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 three areas of study and research: human development, learning sciences, quantitative methods. The program also offers a Ph.D. in School Psychology.

The department provides 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.

AREAS OF SPECIALIZATION

Human Development
Professors: Bellmore, Brown, Enright, Hubbard, Matthews, Short, Vlach

This Human Development program focuses on individual development, with an emphasis on the beginning of the lifespan and formal schooling years (infancy through young adulthood). The Human Development area's research seeks to make conceptual/theoretical contributions to the understanding of human behavior that can address practical concerns of educators, parents, and others. Special emphasis is placed on considering how diversity in personal backgrounds, contexts, and experiences contribute to the developing person. The graduate program 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 learn about general theories and issues in human development; specific developmental processes in childhood, adolescence, and adulthood; 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 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
Professors: Bell, 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, the nature of knowledge in substantive domains of inquiry, like mathematics, science, and composition, and the analysis of learning using moment-by-moment data about learning processes. The program of study emphasizes 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
Professors: Bolt, Kaplan, Kim, Pustejovsky, 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 have 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

The Department of Educational Psychology also administers a Ph.D. in School Psychology and M.S. in School Psychology.

ADMISSIONS

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website.

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>December 1</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>This program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>This program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>Every applicant whose native language is not</td>
</tr>
<tr>
<td></td>
<td>English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (<a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a>).</td>
</tr>
<tr>
<td>Other Test(s) (e.g., GMAT, MCAT)</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Letters of Recommendation Required

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. A statement of purpose is also required.

**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**

**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**

- **Accelerated:** Accelerated programs are offered at a fast pace that condenses the time to completion. Students are able to complete a program with minimal disruptions to careers and other commitments.
- **Evening/Weekend:** Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.
- **Face-to-Face:** Courses typically meet during weekdays on the UW-Madison Campus.

**Human Development Pathway**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. Requirements</td>
<td></td>
<td></td>
</tr>
<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 712</td>
<td>Educational Psychology Diversity Seminar</td>
<td>1</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>
<tr>
<td>ED PSYCH 761</td>
<td>Statistical Methods Applied to Education II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Human Development Area Course**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED PSYCH 711</td>
<td>Current Topics in Educational Psychology</td>
</tr>
</tbody>
</table>

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Hybrid: These programs combine face-to-face and online learning formats. Contact the program for more specific information.

Online: These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.
One additional class (3 credits) in the Learning Sciences area. This includes any course in the Learning Sciences program area or any other approved course by the Learning Science faculty as covering appropriate content in the learning sciences.

Elective credits approved by LS faculty.

Major Area Paper

Additional Ph.D. Requirements

The following 20 credits must be completed after admission to PhD program:

One advanced course in either quantitative or qualitative methods beyond the level of 762 or introductory qualitative methods.

One additional class in Learning Sciences

ED PSYCH 711 Current Topics in Educational Psychology (Topic: Current Issues in the Learning Sciences)

Breadth coursework

Elective credits to reach 20 credits

Total Credits

56

1

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

Learning Sciences Pathway

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| M.S. Requirements

ED PSYCH 709 Seminar in Research in Educational Psychology I          3
ED PSYCH 710 Seminar in Research in Educational Psychology II         3
ED PSYCH 712 Educational Psychology Diversity Seminar                1
ED PSYCH 795 Introduction to Learning Sciences I                       3
ED PSYCH 796 Introduction to the Learning Sciences II                  3

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

ED PSYCH 711 Current Topics in Educational Psychology (Topic: Current Issues in the Learning Sciences)          4
ED PSYCH 711 Current Topics in Educational Psychology (Topic: Academic Writing in Learning Sciences)          3

One class (3 credits) in qualitative methods.

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

Quantitative Methods Pathway

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
| ED PSYCH 709 Seminar in Research in Educational Psychology I          3
ED PSYCH 710 Seminar in Research in Educational Psychology II         3
ED PSYCH 712 Educational Psychology Diversity Seminar                1
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 763 Regression Models in Education                           3
ED PSYCH 771 Test Construction                                        3
ED PSYCH 960 Structural Equation Modeling                             3
ED PSYCH 963 Design & Analysis of Quasi-Experiments for Causal Inference 3
ED PSYCH 964 Hierarchical Linear Modeling                             3
STAT/MATH 309 Introduction to Probability and Mathematical Statistics I 3
or STAT 311 Introduction to Theory and Methods of Mathematical Statistics I

STAT/MATH 310 Introduction to Probability and Mathematical Statistics II 3
or STAT 312 Introduction to Theory and Methods of Mathematical Statistics II

Elective Courses (chosen in consultation with advisor): 10
ED PSYCH 963 Design & Analysis of Quasi-Experiments for Causal Inference
ED PSYCH 965 Applied Bayesian Statistics for Education Research
ED PSYCH 971 Advanced Seminar in Educational Measurement and Statistics

Other measurement/assessment/evaluation and statistics courses
Other courses in the Learning Sciences, Human Development, and School Psychology tracks or any other approved course by the Quantitative Methods faculty as covering appropriate content in quantitative methods.

