

EDUCATIONAL PSYCHOLOGY, PHD

The Department of Educational Psychology offers the master of science and doctor of philosophy degrees in educational psychology. The programs for the MS and PhD 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 PhD in School Psychology. (<https://guide.wisc.edu/graduate/educational-psychology/school-psychology-phd/>)

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, Enright, Hubbard, Matthews, Short, Starr, 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, Karumbaiah, Nathan, Puntambekar, Shaffer, Zhang (Fall 2024)

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 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

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 PhD in School Psychology (<https://guide.wisc.edu/graduate/educational-psychology/school-psychology-phd/>).

ADMISSIONS

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/>).

Requirements	Detail
Fall Deadline	December 1
Spring Deadline	This program does not admit in the spring.
Summer Deadline	This program does not admit in the summer.
GRE (Graduate Record Examinations)	Required.

English Proficiency Test	Every applicant whose native language is not English, or whose undergraduate instruction was not exclusively in English, must provide an English proficiency test score earned within two years of the anticipated term of enrollment. Refer to the Graduate School: Minimum Requirements for Admission policy: https://policy.wisc.edu/library/UW-1241 (https://policy.wisc.edu/library/UW-1241/).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

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 required. A statement of purpose is also required.

FUNDING

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/#policiesandrequirements>), in addition to the program requirements listed below.

MAJOR REQUIREMENTS

MODE OF INSTRUCTION

Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
Yes	No	No	No	No

Mode of Instruction Definitions

Accelerated: Accelerated programs are offered at a fast pace that condenses the time to completion. Students typically take enough credits aimed at completing the program in a year or two.

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.

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.

CURRICULAR REQUIREMENTS

Requirement Detail

Minimum Credit Requirement	56 credits
Minimum Residence Credit Requirement	38 credits
Minimum Graduate Coursework Requirement	28 credits must be graduate-level coursework. Refer to the Graduate School: Minimum Graduate Coursework (50%) Requirement policy: https://policy.wisc.edu/library/UW-1244 (https://policy.wisc.edu/library/UW-1244/).
Overall Graduate GPA Requirement	3.00 GPA required. Refer to the Graduate School: Grade Point Average (GPA) Requirement policy: https://policy.wisc.edu/library/UW-1203 (https://policy.wisc.edu/library/UW-1203/).
Other Grade Requirements	n/a
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	No language requirements.
Graduate School Breadth Requirement	All doctoral students are required to complete a doctoral minor or graduate/professional certificate. Refer to the Graduate School: Breadth Requirement in Doctoral Training policy: https://policy.wisc.edu/library/UW-1200 (https://policy.wisc.edu/library/UW-1200/).

REQUIRED COURSES

Human Development Pathway ¹

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 720	Child Development	3
ED PSYCH 721	Adolescent Development	3
ED PSYCH 760	Statistical Methods Applied to Education I	3
ED PSYCH 761	Statistical Methods Applied to Education II	3

Human Development Area Course

Select one of the following: 3

ED PSYCH 711	Current Topics in Educational Psychology * with permission from HD Area Chair	
ED PSYCH/ COUN PSY 723	Developmental Processes Across the Life Span	
ED PSYCH/ HDFS 725	Theory and Issues in Human Development	
ED PSYCH 921	Seminar in Adolescent Development	
ED PSYCH 925	Advanced Seminar in Human Development	

Elective credits approved by HD faculty 11

Master's Thesis**Additional PhD Requirements**

Select two (2) additional Human Development area courses from the list above. Thesis and dissertation credits (990) can not be counted towards coursework requirements, but can count toward elective credits. No more than four credits can be earned in Independent Study (999).

