EDUCATIONAL PSYCHOLOGY, PH.D.

The Department of Educational Psychology offers the master of science and doctor of philosophy degrees in educational psychology. The programs for the M.S. and Ph.D. in educational psychology provide comprehensive knowledge of the field and intensive specialization in one of four areas of study and research: human development, learning sciences, quantitative methods, and school psychology.

The department provides for training in research. Many faculty members in the department conduct controlled research studies with human participants; schools and other agencies in the Madison area cooperate in facilitating such research projects. Principal research facilities include the School of Education's Wisconsin Center for Education Research, and the multidisciplinary Waismann Center.

AREAS OF SPECIALIZATION

Human Development
Advisors: Professors Bellmore, Brown, Enright, Hubbard, Kalish, Matthews, Vlach

The program in human development adopts a life-span approach to individual change. Studying development in context is an important component of the program, so that research can make conceptual/theoretical contributions to the understanding of human behavior and can address practical concerns of educators, parents, and others concerned with the developing person. A course of study provides a breadth and depth of knowledge about human development and educational psychology and encourages more detailed study in specific interest areas. Early in the program, students are exposed to general theories and issues in human development; specific developmental processes in childhood, adolescence, adulthood, and old age; as well as associated statistical methods and research practices.

In the latter part of the program, students exercise individual choice in selecting courses in subject matter that will broaden or deepen an understanding of human developmental processes. Such coursework may also extend to other programs of the university in which there is a research focus in human development.

Learning Sciences
Advisors: Professors Kalish, Nathan, Puntambekar, Rau, Shaffer

This program area bridges learning sciences and educational practice. Scholarship encompasses the coordinated design and study of learning environments ranging from preschool to university education, and reaches outside of school to informal contexts for learning, like museums and after-school programs. Faculty interests include the design of technologies as tools for learning, prolonged longitudinal study of relations between teaching and learning, and the nature of knowledge in substantive domains of inquiry, like mathematics, science, and composition. The program of study emphasizes an apprenticeship model of scholarship with early engagement in substantive problems of learning and teaching. Students work in concert with faculty to develop research studies in each of the first two years of study. Courses are coordinated to promote the development of research and communication skills, so that students can become involved with important problems in educational research. As students progress in the program, they continue to work with faculty, both within and outside of the department, to craft systematic investigations of learning environments.

Quantitative Methods
Advisors: Professors Bolt, Kaplan, Kim, Steiner, Wollack

Educational research has a strong tradition of employing state-of-the-art statistical and psychometric (psychological measurement) techniques. Researchers in all areas of education develop measuring instruments, design and conduct experiments and surveys, and analyze data resulting from these activities. Because of this tradition, quantitative methods has long been an area of specialization within educational psychology. Graduates in this area teach, serve as consultants to educational researchers, and conduct research on statistics and psychometrics in education-related fields. Within the program, the quantitative methods area offers the two major specializations of statistics and measurement.

The study of quantitative methods takes advantage of the range of resources at the University of Wisconsin—Madison and includes coursework in statistics, mathematics, and computer sciences, and in other units of the School of Education.

School Psychology
Advisors: Professors Albers, Asmus, Garbacz

Clinical Assistant Professor: Kelly

The graduate program in school psychology leads to a Ph.D. in educational psychology with a scientist–scholar–practitioner model of professional training. Students prepare for positions as professors in colleges and universities, psychologists in elementary and secondary schools, and with other organizations or agencies that focus on psychological services to children, youth, and families. The program is fully accredited by the American Psychological Association and the National Association of School Psychologists.

The areas of professional practice of school psychologists include psychological assessment and psychodiagnostic evaluation, prevention and intervention procedures, consultation and program planning, and research and evaluation. The program also requires study of applied behavior analysis, cognitive-behavior therapy, social-learning theory and ecological–behavioral–systems theory. Applied experience and training are provided in individual and group work with both typical classroom populations and special groups, including individuals with developmental disabilities and others with special education needs. Included in the practicum and internship experience is work with families, classroom peer groups, and community and school systems.

