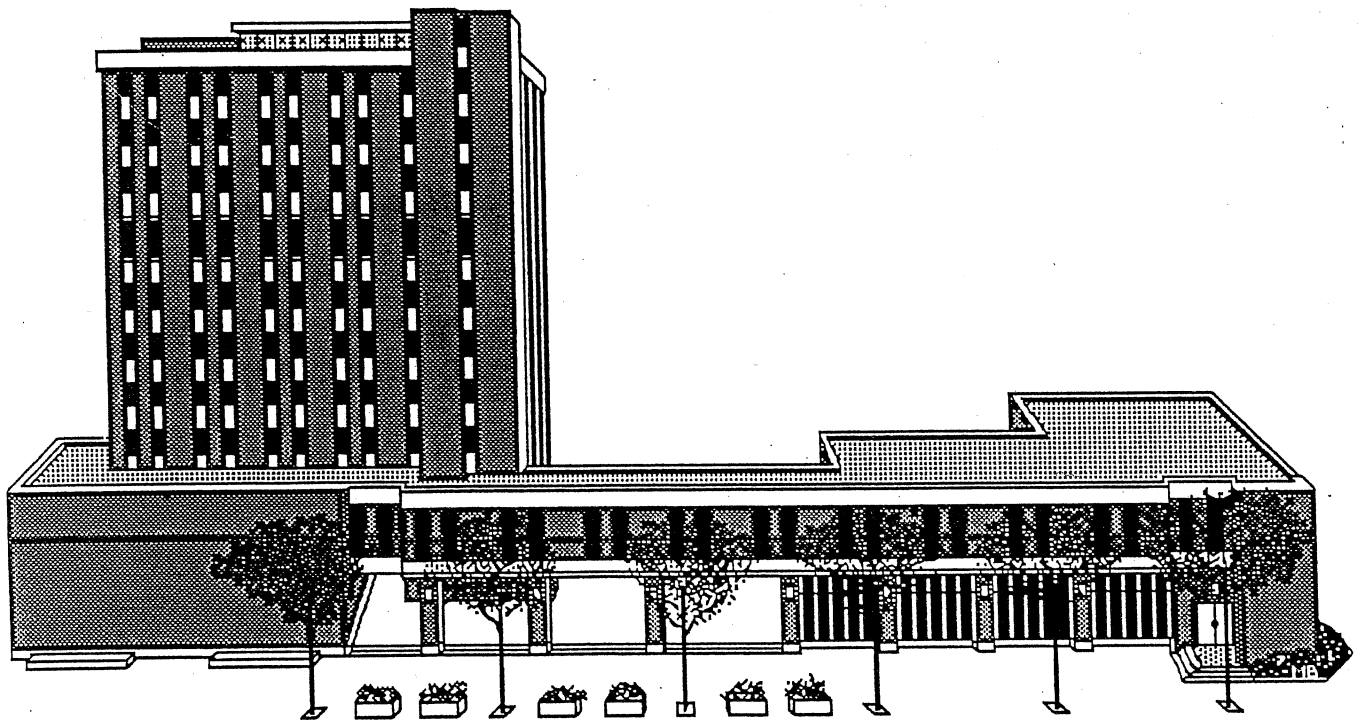DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

# GRADUATE

# STUDENT

# HANDBOOK

University of Wisconsin Educational Sciences Building

# CONTENTS

# *WELCOME TO THE DEPARTMENT*

Welcome to our graduate program!  We are delighted that you selected our program to further your graduate studies.  The Department and University of Wisconsin-Madison are widely acclaimed as among the best in the nation!  Through the years, our graduate students have been a vital component of the Department's outstanding reputation, and we are confident that you will continue this tradition.  You will have many opportunities to meet and work with the approximately 100 students, 21 faculty members, and 5 administrative support staff who will be your colleagues for the next several years.

Adjusting to a new environment is always a challenging task and so we strive to maintain a friendly and helpful environment within the Department and University.  Hopefully, this will make it easy for you to meet other members of the university community.  We encourage you to get to know the people who can assist you in meeting your academic goals – faculty, advanced students in the program, and administrative support staff.  You will find that a considerable portion of what you learn here will be the result of interacting with your fellow graduate students.

The path to your MS or PhD degree may at times seem like a maze of rules and requirements, and you may wonder if you are on the right track.  The information in this handbook is a valuable resource for you.  Please take time to read it and keep it as a reference guide.  Always feel free to ask questions – start with the administrative staff, your advisor, or fellow students.  Staff in the School of Education and Graduate School offices may also be helpful.

We hope that you will have many interesting and fulfilling experiences within the Department, the University, and in Madison.  We wish you the best!

Sincerely,

The Faculty and Staff of the
Department of Educational Psychology

# *INTRODUCTION*

The Department develops and applies cutting-edge scientific knowledge concerning: the psychological and social processes that underlie learning; the design of effective instruction; and the factors affecting the mental health of learners of all ages; and the methodological tools required to generate this knowledge.

Our department has consistently been ranked as one of the top Educational Psychology programs in the nation, according to U.S. News and World Report's edition of America's Best Graduate Schools.  For 2011 we are ranked first.

The Department offers Master of Science and Doctor of Philosophy degrees in Educational Psychology. The MS and PhD programs provide comprehensive knowledge of the field and intensive specialization in four areas of study and research: Human Development, Learning Sciences, Quantitative Methods, and School Psychology.