ED PSYCH 762	Introduction to the Design of Educational Experiments	3
or ED PSYCH 763	Regression Models in Education	

Breadth coursework 9

Additional Elective credits to reach a total of 20 credits after MS degree 5

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 Pathway¹

Code	Title	Credits
MS 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. ²		6

ED PSYCH 711	Current Topics in Educational Psychology (Topic: Current Issues in the Learning Sciences)	4
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ED PSYCH 711	Current Topics in Educational Psychology (Topic: Academic Writing in Learning Sciences)	3
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One class (3 credits) in qualitative methods. 3

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. 4

Major Area Paper

Additional PhD Requirements

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

One advanced course in either quantitative or qualitative methods numbered 762 or above or introductory qualitative methods. 3

One additional class in Learning Sciences 3

ED PSYCH 711	Current Topics in Educational Psychology (Topic: Current Issues in the Learning Sciences)	2
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Breadth coursework 9

Elective credits numbered 600 and above to reach 20 credits 3

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.

² This includes any course in the Quantitative Methods program area or any other approved course by the Learning Sciences faculty as covering appropriate content in quantitative methods.

Quantitative Methods Pathway¹

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

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 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	3-4
or STAT 311	Introduction to Theory and Methods of Mathematical Statistics I	
or STAT 609	Mathematical Statistics I	
or STAT/MATH 709	Mathematical Statistics	
STAT/MATH 310	Introduction to Probability and Mathematical Statistics II	3-4
or STAT 312	Introduction to Theory and Methods of Mathematical Statistics II	
or STAT 610	Introduction to Statistical Inference	
or STAT/MATH 710	Mathematical Statistics	
Elective Courses (chosen in consultation with advisor):		10
ED PSYCH 773	Factor Analysis, Multidimensional Scaling and Cluster Analysis	
ED PSYCH 871	Test Theory II	
ED PSYCH 965	Applied Bayesian Statistics for Education Research	
ED PSYCH 971	Advanced Seminar in Educational Measurement and Statistics	
Other statistics courses, including those outside the Department and special topics courses within the Department (e.g., longitudinal data analysis, statistical computation, missing data analysis)		
Other courses from the Learning Sciences or Human Development track, or School Psychology degree, approved by the Quantitative Methods faculty as fitting into the student's program of study.		
Breadth coursework		9
Total Credits		56-58

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.

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	3-4
or STAT 311	Introduction to Theory and Methods of Mathematical Statistics I	
or STAT 609	Mathematical Statistics I	
or STAT/MATH 709	Mathematical Statistics	
STAT/MATH 310	Introduction to Probability and Mathematical Statistics II	3-4
or STAT 312	Introduction to Theory and Methods of Mathematical Statistics II	
or STAT 610	Introduction to Statistical Inference	
or STAT/MATH 710	Mathematical Statistics	

Elective Courses (chosen in consultation with advisor):		10
ED PSYCH 963	Design & Analysis of Quasi-Experiments for Causal Inference	
ED PSYCH 964	Hierarchical Linear Modeling	
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 including those outside of the Department and those to be developed in the Department		
Other courses in the Learning Sciences and Human Development track, and School Psychology degree or any other approved course by the Quantitative Methods faculty that fit into the student's program of study.		
Breadth coursework		9
Total Credits		56-58

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.

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 Credits Earned at Other Institutions

With program approval, students are allowed to transfer 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.

Undergraduate Credits Earned at Other Institutions or UW-Madison

No credits from a UW-Madison or other institution undergraduate degree are allowed to count toward the degree.

Credits Earned as a Professional Student at UW-Madison (Law, Medicine, Pharmacy, and Veterinary careers)

Refer to the Graduate School: Transfer Credits for Prior Coursework (<https://policy.wisc.edu/library/UW-1216/>) policy.

Credits Earned as a University Special student at UW-Madison

With program approval, students are allowed to transfer 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

Refer to the Graduate School: Probation (<https://policy.wisc.edu/library/UW-1217/>) policy.

ADVISOR / COMMITTEE

Refer to the Graduate School: Advisor (<https://policy.wisc.edu/library/UW-1232/>) and Graduate School: Committees (Doctoral/Master's/MFA) (<https://policy.wisc.edu/library/UW-1201/>) policies.

