EDUCATIONAL PSYCHOLOGY, M.S.

M.S. IN EDUCATIONAL PSYCHOLOGY NAMED OPTIONS

RESEARCH
The M.S. named option in Research (http://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-research-ms/) is the traditional master’s program. 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 Waisman Center.

PROFESSIONAL EDUCATOR (MSPE)
The M.S. named option in Professional Educator (http://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-professional-educator-mspe-ms/#text) is a 30-credit master’s program designed with a teaching professional's schedule in mind. Courses in the MSPE program emphasize practical strategies and applications. Participants are part of a two-year cohort learning group, completing a master's degree through a combination of technology-enhanced distance learning during the academic year and summer on-campus coursework.

EDUCATIONAL SPECIALIST IN SCHOOL PSYCHOLOGY
The M.S. named option in Educational Specialist in School Psychology (http://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-educational-specialist-school-psychology-ms/) will prepare master of science graduate students to become practitioners in the field of school psychology, enabling them to help children and adolescents succeed academically, socially, behaviorally, and emotionally within educational settings.

ADMISSIONS
Students apply to the Master of Science in Educational Psychology through one of the named options:

- Educational Specialist in School Psychology (https://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-educational-specialist-school-psychology-ms/)
- Professional Educator (MSPE) (https://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-professional-educator-mspe-ms/)
- Research (http://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-research-ms/)

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 restrictions 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

CURRICULAR REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
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<tbody>
<tr>
<td>Minimum Credit Requirement</td>
<td>See Named Options for policy information.</td>
</tr>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>See Named Options for policy information.</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>See Named Options for policy information.</td>
</tr>
<tr>
<td>Overall Graduate GPA Requirement</td>
<td>3.00 GPA required.</td>
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<tr>
<td>Other Grade Requirements</td>
<td>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.</td>
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Assessments and Examinations See Named Options for policy information.
Language No language requirements.

Requirements

REQUIRED COURSES
Select a Named Option (p. 2) for courses required.

NAMED OPTIONS
A named option is a formally documented sub-major within an academic major program. Named options appear on the transcript with degree conferral. Students pursuing the Master of Science in Educational Psychology must select one of the following named options:

- EDUCATIONAL PSYCHOLOGY: PROFESSIONAL EDUCATOR (MSPE), M.S. (HTTP://GUIDE.WISC.EDU/GRADUATE/EDUCATIONAL-PSYCHOLOGY-EDUCATIONAL-PSYCHOLOGY-MS/EDUCATIONAL-PSYCHOLOGY-PROFESSIONAL-EDUCATOR-MSPE-MS/)

POLICIES
Students should refer to one of the named options for policy information:

- Educational Specialist in School Psychology (https://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-educational-specialist-school-psychology-ms/)
- Professional Educator (MSPE) (https://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-professional-educator-mspe-ms/)
- Research (http://guide.wisc.edu/graduate/educational-psychology/educational-psychology-ms/educational-psychology-research-ms/)

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.
2. Become acquainted with the implications of human diversity (in terms of individual abilities and orientations and sociocultural backgrounds) for research and practice in their chosen field of study.
3. Learn the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s).
4. Identify key features of high-quality research or program implementation/evaluation in their chosen field.
5. Develop writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.
6. Learn how to conduct research or program implementation/evaluation in accordance with ethical standards established in their field of inquiry.

PEOPLE
Faculty: Professors Asmus, Bellmore, Bolt, Brown, Enright, Kaplan, Kim, Nathan, Puntambekar, Quintana, Shaffer, Wollack (chair); Associate Professors Albers, Garbacz, Kilgus, Matthews, Rau, Vlach; Assistant Professors Eklund, Hubbard, Short; Clinical Assistant Professor Kelly