The mission of the Department of Educational Psychology is to generate and promote the application of cutting-edge scientific knowledge concerning:

1. The psychological and social processes that underlie learning;
2. The design of effective instruction;
3. The factors affecting the mental health of learners of all ages, and
4. The methodological tools required to generate this knowledge.

This mission entails four component activities:

First, the department produces high quality, innovative research and scholarship to understand the development and mental health of learners and to understand the nature of effective instructional contexts.

Second, the department trains outstanding researchers who address problems in the substantive domains of the learning sciences, human development, quantitative research methods, and school psychology.

Third, the department instructs prospective educators,  mental health professionals, and future researchers in other disciplines in how to conduct, interpret, and apply scientifically based research on learning and instruction.

Fourth, the department provides leadership and charts new directions for university, professional, and community organizations charged with understanding learners and instructional processes and with implementing educational programs.

# *DEPARTMENT PROGRAM AREAS*

Graduate studies are available in four program areas, each of which offers specialized course work and research.  These areas are:


## HUMAN DEVELOPMENT

This program area 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.


## LEARNING SCIENCES

This program area bridges state-of-the-art learning theory and educational practice.  Scholarship encompasses the coordinated design and study of physical and technology based learning environments across the lifespan, including preschool, K-12, and university education, as well as professional training for the workplace. Research also reaches outside of formal educational learning settings to informal contexts for learning, such as video games, drama and film-making, vocational training, and after-school programs.


## QUANTITATIVE METHODS

This program area prepares graduates to teach, serve as consultants to educational researchers, and conduct research on statistics and psychometrics in education-related fields.  Educational research has a strong tradition of employing state-of-the-art statistical and psychometric (psychological measurement) techniques.


## SCHOOL PSYCHOLOGY

This program area prepares professional psychologists to use knowledge of the behavioral sciences in ways that enhance the learning and adjustment of children, their families, and their teachers. A balanced emphasis is placed on developing competencies necessary for functioning in applied settings such as schools and community agencies and in research positions in institutions of higher education.

# HOW THE DEPARTMENT OPERATES

## DEPARTMENT CHAIR

The Department Chair is elected annually by faculty members. The Chair appoints faculty committees, oversees the budget, calls and chairs faculty meetings, works closely with the administrative support staff, communicates the Department's interest to the Dean and Dean's staff, and deals with the innumerable administrative details of running the Department. The Chair is an important resource for students: giving advice and information, hearing grievances and ideas for new programs, and handling student concerns. Students should feel free to visit the Chair with questions or concerns.

Each Department program area has an Area Chair (or Program Director in the case of the School Psychology area). The position is rotated among faculty in the respective areas. Chairs normally call and preside over meetings of area faculty, represent the area's interests to the Department Chair and faculty, handle administrative matters (e.g., special student and course considerations), and coordinate social activities within the area. Students should feel free to contact their Area Chair with questions and concerns.

## DEPARTMENT ADMINISTRATION

The Department establishes general requirements for all students; the faculty of each area develop specific policies and requirements (e.g., regarding required course work, preliminary examinations, and criteria for satisfactory progress) for area students. Further information about the programs of study in each area can be obtained from the Department website: http://www.education.wisc.edu/edpsych/

The Department Administrator hires and supervises the administrative staff; manages administrative details of the Department's graduate program, instructional activities, and part-time student staff (TAs & PAs); oversees student records; and, generally, makes the Department work.

Administrative staff provides support services to faculty members, serve as administrative liaisons to an assigned area, and have specific program responsibilities. You will notice in this handbook references to the Department Administrator, Graduate Admissions Coordinator, Graduate Student Coordinator, and so on.

## DEPARTMENT COMMITTEES

There are four standing committees in the Department. All but the Faculty Affairs Committee include student members. Committee membership (faculty and student members) is determined by the Department Chair at the start of each academic year. One staff person also serves on each

of these committees.  If you are ever interested in serving as a student member on one of these committees, contact an Educational Psychology Student Association (EPSA) representative or the Department Chair.  Here is a list of the committees and their major functions:

## Curriculum

- Considers all matters related to graduate and undergraduate departmental curricula:
  - Participates in undergraduate teacher education program advisory committees, reviews graduate course and degree requirements.
  - Monitors the structure and interrelationship of graduate program areas.
  - Coordinates departmental course offerings each semester.
- Department Chair serves as committee chair.
- Program area chairs serve on the committee.
- Members serve on an advisory board to the Department Chair.

## Faculty Affairs

- Oversees the process of nominating faculty and staff for external and University-sponsored awards and honors.
- Develops and maintains policies regarding faculty compensation, especially the annual merit exercise.
- Considers and prepares special cases for faculty salary increases.

## Recruitment, Admissions, and Fellowships

- Develops and maintains an effective recruitment program for degree program candidates.
- Oversees the annual admissions process:
  - Reviews applications and communicates with applicants.
  - Provides guidance and support to matriculate applicants who are admitted.
- Oversees external and internal (Department, School of Education, University) competitions for fellowships and scholarships for students.
- Reviews and updates admissions policies and procedures.

## Student Affairs

- Develops, updates, and monitors policies and procedures for hiring, supervision, and termination of departmental teaching and project assistants.
- Hears and responds to student grievances.
- Decides policies and funding for graduate student travel awards.

# DEPARTMENT CONNECTIONS

Department faculty, staff, and students frequently collaborate and/or conduct research with outside University units and departments. Faculty members often hold joint appointments in other departments, including Biostatistics, Human Development and Family Studies (HDFS), Curriculum and Instruction, Counseling Psychology, Psychology, Psychiatry, Educational Policy Studies, and Social Work. Faculty from those departments also hold joint appointments in Educational Psychology. Below is a list of campus facilities with links to Educational Psychology members.