Breadth coursework 9

Total Credits 56

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

• Educational Measurement subarea

Code | Title | Credits
--- | --- | ---
ED PSYCH 709 | Seminar in Research in Educational Psychology I | 3
ED PSYCH 710 | Seminar in Research in Educational Psychology II | 3
ED PSYCH 712 | Educational Psychology Diversity Seminar | 1
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 763 | Regression Models in Education | 3
ED PSYCH 771 | Test Construction | 3
ED PSYCH 773 | Factor Analysis, Multidimensional Scaling and Cluster Analysis | 3
ED PSYCH 871 | Test Theory II | 3
ED PSYCH 960 | Structural Equation Modeling | 3
STAT/MATH 309 | Introduction to Probability and Mathematical Statistics I | 3
or STAT 311 | Introduction to Theory and Methods of Mathematical Statistics I | 3

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

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

This program follows the Graduate School’s Probation policy. (https://policy.wisc.edu/library/UW-1217/)
ADVISOR / COMMITTEE
This program follows the Graduate School’s Advisor policy (https://policy.wisc.edu/library/UW-1232/) and Committees policy (https://policy.wisc.edu/library/UW-1201/).

CREDITS PER TERM ALLOWED
15 credits

TIME LIMITS
This program follows the Graduate School’s Time Limits policy. (https://policy.wisc.edu/library/UW-1221/)

GRIEVANCES AND APPEALS
These resources may be helpful in addressing your concerns:

1. Bias or Hate Reporting (https://dosu_students.wisc.edu/bias-or-hate-reporting/)
2. Graduate Assistantship Policies and Procedures (https://hr.wisc.edu/policies/gapp/#grievance-procedure)
3. Hostile and Intimidating Behavior Policies and Procedures (https://hr.wisc.edu/hib/)
   - Office of the Provost for Faculty and Staff Affairs (https://facstaff.provost.wisc.edu/)
4. Dean of Students Office (https://dosu_students.wisc.edu/) (for all students to seek grievance assistance and support)
5. Employee Assistance (http://www.eao.wisc.edu/) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
6. Employee Disability Resource Office (https://employeedisabilities.wisc.edu/) (for qualified employees or applicants with disabilities to have equal employment opportunities)
7. Graduate School (https://grad.wisc.edu/) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
8. Office of Compliance (https://compliance.wisc.edu/) (for class harassment and discrimination, including sexual harassment and sexual violence)
9. Office of Student Conduct and Community Standards (https://conduct.students.wisc.edu/) (for conflicts involving students)
10. Ombuds Office for Faculty and Staff (http://www.ombuds.wisc.edu/) (for employed graduate students and post-docs, as well as faculty and staff)
11. Title IX (https://compliance.wisc.edu/titleix/) (for concerns about discrimination)

Any student who feels that they have been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA’s supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.
2. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student’s satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.
3. On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.
4. If either party is not satisfied with the decision of the department, they have five working days from receipt of the decision to contact the dean’s office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean’s office within 60 calendar days of the alleged unfair treatment.
5. In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean’s office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.
6. On receipt of such a written complaint, the associate dean will convene a subcommittee of the school’s Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean’s office.

Questions about these procedures can be directed to the School of Education Dean’s Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: “No student may be denied admission to, participation in, or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.” In addition, UW–System prohibits discrimination based on gender identity or gender expression. Students have the right to file discrimination and harassment complaints with the Office of Compliance (https://compliance.wisc.edu/), 361 Bascom Hall, 608-265-6018, uwcomplianceoffice@wisc.edu.
**OTHER**
For the Ph.D. program, the department offers assistantships to incoming students.

**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:** Asmus, Bell, Bellmore, Bolt, Brown, Enright, Kaplan, Kim, Nathan, Puntambekar, Quintana, Shaffer, Wollack (chair)

**Associate Professors:** Albers, Eklund, Garbacz, Hubbard, Kilgus, Matthews, Pustejovsky, Rau, Vlach

**Assistant Professors:** Klingbeil, Short

**Clinical Associate Professor:** Kelly

**Clinical Assistant Professor:** Hagermoser-Bayley