CREDITS PER TERM ALLOWED

15 credits

TIME LIMITS

Refer to the Graduate School: Time Limits (<https://policy.wisc.edu/library/UW-1221/>) policy.

GRIEVANCES AND APPEALS

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>)
- Graduate Assistantship Policies and Procedures (<https://hr.wisc.edu/policies/gapp/#grievance-procedure>)
- 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/>)
- 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)

- Employee Disability Resource Office (<https://employeeabilities.wisc.edu/>) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- 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)
- Office of Compliance (<https://compliance.wisc.edu/>) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office Student Assistance and Support (OSAS) (<https://osas.wisc.edu/>) (for all students to seek grievance assistance and support)
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts involving students)
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (<https://compliance.wisc.edu/titleix/>) (for concerns about discrimination)

School of Education Grievance Policy and Procedures

The following School of Education Student Grievance Policy and associated procedures are designed for use in response to individual student grievances regarding faculty or staff in the School of Education.

Any individual student who feels they have been treated unfairly by a School of Education faculty or staff member has the right to file a grievance about the treatment and receive a timely response addressing their concerns. Any student, undergraduate or graduate, may use these grievance procedures, except employees whose complaints are covered under other campus policies. The grievance may concern classroom treatment, mentoring or advising, program admission or continuation, course grades (study abroad grade complaints are handled through International Academic Programs (<https://studyabroad.wisc.edu/>)), or issues not covered by other campus policies or grievance procedures.

For grievances regarding discrimination based on protected bases (<https://compliance.wisc.edu/eo-complaint/>) (i.e., race, color, national origin, sex, disability, age, etc.), contact the Office of Compliance (<https://compliance.wisc.edu/eo-complaint/>).

For grievances or concerns regarding sexual harassment or sexual violence (including sexual assault, dating/domestic violence, stalking, and sexual exploitation), contact the Sexual Misconduct Resource and Response Program (<https://compliance.wisc.edu/titleix/>) within the Office of Compliance.

For grievances that involve the behavior of a student, contact the Office of Student Conduct and Community Standards in the Dean of Students Office at <https://conduct.students.wisc.edu/>.

For grievances about, or directed at, faculty or staff in a School of Education department, unit, or program, students should follow these steps:

1. Students are strongly encouraged to first talk with the person against whom the concern is directed. Many issues can be settled informally at this level. If students are unable to resolve concerns directly or without additional support, step 2 or 3 should be pursued.
2. If unresolved after taking or considering step 1:
 - a. If the concern is directed against a teaching assistant (TA), and the student is not satisfied, the student should contact the

TA's supervisor, who is usually the course professor. The course professor will attempt to resolve the concern informally.

- b. If the concern involves a non-TA instructor, staff member, professor, academic department, or School of Education office or unit, the student should contact the chair of the department or the director of the office or unit, or their designee. The chair or director, or their designee, will attempt to resolve the concern informally. If the concern is about the department chair or office/unit director, the student should consult the School of Education Senior Associate Dean for guidance.
3. If the concern remains unresolved after step 2, the student may submit a formal grievance to the chair or director in writing within 30 business days¹ of the alleged unfair treatment. To the fullest extent possible, a formal written grievance shall contain a clear and concise statement of the issue(s) involved and the relief sought.
4. On receipt of a written grievance, the chair or director will notify the person at whom the grievance is directed with a copy of the written grievance. The person at whom the complaint is directed may submit a written response, which would be shared with the student.
5. On receipt of a written grievance, the chair or director will refer the matter to a department, office, or unit committee comprised of at least two members. The committee may be an existing committee or one constituted for this purpose. The committee, or delegates from the committee, may meet with the parties involved and/or review any material either party shares with the committee.
6. The committee will provide a written description of the facts of the grievance and communicate recommendations to the department chair or office/unit head regarding how the grievance should be handled.
7. The chair or director will offer to meet with the student who made the grievance and also will provide a written decision to the student, including a description of any related action taken by the committee, within 30 business days of receiving the formal grievance.