## Department of Biostatistics and Medical Informatics

The Department of Biostats is a research facility in the Medical School in cooperation with the Department of Statistics. A major goal of the faculty and staff is to collaborate in the design, conduct, and analyses of laboratory, clinical, and epidemiologic studies and clinical trials in a variety of medical disciplines and departments. Faculty also conduct research in statistical methodology and support a Biostatistics Training Program jointly with the Department of Statistics.

K6/446 Clinical Science Center
600 Highland Avenue
Email: parman@biostat.wisc.edu
(608) 263-1706
http://www.biostat.wisc.edu

## Institute on Aging

The Institute's major educational goal is to train University graduate and undergraduate students in core aspects of aging including: basic biological processes; psychological and social changes linked with life course development; and the demographic, economic, social, and political contexts in which aging occurs. This goal is facilitated by special interdisciplinary educational programs at both the graduate and undergraduate levels (PhD Minor in Aging Studies and Specialist in Gerontology Certificate). Through federally-funded training grants, faculty affiliates of the Aging Institute contribute to meeting the growing need for gerontological and geriatric researchers.

2245 Medical Sciences Center
1300 University Avenue
(608) 262-1818
http://aging.wisc.edu

## School of Human Ecology

The School of Human Ecology's goal is to provide interdisciplinary study focused on individuals and families and their interaction with their surroundings, both materials and social. The School is concerned with the identification, creation, selection, and use of resources by individuals and families in order to provide the means for achieving optimum human development.

Room 141, 1300 Linden Drive
(608) 262-4847
http://www.sohe.wisc.edu

## Waisman Center

The Center is not one, but many interrelated centers, unified by the common goal of understanding human development, developmental disabilities, and neurodegenerative diseases.

Faculty and staff from many areas of expertise collaborate in 60 laboratories encompassing basic and clinical biomedical and socio-behavioral research, a brain imaging center, and a clinical biomanufacturing facility.

Through its outreach programs, Center staff promotes the full inclusion of people with developmental disabilities and their families into the larger society and is a center of learning, where university students receive training that will enable them to assume leadership roles as future scientists, health care providers, and educators. Learning is shared through community educational activities with health care professionals, educators, policy makers, self-advocates, and families throughout the state of Wisconsin and the Nation.

Many Educational Psychology students are employed as Program Assistants in the Center's various research programs or participate in the clinical or research training programs.

1500 Highland Avenue
(608) 263-5776
http://www.waisman.wisc.edu

## School Psychology Clinic

The School Psychology Clinic is a training clinic which operates within the Educational and Psychological Training Center (EPTC). The EPTC and the School Psychology Clinic are located on the third floor of the Educational Sciences Building.

In the School Psychology Clinic, students in the School Psychology program provide services to clients from the Madison area under the close supervision of faculty and academic staff members in the School Psychology Program. Clinic clients are generally school-age children, their families, and education professionals in need of assistance with challenges that affect children's academic, social-emotional, and behavioral functioning in school and other

settings. Specific services provided include direct services such as parent, teacher and child interviews; observations of children in schools; assessment of academic and cognitive skills; assessment of social-emotional and behavioral challenges; intervention in areas such as academic skill deficits and social-emotional functioning (e.g., interventions for anxiety, mood disorders, attention difficulties, and behavioral challenges). In addition, indirect services to children through consultation with parents, educators, and community providers are offered.

Students who provide services through the School Psychology Clinic are registered for credit in practicum classes in the School Psychology Program. Students in their second year of graduate work complete and intensive practicum in the clinic; students in their first year of graduate training provide support services, and students in their fourth year of the training may participate in clinical services as advanced clinicians and supervision trainees.

# DEPARTMENT OFFICES & FACILITIES

Department offices and facilities are housed primarily on the 3rd, 8th, and 10th floors of the Educational Sciences Building, 1025 West Johnson Street, Madison, WI, 53706. Each floor of the building has a directory listing faculty and staff names and room numbers.

## Office Locations

### *Administrative*

- Administrative Office ...................................................Room 859
- Department Chair...........................................................Room 880B
- Department Administrator ...........................................Room 880C
- Administrative Staff......................................................Rooms 852D, 859, 863D, 880E
- Graduate Admissions Coordinator...............................Room 852D
- Graduate Student Coordinator  (Student Status)...........Room 880E

### *Human Development*

- Human Development Faculty .......................................8th floor
- Human Development Teaching Assistants ...................8th floor

### *Learning Sciences*

- Learning Sciences Faculty ...........................................10th floor
  (some  faculty primarily use their WCER office)
- Learning Sciences Teaching Assistants ........................10th floor

### *Quantitative Methods*

- Quantitative Methods Teaching Assistants...................10th floor

- Quantitative Methods Teaching Assistants...................10th floor

### *School Psychology*

- School Psychology Faculty.........................................3rd floor
- School Psychology Teaching Assistants.......................3rd floor

## Facility Locations

### *Classrooms*

- Located on the 2nd and 3rd floors.
- Scheduling is administered by the Office of the Registrar Curricular Services department.

### *Conference Rooms*

- Located in rooms 331, 852A, and 852B.
- Scheduling is administered by the Department Administrative Office, room 859.
- Used for classes, seminars, committee meetings, department meetings, and thesis/dissertation hearings.

