROGRAM

### I. Basic Information

1. Institution: The University of Georgia  
Date: February 19, 2016
2. School/College: College of Education
3. Department/Division: Educational Psychology
4. Program  
Degree: Ed.S.  
Major: School Psychology
5. Deactivation/Termination: Termination
6. Last date students will be admitted to this program: No students are enrolled in this program.
7. Last date students will graduate from program: Not applicable as no students are enrolled in this program
8. Abstract of Terminated Program

In Fall 2013, our department was reconfigured from the Department of Educational Psychology and Instructional Technology to the Department of Educational Psychology. At that time, we moved all of our doctoral programs under the umbrella of the Ph.D. in Educational Psychology with areas of emphasis in (1) Applied Cognition and Development, (2) Gifted and Creative Education, (3) Quantitative Methodology, and (4) School Psychology. At that time, we also terminated the Ph.D. in School Psychology, as the program was moved under Educational Psychology. We initiated this change because our doctoral graduates could still meet their career goals with a doctoral degree in Educational Psychology with an Area of Emphasis in School Psychology. In addition, this move more coherently combined our four programmatic areas under one common degree. Another convenient outcome was that it removed the Ph.D. program in School Psychology from continuous scrutiny from the Board of Regents as a low-enrollment doctoral program. Carefully and scholastically couched under Educational Psychology, we could still offer this very rigorous and time-intensive clinical program.

We did, however, retain the Ed.S. in School Psychology in the event that a student who was enrolled in our doctoral program could not complete research requirements of that doctoral degree. From time to time, we do have students who would make excellent practitioners as school psychologists, but for a number of reasons do not want to or due to personal circumstances are unable to pursue the research-based components of the doctoral program. In

the last five years, we have had one such student who graduated in 2013. To continue to streamline our programs under our main degree program, Educational Psychology, we would like to terminate the Ed.S. in School Psychology and offer it as an area of emphasis under the Educational Psychology umbrella.

It is permissible in Georgia to practice as a School Psychologist in P-12 school settings with Ed.S.-level training. We would like to retain this Ed.S. degree option but move it from its own degree program (Ed.S. in School Psychology) to an area of emphasis under Educational Psychology.

The Ed.S.-level option under Educational Psychology can be easily subsumed under the existing resources of the department given the infrequency of its use. The Ed.S.-level option is not the “primary degree” option for students interested in this area of emphasis in our department. We request this move to add the concentration as an area of emphasis because we also are required by the Georgia Professional Standards Commission to certify these school-based personnel. We have been assured that our Ed.S.-level candidates can be credentialed by the state if their degrees are in Educational Psychology with an Area of Emphasis in School Psychology. We currently have this Ed.S.-level approval at the state level and in the event that another of our doctoral students could not complete the Ph.D. coursework and related field experiences, this area of emphasis completion would allow for accessible certification for such an individual.

## II. Conditions for Terminating Programs

### 1. Decisions that warrant termination of the program.

For more than 35 years there has been a School Psychology specialization offered within the Department of Educational Psychology which prepares doctoral-level professionals. Since 1983, the American Psychological Association has accredited the School Psychology specialization as a training program for psychological professionals who work in schools. By 2013, the department sought to formalize four emphasis areas under our major degree of Educational Psychology. We are seeking this change to bring this remaining degree under our Educational Psychology umbrella. A proposal for this area of emphasis was submitted to the curriculum approval process in February 2016.

### 2. State the reasons for terminating the program.

The specific reason for terminating the program is to bring the School Psychology Area of Emphasis under the Educational Psychology degree program at the Ed.S. level.

### 3. State the plans for allowing those students already in a program to complete degree requirements.

No students are currently enrolled in the program.

4. What will be done to minimize the impact of the termination of the program upon the personal and professional lives of the faculty involved?

There is no impact of the termination of the program on the personal and professional lives of the faculty in the Educational Psychology: School Psychology Area of Emphasis. There are no students in this degree program currently. In addition, all four faculty have primary responsibility for the doctoral program in Educational Psychology, Area of Emphasis in School Psychology.

5. What will be done to insure that termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?

We do not directly admit students into the Ed.S. in School Psychology. Faculty assignments and courses will not be changed under this termination proposal. We see no impact on other areas of emphasis in the department.

6. What plans, if any, are there for subsequent reactive or reinstatement, respectively of the terminated program?

There are no plans to subsequently reactivate or reinstate the Ed.S. in School Psychology.



# The University of Georgia

College of Education  
*Department of Educational Psychology*

February 19, 2016

Dean Suzanne Barbour  
Graduate School  
210 S. Jackson Street  
The University of Georgia  
Athens, GA 30602

Dear Dean Barbour,

I am writing on behalf of the faculty in the Department of Educational Psychology to request the establishment of an area of emphasis in School Psychology under our existing Educational Specialist degree in Educational Psychology. We are initiating this request in response to an inquiry from the Office for the Vice President for Instruction regarding the number of graduates we had in the last five years in the EdS program in School Psychology.

