



The University of Georgia

University Council
Athens, Georgia 30602

March 12, 2014

UNIVERSITY CURRICULUM COMMITTEE – 2013-2014

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Undergraduate Student Representative - Ms. Hadley Dreibelbis

Graduate Student Representative - Ms. Margaret Robbins

Dear Colleagues:

The attached proposal to terminate the major in School Psychology (Ph.D.) will be an agenda item for the March 19, 2014, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Provost Pamela S. Whitten
Dr. Laura D. Jolly



The University of Georgia

College of Education

Department of Educational Psychology

September 20, 2013

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 Ph.D. in School Psychology on September 20, 2013. The vote to terminate the program was 17 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: September 12, 2013
2. School/College: College of Education
3. Department/Division: Educational Psychology
4. Program Degree: Ph.D. in School Psychology
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

With the reorganization of the former Department of Educational Psychology and Instructional Technology to the Department of Educational Psychology, the faculty decided to offer one degree program in Educational Psychology with four approved areas of emphasis under which we focus our intellectual pursuits. One of these current areas of emphasis is in School Psychology. Students who were formerly interested in the School Psychology Ph.D. program will now receive a doctoral degree in Educational Psychology with a School Psychology Area of Emphasis. As of fall 2013, all students who were formerly in the Ph.D. in School Psychology program have submitted the University of Georgia Graduate School's Change of Degree Objective paperwork to move their degree program from a Ph.D. in School Psychology to a Ph.D. in Educational Psychology: School Psychology Area of Emphasis. This area of emphasis admits a small cohort of 5-6 students per academic year who complete a five-year program. This small cohort size is mandated because of the emphasis area's American Psychological Association's accreditation and resultant training model. Prior to this switch of students from Ph.D. in School Psychology to Ph.D. in Educational Psychology: School Psychology Area of Emphasis, the Ph.D. in School Psychology program was often viewed as a low-enrollment doctoral program at the university level. There are a total of 88 Ph.D. students in the Department of Educational Psychology as of fall 2013. Although there are 25 Ph.D. students enrolled in Educational Psychology: School Psychology Area of Emphasis of those 88 students, the faculty perceive that the program size would invite less scrutiny

from the university if folded into the total sum of Ph.D.-seeking students under the Educational Psychology degree program.

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. In 2006, the university approved a change from a Ph.D. in Educational Psychology, School Psychology focus to the Ph.D. in School Psychology. At that time, three reasons were provided for a Ph.D. in School Psychology. These reasons for the 2006 proposal for the Ph.D. in School Psychology were to: (1) make consistent the name of the degree with licensure and certification areas; (2) to connect the major designation with funding streams earmarked for clinical training; and (3) support student desire for the name of the degree to be School Psychology.

By 2013, the department sought to formalize four emphasis areas under our major degree of Educational Psychology. Prior to 2013, student concerns centered on issues with licensure and certification bodies because their transcripts lacked an area of emphasis statement on their academic transcripts. With the addition of the area of emphasis code in School Psychology it is now possible for students' transcripts to note their School Psychology concentration, negating the need for a degree program named School Psychology. The second reason provided for the degree proposal in 2006 centered on connecting our program with funding streams to support clinical training for students. By 2013, it appears that this link with clinical funding streams has not been witnessed. Therefore, we continue to offer our students our own highly-regarded intensive experience in an on-site School Psychology Clinic in the department. The third reason provided for the 2006 degree proposal was based on student desire for that degree name. It now appears that this may have been a specific cohort that requested that specific degree name. Currently, our students perceive themselves to be much better situated to not only pursue public or private practice with an Educational Psychology, School Psychology Area of Emphasis degree, but that such a degree also opens many additional doors to academic positions in Educational Psychology (a much broader discipline) than the School Psychology degree. Therefore, while the program was trying to be responsive to students in 2006, it now appears that with the department's efforts to secure a School Psychology Area of Emphasis, the three concerns that undergirded the previous proposal are now irrelevant. Coupled with the overall department desire to move our areas of emphasis under one overarching Educational Psychology degree program, it appears termination of the program is warranted.

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.

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. All current students are currently under this degree and area of emphasis configuration. The three current (and one hire to begin 2014-15) would retain their course loads and specific teaching assignments. In addition, this change would continue to support our new department configuration of all areas of emphasis under one degree name.

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?

Our daily practice has already moved students under the Area of Emphasis in School Psychology. Faculty assignments and courses will not be changed under this termination proposal.

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 Ph.D. in School Psychology.