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 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
Advisors: Professors Bellmore, Brown, Enright, Hubbard, Matthews, Short, 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 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, 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
Advisors: Professors Albers, Asmus, Eklund, Garbacz, Kilgus, Klingbeil, Quintana
Clinical Professors: Hagermoser-Bayley, 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 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 the 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

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>Requirements</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>
</tbody>
</table>
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 in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).

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 requisite. Also essential are a statement of purpose, Graduate Record Exam (GRE) scores, and three letters of recommendation.

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

<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.

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

Requirements Detail

Minimum Credit Requirement

- Human development track: 56 credits
- Learning sciences and quantitative methods tracks: 54 credits
- School psychology track: 110 credits

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.

Minimum Residence Credit Requirement

32 credits

Minimum Graduate Coursework Requirement

Half of degree coursework must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university’s Course Guide.

Overall Graduate GPA Requirement

3.00 GPA required.

Other Grade Requirements

The Graduate School requires that students maintain a graduate grade-point average (GPA) of 3.00 (on a 4.00 scale) for all graduate courses (excluding research) to receive a degree. 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

No language requirements.
Doctoral Minor/Breadth Requirements

REQUIRED COURSES

Human Development Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</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 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:

- ED PSYCH 711 | Current Topics in Educational Psychology * with permission from HD Area Chair | 3
- ED PSYCH/COUN PSY 723 | Developmental Processes Across the Life Span | 3
- ED PSYCH/HDFS 725 | Theory and Issues in Human Development | 3
- ED PSYCH 731 | Laboratory in Developmental Research | 3
- ED PSYCH 920 | Seminar in Child Development | 3
- ED PSYCH 921 | Seminar in Adolescent Development | 3
- ED PSYCH 925 | Advanced Seminar in Human Development | 3

Elective credits approved by HD faculty | 11

Master's Thesis

Additional Ph.D. Requirements

Select two (2) additional Human Development area courses from the list above. Thesis and dissertation credits (990) cannot be counted towards coursework requirements. 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 | 3

Doctoral Minor coursework | 9

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

Total Credits | 56

Learning Sciences Track

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>M.S. Requirements</td>
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<td>Seminar in Research in Educational Psychology II</td>
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<tr>
<td>ED PSYCH 712</td>
<td>Educational Psychology Diversity Seminar</td>
<td>1</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, selected from the following:

- ED PSYCH 711 | Current Topics in Educational Psychology ^ | 2
- ED PSYCH 761 | Statistical Methods Applied to Education I     | 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
- ED PSYCH 963 | Design & Analysis of Quasi-Experiments for Causal Inference | 3
- ED PSYCH/COUN PSY/ELPA 964 | Hierarchical Linear Modeling | 3
- ED PSYCH 965 | Applied Bayesian Statistics for Education Research | 3
- ED PSYCH 971 | Advanced Seminar in Educational Measurement and Statistics | 3
- 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. | 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. | 3

Elective credits approved by LS faculty. | 4
Major Area Paper

Additional Ph.D. Requirements

The following 18 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. See quantitative methods course options listed above. | 3

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One additional class in Learning Sciences 3
ED PSYCH 711 Current Topics in Educational Psychology (Topic: Current Issues in the Learning Sciences) 2

Doctoral Minor coursework 9
Elective credits to reach 18 credits 1

Total Credits 54

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2 Topics: Missing Data in Educational Research, Applied Longitudinal Data Analysis, Graphical Methods for Causal Inference

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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<tr>
<td>ED PSYCH 761</td>
<td>Statistical Methods Applied to Education II</td>
<td>3</td>
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<tr>
<td>ED PSYCH 762</td>
<td>Introduction to the Design of Educational Experiments</td>
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<td>ED PSYCH 763</td>
<td>Regression Models in Education</td>
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</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>
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<tr>
<td>STAT/MATH 310</td>
<td>Introduction to Probability and Mathematical Statistics II</td>
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<tr>
<td>or STAT 312</td>
<td>Introduction to Theory and Methods of Mathematical Statistics II</td>
<td>3</td>
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</table>