In Fall 2013, our department was reconfigured from the Department of Educational Psychology and Instructional Technology to the Department of Educational Psychology. At that time, we moved all of our doctoral programs under the umbrella of the PhD in Educational Psychology with areas of emphasis in (1) Applied Cognition and Development, (2) Gifted and Creative Education, (3) Quantitative Methodology, and (4) School Psychology. At that time, we also terminated the PhD in School Psychology as the program was moved under Educational Psychology. We initiated this change because our doctoral graduates could still meet their career goals with a doctoral degree in Educational Psychology with an Area of Emphasis in School Psychology. In addition, this move more coherently combined our four areas under one common degree. Another convenient outcome was that it removed the PhD program in School Psychology from continuous scrutiny from the Board of Regents as a low-enrollment program. Carefully and scholastically couched under Educational Psychology, we could still offer this very rigorous and time intensive clinical program.

We did, however, retain the EdS in School Psychology in the event that a student who was enrolled in our doctoral program could not complete research requirements of that doctoral degree. From time to time, we do have students who would make excellent practitioners as school psychologists, but for a number of reasons do not want to or due to personal circumstances are unable to pursue the research-based components of the doctoral program. In the last five years, we have had one such student who graduated in 2013. Yearly, we receive inquiries from the university about the low enrollment numbers for the EdS in School Psychology. Like our doctoral program in School Psychology, we believe the best way to reduce scrutiny for this low-enrollment degree would be to terminate the EdS in School Psychology and offer it as an area of emphasis in under the Educational Psychology umbrella.

In the state of Georgia to independently practice psychology, a PhD is required. As a research extensive university, we also perceive it as our mission to prepare the future academic who would train future school

psychologists. We do not directly admit students into an Educational Specialist program, thus the number of student in this program is low or for all intents and purposes, zero.

It is permissible, in Georgia, to practice as a School Psychologist in P-12 school settings with EdS-level training. We would like to retain this EdS degree option, but move it from its own degree program (EdS in School Psychology) to an area of emphasis under Educational Psychology.

The EdS level option under Educational Psychology does not cost the department, college, or university any resources. The EdS level option is not the "primary degree" option for students interested in this area of emphasis in our department. We request this move to add the concentration as an area of emphasis because we also are required by the Georgia Professional Standards Commission to certify these school-based personnel. The paperwork and approval process for this EdS level state certification is lengthy. We currently have this approval at the state level and in the event that another of our doctoral students could not complete the PhD coursework and related field experiences, there would be no accessible certification for such an individual.

During our February 2016 faculty meeting, our faculty voted 15 yes, 0 no, and 0 abstain to support the addition of an EdS in Educational Psychology with an area of emphasis in School Psychology. At the same meeting, we also voted to terminate the EdS in School Psychology. The paperwork for that termination proposal is sent under separate cover.

Thank you for your support of this request.

On behalf of the faculty in Educational Psychology,



Stacey Neuharth-Pritchett, PhD  
Professor and Head

## PROPOSAL FOR AREA OF EMPHASIS

School/College: College of Education  
Department/Division: Educational Psychology  
Major: Educational Psychology (Ed.S.)

*If major has more than one area of emphasis, submit all areas of emphasis under one major together. A course may appear in more than one area of emphasis, but each area of emphasis should have a distinct focus.*

1. Major Requirements: Attach a list of requirements for the major. Undergraduate programs may attach a copy of the major requirements from the online bulletin. Graduate programs may provide a list of general requirements for the major.
  - A. Master's degree in educational psychology, psychology, or related field preferred
  - B. Undergraduate grade point average of 3.0 or above
  - C. Graduate grade point average of 3.5 or above
  - D. Three letters of recommendation
  - E. GRE scores at the 50th percentile or above
  - F. Graduate Student Applicant Statement of Interest and Career Goals which includes the name of the faculty person(s) whose research group a student wishes to join and/or includes the student's research interests
  - G. Curriculum vitae or resume

Note: This area of emphasis is being proposed so the department can eliminate the Ed.S. in School Psychology.

2. Area of Emphasis Title: School Psychology
3. Proposed starting date: Semester after approval from UCC
4. Area of Emphasis Description: Include prefixes, numbers and titles of required courses, number of credit hours required; residency requirements (if any); and grade requirements (if any). Graduate Areas of Emphasis may refer to groups of courses if necessary.

### **Foundational Courses: (15 hours)**

ERSH 8310 Applied Analysis of Variance Methods in Education (3 credits)  
ERSH 8320 Applied Correlation and Regression Methods in Education (3 credits)  
ERSH 8610 Theories of Educational Measurement (3 credits)  
ERSH Elective (3 credits)  
EPSY 6800 Foundations of Cognition for Education (3 credits)

### **School Psychology Courses: (18 hours)**

EPSY 6300 Introduction to School Psychology and School-Based Services (3 credits)  
EPSY 7100 Individual Assessment of Development (3 credits)  
EPSY 7200 Diagnosis of Social-Emotional Behavior in Education (3 credits)  
EPSY 7310 Consultation Processes in Educational Settings (3 credits)  
EPSY 8140 Developmental Psychopathology and Schooling (3 credits)  
EDAP 7040 School Law (3 credits)

### **Practicum Experiences (minimum of 24 hours)**

Internships conform to National Association of School Psychologists and Georgia Professional Standards Commission guidelines for state certification in school psychology  
EPSY 6720 Master's Practicum In School Psychology (1-9 credit hours)



EPSY 8720 Practicum in School Psychology (minimum 4 enrollments for 12 hours)

EPSY 9720 Advanced Internship in School Psychology (minimum 3 enrollments)

Note: The area of emphasis course hour requirements are substantially higher than that of a traditional Ed.S. program. The preferred degree in this area is the doctoral degree. Practicum hours meet the requirements of our state and national accrediting bodies.