### *Study & Meeting Spaces*

- Library & Meeting Area for all Students.................................Room 880
- Study & Meeting Area for all Students...................................Room 863
- Study & Meeting Area for School Psychology Students..........Room 335

## COMPUTER ACCESS & EMAIL

Computer access is an important component of your academic experience here at UW. It is vital that you get connected and stay connected. Important information will be sent to you via email. Please note that the UW campus will only support your @wisc email address. You will not receive official campus information via any other email service providers. You will not want to miss out on registration information (from the registrar), job information and fellowships (from the department and other sources), updates from your advisor and other faculty, and staying in touch with your fellow graduate students. Your best resource is through the Division of Information Technology (DoIT). Their website is: www.doit.wisc.edu.

## MY UW-MADISON PORTAL

Through the MyUW Portal you have access to everything you need to go about the business of being a student. Through the portal you will register for your classes, receive your tuition and fee notices, change your address information, access university resources, and, if you are employed, receive your earning statement. The information available to you through the portal is constantly improved and updated. It is your one-stop shopping for most all of your needs.

## MAIL BOXES

Department students are provided opportunities for an in-house mailbox. Flyers, notices, newsletters, and messages can be left for all students within the department. Students are sent an email at the beginning of the fall semester, asking if they are interested in having a mailbox. Questions about mailboxes can be directed to staff member in the Main Office, Room 859.

## EDUCATIONAL PSYCHOLOGY STUDENT ASSOCIATION (EPSA)

EPSA was formed in 1997 to build student cohesiveness and facilitate student involvement in department governance. The association meets in the Educational Sciences Building once a month during the academic year to discuss issues related to the Department (e.g., course requirements, funding, and committee updates). All students are encouraged to join by contacting their area representative. Names of representatives can be found on the 8th floor bulletin board or by contacting the Administrative Office.

Annually elected student representatives from each of the four areas within the Department form the steering committee which reports to the association. The representatives participate in faculty meetings and serve as liaisons between the students and faculty. EPSA holds elections

for representatives to three Department committees:  Recruitment, Admissions, and Fellowships; Student Affairs; and Curriculum.  EPSA currently sponsors faculty-student colloquia, has increased student input in department decisions, and organizes social activities.

The EPSA mentoring program pairs incoming students with a current student mentor.  Mentors help new students become acquainted with resources in Madison, the Department, and the University.  Some examples of assistance include information about housing, campus resources, course requirements, and Department social events.

EPSA is a great opportunity for participation in many aspects of department life – social as well as academic.  EPSA plans social events for students and faculty, such as bowling, skiing, and end-of-semester parties.  A monthly happy hour  is also a regular feature during the academic year.  All students, faculty and staff are welcome to attend these social events.

## SCHOOL PSYCHOLOGY STUDENT ASSOCIATION (SPSA)

While School Psychology students do participate in activities within the larger EPSA organization, SPSA provides additional academic and social opportunities for students in the School Psychology program area.  Contact a member of SPSA for more information

## TEACHING ASSISTANT ASSOCIATION (TAA)

TAA represents all TAs/PAs in negotiating the employment contract under which they work. This arrangement is required by law and has enabled the TAA to acquire a number of valuable benefits.  TAA members fought for and won tuition waivers, appointment levels, medical and dental benefits.  TAA has also established a structure to grieve (formally and informally) and seek redress for work-related problems.  The TAA provides a place for all TAs to find support from their peers.

Teaching Assistants' Association
AFT/WFT Local #3220, AFL-CIO
Madison, WI
Email:  taa@gdinet.com
(608) 256-4375
http://taa-madison.org

## TEACHING ASSISTANT & PROGRAM/PROJECT ASSISTANT TRAINING

Training sessions are offered each fall for Teaching Assistant and Program/Project Assistants focusing on diversity, discrimination, and harassment.  The workshops are designed to provide information about relevant laws, policies, regulations and resources, and to give participants the opportunity to explore the practical applications of these policies to classroom and learning

environments.  These sessions are presented by the Equity and Diversity Resource Center, the McBurney Disability Resource Center, and the Teaching Assistants' Association (TAA).

An orientation sponsored by the Dean's Office of the School of Education is held each fall to inform new School of Education graduate assistants of resources available to enhance the quality of their teaching experiences.  Speakers present information about policies and procedures, discussions on diversity, instructional ideas and teaching tips, and School of Education and campus-wide resources. A panel presentation by experienced TAs is offered.

An additional training opportunity, required for new department teaching assistants and project assistants, provides an orientation for how we, in Educational Psychology, conduct the teaching of our classes.  In it, teaching assistants learn how TA appointments can vary depending on the course assigned to them.  They will learn typical work-load, expectations, juggling jobs and their own academic studies, etc.

# GRADUATE STUDENT COLLABORATIVE (GSC)

GSC is dedicated to enhancing the involvement, personal development, and quality of life of the University's graduate students by acting as a resource, a voice, and a link within the Graduate School. GSC is engaged in outreach, professional development, and social programs. Getting involved with the GSC offers graduate students the chance to meet new people from a wide variety of disciplines across campus, while having fun and gaining valuable professional experience.  For more information, go to http://grad.wisc.edu/education/gsc/aboutgsc.html

GradLink@Madison is a monthly email newsletter intended to inform graduate students of events and opportunities that support their professional development. It includes workshop announcements, fellowship opportunities, academic deadlines, volunteer opportunities, social events, and community events likely to be of broad interest to most graduate students. It is produced by the GSC and the Office of Outreach and Graduate Student Professional Development in the Graduate School.  GradLink@Madison is sent to all graduate students on the third Friday of the month. It is produced eight times a year, September through April.  For more information, go to http://grad.wisc.edu/education/gsc/gradlink/gradlink.html

# SERVICES FOR STUDENTS WITH DISABILITIES

The School of Education is committed to reasonable accommodation for all students with disabilities in their pursuit of an education at the University of Wisconsin-Madison.  Students with disabilities who need accommodations in their course work are advised to consult first with their instructors and/or advisor as early as possible so that informal arrangements can be made, and then if necessary, consult with the McBurney Disability Resource Center for additional services. Throughout all of these steps, the student is responsible for self-advocacy.