ADMISSIONS

For admission to graduate work, the department does not require a specific undergraduate major. However, it is preferred that applicants have completed approximately 18 credits in courses that provide a relevant foundation for further study in educational psychology. Neither certification as a teacher nor teaching experience is required. An undergraduate grade point average of at least 3.0 (4.0 basis) based on the last 60 semester hours of undergraduate coursework is requisite. Also essential are a statement of purpose, Graduate Record Exam (GRE) scores, and three letters of recommendation.
GRADUATE SCHOOL ADMISSIONS

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online (https://grad.wisc.edu/admissions).

FUNDING

GRADUATE SCHOOL RESOURCES

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information (https://grad.wisc.edu/funding) is available from the Graduate School. Be sure to check with your program for individual policies and processes related to funding.

PROGRAM RESOURCES

Students are eligible to compete for UW–Madison fellowships. A limited number of teaching and project assistantships are available within the department, and prospective students are encouraged to refer to the instructions for fellowships and assistantships contained in the program application information.

REQUIREMENTS

MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (http://guide.wisc.edu/graduate/policiesandrequirementstext), in addition to the program requirements listed below.

MAJOR REQUIREMENTS

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Mode of Instruction Definitions

- **Face to Face**: These programs are offered in a face-to-face format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.
- **Evening/Weekend**: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.
- **Online**: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.
- **Hybrid**: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.
- **Accelerated**: These on-campus programs are offered in an accelerated format of both the program(s) and the Graduate School. Be sure to check with your program for individual policies and processes related to funding.

CURRICULAR REQUIREMENTS

| Minimum Credit Requirement | School psychology track: 110 credits |

Other Grade Requirements

- **The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.**
- **Assessments and Examinations**: Doctoral students are required to take a comprehensive preliminary/oral examination after they have cleared their record of all Incomplete and Progress grades (other than research and thesis). Deposit of the doctoral dissertation in the Graduate School is required.
- **Language Requirements**: Contact the program for information on any language requirements.
- **Doctoral Minor/Breadth Requirements**: All doctoral students are required to complete a minor.

REQUIRED COURSES

**Human Development Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSYCH 709</td>
<td>Seminar in Research in Educational Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 710</td>
<td>Seminar in Research in Educational Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 720</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 721</td>
<td>Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 760</td>
<td>Statistical Methods Applied to Education I</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.
ED PSYCH 761  Statistical Methods Applied to Education II  3

Human Development area course

Additional Ph.D. Requirements

Two (2) Human Development area courses

ED PSYCH 762  Introduction to the Design of Educational Experiments  3

ED PSYCH 763  Regression Models in Education  3

Doctoral Minor coursework

Additional Courses  20

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Learning Sciences Track 1

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>M.S. Requirements</td>
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<td>3</td>
</tr>
<tr>
<td>ED PSYCH 795</td>
<td>Introduction to Learning Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 796</td>
<td>Introduction to the Learning Sciences II</td>
<td>3</td>
</tr>
</tbody>
</table>

Two classes (6 credits) in quantitative methods courses not including ED PSYCH 760 or its equivalent

One class (3 credits) in qualitative methods

One additional class (3 credits) in the Learning Sciences area

Current Issues in the Learning Sciences (1 credit per semester for two semesters)

Major Area Paper preparation class

Additional Ph.D. Requirements

18 credits chosen from the following (or other courses approved by advisor)

ED PSYCH 711  Current Topics in Educational Psychology (Topics: Grants and Grant Writing, Applied Regression Analysis, Embodied Cognition, Quantitative Ethnography)  1-3

ED PSYCH 771  Test Construction  3

ED PSYCH 792  Tools for Thought  3

CURRIC 975  General Seminar (Topics: Computational Research Methods, Interactive Exhibit Design, Computational Literacy, Discourse Analysis and Education)  2-3

ELPA 703  Evaluating and Supporting Quality Classroom Teaching  3

ELPA 844  Technology and School Leadership  3

COMP SCI/ED PSYCH/PSYCH 770  Human-Computer Interaction  3

PHILOS 503  Theory of Knowledge  3

Doctoral Minor coursework  10

These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

Quantitative Methods Track 1

The Quantitative Area of the Department of Educational Psychology is divided into two subareas: (1) Educational Statistics and Research Methodology; and (2) Educational Measurement. Below are listed the requirements in each of these subareas.