Elective Courses (chosen in consultation with advisor): 8

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ED PSYCH 773</td>
<td>Factor Analysis, Multidimensional Scaling and Cluster Analysis</td>
<td>3</td>
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<tr>
<td>ED PSYCH 771</td>
<td>Test Theory II</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 963</td>
<td>Applied Bayesian Statistics for Education Research</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 971</td>
<td>Advanced Seminar in Educational Measurement and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Doctoral Minor 9

Total Credits 54

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<tbody>
<tr>
<td>ED PSYCH 533</td>
<td>Thinking, Feeling, &amp; Learning</td>
<td>3</td>
</tr>
<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>
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<tr>
<td>ED PSYCH 712</td>
<td>Educational Psychology Diversity Seminar</td>
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<tr>
<td>ED PSYCH/</td>
<td>Theory and Issues in Human Development</td>
<td>3</td>
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<tr>
<td>HDFS 725</td>
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<td></td>
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<tr>
<td>ED PSYCH/</td>
<td>Ethnic and Racial Diversity in Social Development</td>
<td>3</td>
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<tr>
<td>COUN PSY/</td>
<td></td>
<td></td>
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<tr>
<td>PSYCH/RP &amp; SE 729</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH/</td>
<td>Seminar in History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>COUN PSY/</td>
<td></td>
<td></td>
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<tr>
<td>RP &amp; SE 737</td>
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<tr>
<td>ED PSYCH 740</td>
<td>Cognitive Assessment of Children in the Schools</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 741</td>
<td>Social, Emotional, and Behavioral Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 742</td>
<td>Assessment and Intervention for Academic Skill Problems</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 743</td>
<td>Design and Analysis of Single-Case Research</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 761</td>
<td>Statistical Methods Applied to Education II</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 762</td>
<td>Introduction to the Design of Educational Experiments</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 844</td>
<td>Childhood and Adolescent Psychopathology in Schools</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 942</td>
<td>Systems of Consultation in School Psychology</td>
<td>3</td>
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<tr>
<td>ED PSYCH 946</td>
<td>Advanced Assessment and Intervention Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 947</td>
<td>Evidenced-based Child and Adolescent Psychotherapy</td>
<td>3</td>
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<tr>
<td>ED PSYCH 948</td>
<td>Research and Measurement Seminar in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED PSYCH 840</td>
<td>Clinical Practicum in School Psychology</td>
<td>20</td>
</tr>
</tbody>
</table>

Doctoral Minor coursework 9
Internship 3

Elective credits to reach 110 total program credits. Can include independent reading and/or research credits.

Total Credits 110

1 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.

2 Students will take ED PSYCH 840 Clinical Practicum in School Psychology for six semesters. Beginning Practicum (2 semesters/2 credits total), Clinic Practicum (2 semesters/6 credits total), Field Practicum (2 semesters/12 credits total).

3 ED PSYCH 943 Internship in School Psychology taken for 3 credits/semester until dissertation is defended. Once dissertation is defended, ED PSYCH/COUN PSY/PSYCH/RP & SE 995 Predoctoral Internship for 0 credits is taken. Students must complete 2000 hour internship in a program-approved setting.

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

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.

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 by require to take another preliminary examination and to be admitted to candidacy a second time.

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://facstaffprovost.wisc.edu/)
- Dean of Students Office (https://doso.students.wisc.edu/) (for all students to seek grievance assistance and support)
- 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://employeedisabilities.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/departamental or school/college grievance decisions)
- Office of Compliance (https://compliance.wisc.edu/) (for class harassment and discrimination, including sexual harassment and sexual violence)
- 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)

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

Clinical Associate Professor: Kelly

Clinical Assistant Professor: Hagermoser-Bayley

ACCREDITATION

ACCREDITATION
American Psychological Association (http://www.apa.org/)

CERTIFICATION/LICENSURE

CERTIFICATION/LICENSURE
School Psychologist Praxis Exam (NASP) (http://apps.nasponline.org/standards-and-certification/graduate-education/?id=133478)

<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>2018-2019</td>
<td>100%</td>
<td>not available</td>
</tr>
<tr>
<td>2017-2018</td>
<td>100%</td>
<td>not available</td>
</tr>
<tr>
<td>2016-2017</td>
<td>100%</td>
<td>not available</td>
</tr>
</tbody>
</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/)

<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.

PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)
The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

The requirements of this program do not meet Certification/Licensure in the following states:
Not applicable

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:
Not applicable