The McBurney Disability Resource Center serves UW-Madison students with a physical, learning, sensory or psychological disability substantially affecting a major life activity (e.g., walking, communicating, seeing, or breathing).  They also assist faculty and staff by:

- Verifying disabilities and identifying appropriate classroom accommodations.
- Arranging specialized accommodations for alternative tests.
- Clarifying student and faculty roles and responsibilities.
- Providing information and training on disability issues.

1305 Linden Drive
Email: mcburney@odos.wisc.edu
Phone: (608) 263-2741
TTY: (608) 263-6393
McBurney Center: http://www.mcburney.wisc.edu

# MASTER'S DEGREE GUIDELINES

## DEGREE REQUIREMENTS

To obtain a Master of Science (MS) degree, students need to complete the Graduate School, the Department of Educational Psychology, and the Department program area course requirements.

## Graduate School Requirements

The Graduate School requires students to complete a minimum of 16 credits of graduate course work in order to be eligible for the Master's degree.

## Department Requirements

- Students need to complete a program of course work
- Students need to complete an empirical thesis (or second-year project paper for the Learning Sciences area).
- New students (except those in School Psychology) are required to register for the Department's two-semester Seminar in Research in Educational Psychology courses 709/710 (see below).
- Early in the first year, students need to study their program area's course requirements (see below) and work out an individualized plan of course work in consultation with their advisor. Because some courses are not offered every semester, this plan will need to be discussed on an annual basis with the advisor for possible modification.

## Program Area Requirements

Each student is enrolled in a program area of the Department – Human Development, Learning Sciences, Quantitative Methods or School Psychology.  These specific area requirements may be found in Appendix A.

## First-Year Research Seminar 709/710

- Students in Human Development, Learning Sciences, and Quantitative Methods are required to take the two-semester Seminar in Research in Educational Psychology 709/710.
- The seminar's primary purpose is to familiarize students with elements of the research process,
- A major seminar focus is the development of each student's first-year research project.
- Students subsequently conduct a second empirical research study.  In some program areas, the project will take the form of a thesis or in the case of Learning Sciences, a Major Area Paper.

- Students produce a written description of the study and may defend their work in an oral examination.
- The process of designing, conducting, and defending the thesis is outlined later in this section.

## Students with a Previous MS Degree

Students with an empirically-based MS degree from another UW department or institution still need to complete the 709/710 course sequence and a first-year research project.

Students with a completed empirically-based research thesis in their area of study (as part of their MS degree) from another UW department or institution may request a review of the thesis by a committee comprised of their advisor and two other faculty members (chosen by the advisor). If the thesis is accepted by the committee, the student may then be nominated for candidacy to the PhD program, provided s/he have completed one semester of graduate course work. These students will not be required to complete another MS thesis.

## DEGREE COMPLETION PROCESS

All forms needed to complete the Master's process may be found in Appendix F.

## First-Year Research Project

- Human Development, Learning Sciences, and Quantitative Methods areas require a first-year research project (School Psychology does not require this project).
- The project is conceived in the two semester Seminar in Research in Educational Psychology 709/710. The focus is to teach the research process from development of a research question through presentation of the results.
- Students present their project results to the next incoming class of 709 students (fall semester of the second year). Presentation format and procedures for evaluating projects is discussed in the seminar.
- The seminar is a forum for discussion and feedback about Department faculty research projects. The department colloquium series (held in conjunction with the seminar) is an opportunity for students to observe and discuss the research.
- Students in the course sequence become familiar with the process of seeking university approval to conduct research with human participants. The use of human participants in research is described in the seminar. Students will be advised how to complete the required training and how to access Institutional Review Board documents.

## Second-Year Research Project / Master's Thesis

- Students are expected to conduct an empirical research study at the beginning of their second year in the program.

- Human Development, Quantitative Methods, and School Psychology require a formal master's proposal and thesis defense.

- Learning Sciences requires a Major Area Paper (MAP) that is reviewed by three Learning Sciences faculty members followed by a recommendation to the Area to grant a master's degree.  The advisor will notify the Graduate Student Coordinator of the decision and for completion of necessary paperwork.

- Students <u>need to consult with their advisor</u> and discuss ideas for possible thesis topics. The aim is to identify a research study that is original (does not replicate existing research) and modest enough in scope that it can be completed by the end of the second year with the resources available to the student.

- Students need to review Appendix A for their program area's course guidelines about second-year research project requirements.

- Students need to be aware of all requirements needed to conduct research with human participants and be aware of the time needed to complete the approval process.

## Degree Award Process

- Typically, the thesis is the final requirement of a Master's degree.

- Students need to meet with the Graduate Student Coordinator early in the semester in which they plan to earn the degree.  An audit to verify that all requirements have been met will be conducted at that time.

- The Graduate Student Coordinator  requests an MS Warrant  from the Graduate School.