• Educational Statistics and Research Methodology subarea

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<td>Test Construction</td>
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<td>ED PSYCH 960</td>
<td>Structural Equation Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 963</td>
<td>Design &amp; Analysis of Quasi-Experiments for Causal Inference</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH/ELPA 964</td>
<td>Hierarchical Linear Modeling</td>
<td>3</td>
</tr>
<tr>
<td>STAT/MATH 309</td>
<td>Introduction to Probability and Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 311</td>
<td>Introduction to Theory and Methods of Mathematical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>or STAT/MATH 310</td>
<td>Introduction to Probability and Mathematical Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended Elective Courses (chosen in consultation with advisor):

ED PSYCH 773  Factor Analysis, Multidimensional Scaling and Cluster Analysis  3

ED PSYCH 871  Test Theory II  3

ED PSYCH 971  Advanced Seminar in Educational Measurement and Statistics  1-2

Other statistics courses

Other courses from the Learning Sciences, Human Development, and School Psychology tracks

• Educational Measurement subarea

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Educational Psychology, Ph.D.

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<tr>
<td>ED PSYCH 963</td>
<td>Design &amp; Analysis of Quasi-Experiments for Causal Inference</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 971</td>
<td>Advanced Seminar in Educational Measurement and Statistics</td>
<td>1-2</td>
</tr>
</tbody>
</table>

Other measurement/assessment/evaluation and statistics courses
Other courses in the Learning Sciences, Human Development, and School Psychology tracks

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School Psychology Track 1

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<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ED PSYCH 540</td>
<td>Introduction to Professional School Psychology</td>
<td>2</td>
</tr>
<tr>
<td>ED PSYCH 541</td>
<td>Applied Behavior Analysis in Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 542</td>
<td>The Biological Basis of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH/ HDFS 725</td>
<td>Theory and Issues in Human Development</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH/ COUN PSY/ HDFS 726</td>
<td>Ethnic and Racial Diversity in Social Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN PSY/PSYCH/ RP &amp; SE 729</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH/ COUN PSY/ RP &amp; SE 737</td>
<td>Seminar in History and Systems of Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

ED PSYCH 740 | Cognitive Assessment of Children in the Schools | 3       |
ED PSYCH 741 | Social, Emotional, and Behavioral Assessment | 3       |
ED PSYCH 742 | Assessment and Intervention for Academic Skill Problems | 3       |
ED PSYCH 743 | Design and Analysis of Single-Case Research | 3       |
ED PSYCH 760 | Statistical Methods Applied to Education I | 3       |
ED PSYCH 761 | Statistical Methods Applied to Education II | 3       |
ED PSYCH 762 | Introduction to the Design of Educational Experiments | 3       |
ED PSYCH 795 | Introduction to Learning Sciences I | 3       |
ED PSYCH 844 | Childhood and Adolescent Psychopathology in Schools | 3       |
ED PSYCH 845 | Psychopharmacological Treatments for Children and Adolescents | 3       |
ED PSYCH 942 | Systems of Consultation in School Psychology | 2-3     |
ED PSYCH 946 | Advanced Assessment and Intervention Techniques | 3       |
ED PSYCH 947 | Evidenced-based Child and Adolescent Psychotherapy | 3       |
ED PSYCH 948 | Research and Measurement Seminar in School Psychology | 3       |
ED PSYCH 840 | Clinical Practicum in School Psychology | 1-6     |
ED PSYCH/ COUN PSY/PSYCH/ RP & SE 995 | Predoctoral Internship | 0-12    |

or ED PSYCH 943 | Internship in School Psychology | 3       |

Doctoral Minor coursework 1 10

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POLICIES

GRADUATE SCHOOL POLICIES

The Graduate School’s Academic Policies and Procedures (https://grad.wisc.edu/acadpolicy) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

MAJOR-SPECIFIC POLICIES

GRADUATE PROGRAM HANDBOOK

A Graduate Program Handbook containing all of the program’s policies and requirements is forthcoming from the program.
PRIOR COURSEWORK

**Graduate Work from Other Institutions**
With program approval, students are allowed to count no more than 9 credits of graduate coursework from other institutions. Coursework earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

**UW–Madison Undergraduate**
No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

**UW–Madison University Special**
With program approval, students are allowed to count no more than 9 credits of coursework numbered 300 or above taken as a UW–Madison University Special student. Coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements.