¹ For the purpose of this policy, business days refers to those days when the University Offices are open and shall not include weekends, university holidays, spring recess, or the period from the last day of exams of fall semester instruction to the first day of spring semester instruction. All time limits may be modified by mutual consent of the parties involved.

If the grievance concerns an undergraduate course grade, the decision of the department chair after reviewing the committee's recommendations is final.

Other types of grievances may be appealed using the following procedures:

1. Both the student who filed the grievance or the person at whom the grievance was directed, if unsatisfied with the decision of the department, office or unit, have five (5) business days from receipt of the decision to contact the Senior Associate Dean, indicating the intention to appeal.
2. A written appeal must be filed with the Senior Associate Dean within 10 business days of the time the appealing party was notified of the initial resolution of the complaint.
3. On receipt of a written appeal, the Senior Associate Dean will convene a sub-committee of the School of Education's Academic Planning Council. This subcommittee may ask for additional information from the parties involved and/or may hold a meeting at which both parties

will be asked to speak separately (i.e., not in the room at the same time).

4. The subcommittee will then make a written recommendation to the Dean of the School of Education, or their designee, who will render a decision. The dean or designee's written decision shall be made within 30 business days from the date when the written appeal was filed with the Senior Associate Dean. For undergraduate students, the dean or designee's decision is final.

Further appealing a School of Education decision – *graduate students only*

Graduate students have the option to appeal decisions by the School of Education dean or designee by using the process detailed on the Graduate School's website (<https://grad.wisc.edu/documents/grievances-and-appeals/>).

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

Resources

- Office of Compliance (<https://compliance.wisc.edu/>) (for discrimination based on protected classes, including misconduct) 179A Bascom Hall, 608-262-2378
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts between students, or academic integrity violations) 70 Bascom Hall, 608-263-5700
- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>) (for students who experience or observe bias or hate incidents) 70 Bascom Hall, 608-263-5700
- Graduate School (<https://grad.wisc.edu/>) (for graduate students who need informal advice at any level of review; for official appeals of program/departmental or school/college grievance decisions, see Graduate Assistant Policies and Procedures (<https://hr.wisc.edu/policies/gapp/>)) 217 Bascom Hall, 608-262-2433
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for UW-Madison employees, including graduate students) 523-524 Lowell Center, 608-265-9992
- Employee Assistance (<http://www.eao.wisc.edu/>) (for conflicts involving graduate assistants and other employees) 256 Lowell Hall, 608-263-2987
- Office of Human Resources (<https://kb.wisc.edu/ohr/policies/search.php?cat=4506>) for policies and procedures to address workplace conflict) 21 N Park Street Suite 5101, 608-265-2257
- Office of Student Assistance and Support (<https://osas.wisc.edu/>) (OSAS) (for any students needing advice or support) 70 Bascom Hall, 608-263-5700
- School of Education, Office of Student Services (<https://education.wisc.edu/about/student-services/>) (for students, particularly undergraduates, in the School of Education) 139 Education Building, 608-262-1651
- School of Education, Office of Equity, Diversity, and Inclusion (<https://education.wisc.edu/about/diversity-inclusion/>) (OEDI) 145 Education Building, 608-262-8427

OTHER

For the PhD program, the department offers assistantships to incoming students.

PROFESSIONAL DEVELOPMENT

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

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

PEOPLE FACULTY

Professors: Asmus, Bell, Bellmore, Bolt, Enright, Kaplan, Kilgus, Kim, Nathan, Puntambekar, Quintana, Shaffer, Wollack

Associate Professors: Albers, Eklund, Garbacz, Hubbard, Matthews, Pustejovsky, Vlach

Assistant Professors: Karumbaiah, Klingbeil, Short, Starr, Zhang (Fall 2024)

Clinical Associate Professor: Kelly

Clinical Assistant Professor: Hagermoser-Bayley