- The MS warrant is signed by all committee members following the final thesis defense.

- The date of the degree depends on the date all requirements are completed.  Degrees are awarded in May, August, or December.

- A degree audit will be conducted to verify that all requirements have been met.

# THESIS PROPOSAL PROCESS

## Overview

- Human Development, Quantitative Methods, and School Psychology areas require students to write a formal research thesis proposal prior to starting the master's thesis.

- The proposal is evaluated by a three-person Master's Committee at the thesis proposal hearing.  The advisor serves as chair of the committee, chooses one other faculty member, and asks the Department Chair to assign the third person to serve on the committee.

- After the committee has approved the proposal, students are ready to begin their research.

- Hearings are open to the public and students are encouraged to attend to familiarize themselves with the process.

# Writing the Proposal

## *Overview*

▪ Students need to distribute a paper copy of the proposal to the committee members at **least two weeks** before the proposal hearing.

▪ There is no prescribed maximum or minimum length for the proposal. Students are strongly encouraged to follow the guidelines in the APA Publications manual and on the Graduate School website called, "Guide to Preparing your Master's Thesis."

## *Format & Content*

The proposal usually contains the following information:

▪ A brief introduction providing an overview of the study.

▪ A lengthier exposition of the theory that guides the research study and review of empirical literature related to the topic.

▪ A specification of the research questions or hypotheses to be addressed in the study.

▪ An explanation of study methodology including:
  • Specification of the sample.
  • The measures to be used to assess each variable.
  • The procedures to be used in gathering data.
  • Strategies for data analyses.

▪ An explanation of the study's significance – i.e., how will it contribute to our body of knowledge about a topic or research area.

▪ Practical implications or applications expected to result from the study.

▪ List of references.

▪ Appendices that may include:
  • Measures to be used.
  • Explanations of measures or results of pilot testing of the measurement instruments.
• Copies of consent forms given to participants or their guardians, etc.

# Proposal Hearing

## *Before the Hearing*

▪ Students need to consult with their advisor about what to expect in the hearing and how to prepare for it.

▪ Students need to schedule the hearing and consult with the administrative staff person in room 859 for space availability.

▪ Students need to inform committee members of the time and place.

- Students need to distribute a paper copy of the proposal to the committee members at least two weeks before the hearing.

- Students need to complete the Thesis Proposal Announcement form (see Appendix F for sample) at least one week before the hearing. Obtain the form from the Graduate Student Coordinator, complete it, and return it to the Coordinator. The form is also available on the bulletin board outside Room 880C. *Include the study abstract (see below).*

- Write a 250-word abstract of the proposed study and *include it with the Announcement form (see above).*

    NOTE: The form and abstract are posted on the departmental bulletin board outside room 863 and serve as the public hearing announcement.

## *During the Hearing*

- Students are usually asked to present a synopsis of their study to the committee.

- The hearing proceeds until all questions, concerns, and recommendations have been answered and considered, and there is general consensus on how the study should be conducted.

- At the end of the hearing, the student and all guests will be asked to briefly step outside the room so the committee can confer. During this time they prepare a final set of recommendations for the student.

- In most cases, the hearing lasts about one to one and a half hours (but there is no time limit).

- Faculty sign the thesis proposal approval form.

## *After the Hearing*

- It is advisable for students to schedule a time to meet with their advisor soon after the hearing to go over all recommendations and changes that were suggested at the hearing.

- The advisor may ask the student to prepare a memo to be distributed to all committee members that specify the changes (from the proposal document) to be made in the study and indicate how these changes will be accomplished.


# MASTER'S THESIS PROCESS

## Overview

- After the Master's Committee approves the proposal; students seek and receive approval of their use of study participants, conduct their research, write the thesis, and defend the thesis.

- After students have completed the thesis, they need to present it at a defense hearing to the Faculty Thesis Committee for review and approval.

- Technically, the three-person examination committee is appointed by the Department Chair, but in virtually all cases members are the same as the Master's Committee.
- Students (with the help of their advisor) need to assume responsibility for replacing a committee member who is not available for the defense hearing.
- Committee member changes need to be written and signed by both the faculty member being replaced and the new committee member.
- Hearings are open to the public and students are encouraged to attend to familiarize themselves with the process.

## Conducting the Study

- Once the thesis proposal has been approved, and s/he has received approval from the Institutional Review Board for conducting research using human participants, the student may begin work on the study.
- During this phase of the thesis work it is not unusual for students to reduce the number of content courses they take and register for several credits of Research or Thesis 990.
- As the study progresses, circumstances may dictate changes from what was proposed in the thesis proposal hearing.
  - If minor changes occur, these need to be discussed with the advisor.
  - If major changes are considered, written notification needs to be made to the Master's Committee members.

## Writing the Thesis

### *Overview*

- Once the study is completed, results are written up in a Master's thesis
- Students need to work closely with their advisor in writing the thesis.
- There is no set length for the thesis.
- Students use their thesis proposal for the basic format and some content in the Master's thesis.
- Several drafts may be necessary before the advisor feels the thesis is ready for a "defense" (an oral hearing in which students present their thesis results to a faculty examination committee).
- Students can present drafts to the Master's Committee members for their comments, although many faculty prefer to wait and read the final draft.
- Students need to review the Graduate School's thesis instructions and deadlines:
  - For instructions regarding preparation, go to http://info.gradsch.wisc.edu/education/completedegree/mguide.html
  - For specific degree dates and deadlines, go to http://info.gradsch.wisc.edu/education/completedegree/mdegree.html

- Students need to refer to the Graduate School's website if a significant amount of time has passed since the proposal because students must have the most current guidelines.