PROBATION
The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

ADVISOR / COMMITTEE
Every graduate student is required to have an advisor. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies. An advisor generally serves as the thesis advisor. In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor.

To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis.

A committee often accomplishes advising for the students in the early stages of their studies.

CREDITS PER TERM ALLOWED
15 credits

TIME CONSTRAINTS
Doctoral degree students who have been absent for ten or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

A candidate for a doctoral degree who fails to take the final oral examination and deposit the dissertation within five years after passing the preliminary examination may be required to take another preliminary examination and to be admitted to candidacy a second time.

OTHER
For the Ph.D. program, the department offers assistantships to incoming students (pending available funding).

PROFESSIONAL DEVELOPMENT

GRADUATE SCHOOL RESOURCES
Take advantage of the Graduate School’s professional development resources (https://grad.wisc.edu/pd) to build skills, thrive academically, and launch your career.

LEARNING OUTCOMES

1. Acquire a strong foundation in current and past theories, research findings, and methodologies in their program area. Use critical thinking skills to synthesize existing knowledge, evaluate strengths and limitations in existing theory and research, and identify issues in need of additional inquiry - including conceptual and methodological approaches available to address these issues.

2. Demonstrate a knowledge of and sensitivity to human diversity in terms of individual abilities and orientations and sociocultural backgrounds.

3. Retrieve, evaluate, and interpret professional and scientific literature; use this information to develop or adapt theoretical frameworks and derive testable hypotheses or predictions for their own research / program evaluation projects.

4. Learn to design realistic and feasible research or assessment projects in their program area and to prepare necessary protocols that are sensitive to the backgrounds of individuals who are the focus of their work.

5. Conduct independent research and analyze and interpret resulting data.

6. Create clear and concise reports of their research or program evaluations that are appropriate to the intended audiences, which may include fellow scholars (via scholarly journals), practitioners (via practitioner journals or reports), and lay audiences (via online or other published reports).

7. Communicate effectively in collaborative work, instructional activities, and/or consultation settings with students and professional colleagues.

8. Conduct research or program implementation / evaluation in accordance with ethical standards established in their field of inquiry.

PEOPLE

Faculty: Professors Brown (chair), Asmus Bellmore, Bolt Enright, Kalish Kaplan, Kim, Nathan Puntambekar, Shaffer, Wollack; Associate Professors Albers, Steiner, Vlach; Assistant Professors Garbach, Hubbard, Matthews, Rau; Clinical Assistant Professor Kelly

ACCREDITATION

Accreditation
American Psychological Association (http://www.apa.org)
## Certification/Licensure


<table>
<thead>
<tr>
<th>Year of Exam</th>
<th>UW-Madison Graduates: First Attempt</th>
<th>National First Attempt</th>
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<tbody>
<tr>
<td>2016-2017</td>
<td>100%</td>
<td>not available</td>
</tr>
<tr>
<td>2015-2016</td>
<td>100%</td>
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</tr>
<tr>
<td>2014-2015</td>
<td>100%</td>
<td>not available</td>
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</table>

Note: The table shows pass rates on a national certification exam. Licenses are awarded at the state-level.

Examination for Professional Practice in Psychology ([http://www.asppb.net](http://www.asppb.net))

<table>
<thead>
<tr>
<th>Year of Exam</th>
<th>UW-Madison Graduates: First Attempt</th>
<th>National First Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2017</td>
<td>93.33%</td>
<td>80.81%</td>
</tr>
</tbody>
</table>

Note: Because of the relatively small size of many doctoral programs, EPPP pass rates are reported only in terms of the three-year moving average. The table shows pass rates on a national certification exam. Licenses are awarded at the state-level.