### *Format & Content*

- Introduction is the same as in the proposal.

- Background is the same as in the proposal.

- Research questions and/or hypotheses specifications are the same as in the proposal.

- Study Methods section of the proposal:
  - Needs to be rewritten in the past tense.
  - Reflects what was done in conducting the study.
  - Strategies for data analyses portion of this section can be eliminated.

- Results of the Study chapter (new):
  - Follows the Study Methods section.
  - Includes figures and tables.

- Discussion section (new):
  - Follows the Results of the Study chapter.
  - Explains the study's key findings and relates them to previous research.
  - Indicates the strengths and limitations of the study.
  - Suggests future directions for research in this field.

- Reference section comes after the Discussion section.

- Appendices:
  - Follows Reference section.
  - May be added as in the proposal.

## Defense Hearing

### *Before the Hearing*

- Students need to consult with their advisor about what to expect in the hearing and how to prepare for it.

- Students need to schedule the hearing and consult with the administrative staff person in room 859 for space availability.

- Students need to inform committee members of the time and place.

- Students need to distribute a paper copy of the thesis to committee members at least two weeks before the hearing.

- Students need to complete the Thesis Oral Examination Announcement form (see Appendix F for sample) at least one week before the hearing. Obtain the form from the Graduate Student Coordinator, complete it, and return it to the Coordinator. *Include the thesis abstract (see below).*

- Students need to write a two- or three-page thesis abstract and *include it with the Announcement form (see above).*

  NOTE: The form and abstract are posted on the departmental bulletin board outside room 863 and serve as the public hearing announcement.

- Students need to bring to the hearing the Graduate School MS Degree Warrant form and the departmental Degree Completion form (see Appendix G for sample) to be signed by committee members. Students can obtain these from the Graduate Student Coordinator.

## *During the Hearing*

- The hearing's objective is to help students appropriately write up study results and to ensure their understanding of the research process and the strengths and limitations of what they have done.

- The hearing proceeds until all questions, concerns, and recommendations have been answered and considered.

- At the end of the hearing, the student and all guests will be asked to briefly step outside the examination room so that committee members can confer.

- The committee will decide whether or not any changes are required, and how to incorporate them into the thesis.

- The committee then votes whether or not to pass the student and, if approved,signs the Graduate School MS Degree warrant and the department's degree completion form.

- The committee makes a recommendation that the student be allowed to continue work toward a doctoral degree. Options include a recommendation to the faculty for admission to the PhD program, approval of the MS degree but no recommendation for admission to the PhD program, or no approval of the MS thesis.

## *After the Hearing*

- Students and their advisor will work through committee recommended changes together after the defense hearing.

- Usually, the advisor will refrain from signing the Warrant form, Degree Completion form, and the advisor approval page until the student has delivered a final version of the thesis including all the changes stipulated by the committee.

- Once the Warrant has been signed by the faculty, the Graduate Student Coordinator processes all necessary paperwork with the Graduate School. Students should check with their area to determine whether it is required of them to deposit a copy of their thesis at Memorial Library. Students are required to deliver a bound copy of their thesis to the department.

# *PHD DEGREE GUIDELINES*

## ADMISSION TO THE PHD PROGRAM

In order to be accepted into the doctoral program, students need to:

- ▪ Complete at least one semester of graduate level course work.

- ▪ Have any incomplete grades cleared from their record (complete any work for the course in which the incomplete was recorded).

- ▪ Have an approved Master's degree . An approved MS degree is a degree awarded from the department or an approved master's thesis and degree from another university or department (see below).

Students with a Master's degree from another university or department can ask their advisor to have their thesis approved by three faculty members in the student's program area.

- ▪ The thesis needs to be an empirical thesis.

- ▪ If the thesis is in a foreign language it needs to be translated to English.

Once the above requirements have been met:

- ▪ Students can ask their advisor to submit a request for formal admission to the PhD program at the next regularly scheduled Department faculty meeting.

- ▪ Students are notified of the vote result in a letter from the Department Chair.

- ▪ Upon a favorable faculty vote, students receive official permission to begin working toward the preliminary examination and dissertation.

## DEGREE REQUIREMENTS

To obtain a PhD degree, students need to complete the Graduate School, the Department of Educational Psychology, and the Department program area course requirements.

### Graduate School Requirements

The Graduate School requires students to complete a minimum of 32 credits of graduate course work to receive a PhD degree.

### Department Requirements

- ▪ Students need to lay out their course work program in consultation with their advisor and the program area requirements (see Appendix A).
  <u>It is the student's responsibility to learn the requirements</u>.

- Complete additional course work beyond what is required for the Master's degree.

- Pass a major preliminary examination.

- Successfully conduct and defend a dissertation that entails an original piece of empirical research.

## Program Area Requirements

Each program area has specific course requirements and students need to read Appendix A to learn about the requirements.

## Research or Thesis & Independent Reading Courses

### *Overview*

- Research or Thesis 990 is usually taken with the student's advisor during semesters in which the advisor is actively involved in mentoring the student's research on the PhD dissertation.

- Independent Reading 999 is taken when working on any other kind of project with any Department faculty member.

- If taking Independent Reading, students need to work with the faculty member to complete the Independent Reading Activity Information form (see Appendix E for sample). The form is available from the Graduate Student Coordinator.
  - Students obtain the form, discuss its contents with the faculty member, and ensure that the form is properly filed.
  - Faculty members are required to complete the form.
  - Faculty members describe the material to be covered, concrete products to be produced, and the method of evaluation in the activity.
  - The form needs to be filed in the Department office **no later than Monday of the fifth week of the semester (third week of summer sessions)** in which the course is taken.

### *Registration Process*

- The Office of the Registrar's website (http://www.registrar.wisc.edu/) has a link to the current semester's Timetable (use web version – not PDF version) listing the 990 and 999 courses so that you may obtain the correct class number for registration.

- Students need to consult with their advisor, or the faculty member with whom they wish to study, to determine which courses to register for and how many credits to take.
  Advisor or faculty member permission to take these courses is required.

- Students need to send an email outlining their request to the advisor/faculty member.
  Students need to include their campus ID number in the email.

- Once the advisor/faculty member approves, they will forward the original email request (with an added note of permission) to a Department administrative staff person to process the enrollment authorization in ISIS (Integrated Student Information System). Students cannot enroll until the authorization is complete.

- When the authorization is complete, the administrative staff person will send students a notification email that will include the class number that is needed to register. Authorization does not mean students are enrolled.  They still need to register.

- To register, the online registration instructions are available on the Office of the Registrar's website at http://www.registrar.wisc.edu/

## Graduate Minor Program

A graduate minor is an organized program of course work completed in a single department (Option A) or in a combination of classes from other departments or even within the Ed Psych Department (Option B).

### *Overview*

- Typically, students begin to discuss their plans for the minor early in their second year of the program.  At this time they enroll in courses in other departments to explore how a body of coursework in another area will complement their PhD focus area.  They discuss minor possibilities with their advisor.

- Students need to have a minor advisor (faculty member in the minor department) who will assist in selecting appropriate courses.

- Students need to complete the PhD Minor Agreement form (see below for form details).

- If the student chooses Option B, they need to write a brief statement of coherence of the minor program and attach it to the PhD Minor Agreement form.

- Each department has guidelines and regulations governing the distribution of course work for a minor program.
  - Some departments require a comprehensive examination in addition to the course work.
  - The course work program needs to be approved by the outside minor department.

- Changes in the committee-approved course work program are subject to review and approval of the sponsoring department and our department.

- Completion of the minor is certified by the minor advisor/department

### *Minor Option A*

Students are required to complete a minimum of 10 credits of graduate level course work (#500 and above) in a single outside department.  Some departments may require more than 10 credits.

## Minor Option B

Students are required to complete a minimum of 10 credits in one field or area of specialization other than the major area of study. Some of the course work may be in the student's own department, providing the courses are not required for the student's major area of study.

## Certificate & Minor in Prevention & Intervention Science

The Graduate School recognizes an interdisciplinary minor and certificate program in Prevention and Intervention Science. The program addresses contemporary social problems and issues for at-risk groups. The program is designed to provide students and faculty with opportunities to contribute to the growing field of prevention science. Participating units are the Department of Human Development and Family Studies, Department of Educational Psychology, School of Nursing, and the School of Social Work. More information about this program may be obtained from its website (www.preventionscience.wisc.edu).

## PhD Minor Agreement Form

- Students are required to file a PhD Minor Agreement form (see Appendix B for sample).
- The form is available from the Graduate Student Coordinator or is on the bulletin board outside Room 880C.
- Students work with their advisor to complete the form as it details the courses proposed and ensures that the minor is a coherent body of work thoughtfully prepared by the student and the advisor.
- Students need to write a brief statement of coherence of the minor program and attach it to the form (Option B only)
- The form is signed by the student, their advisor, and sometimes in the case of Minor Option B, the Area Chair.
- Once the form is signed, students need to return it to the Graduate Student Coordinator for review and final approval by the Department Chair.
- The approved form will remain on file in the Department.
- Details regarding GPA, course-level, and course-substitutions are detailed on the form.

# DEGREE COMPLETION PROCESS

After admission to the PhD program, the next major steps are taking the preliminary examinations (prelims), obtaining dissertator status, and completing a doctoral dissertation.

## Preliminary Examinations

### Overview

- Students need to complete prelims in their area of specialization. Students who double

major in two Educational Psychology program areas are required to pass the prelim in each area.

- Students need to work very closely with their advisor and the Graduate Student Coordinator to meet department and area requirements (see Appendix A). <u>It is the student's responsibility to learn the requirements</u>.

- Each program area has specific guidelines and requirements for prelims. Additional information on the prelim process can be found in Appendix D.

## *Prelims Format*

- Human Development students complete a comprehensive paper, which they defend in an oral presentation.

- Learning Sciences students complete a comprehensive paper, which they defend in an oral presentation.

- Quantitative Methods students complete a written examination.

- School Psychology students prepare, present, and defend a portfolio. Students need to refer to the School Psychology Student Handbook for specific information about the portfolio.

## *Prelims Preparation*

- Schedules for prelims vary by program area and by examination format.
  - Written examinations are scheduled only once each semester with the option of a second prelim date (if necessary).
  - Paper examinations are more flexible, but must be conducted during specified portions of the semester.
  - Portfolios are scheduled only once each semester with the option of a second prelim date (if necessary).

- The Graduate Student Coordinator maintains the schedule of examination periods. This information is also posted on Department bulletin boards.

- The Prelims registration deadline can be **as early as eight weeks** before beginning the prelim process.

- Students need to complete the Registration for PhD Preliminary Examination form (see Appendix C for sample), and return the registration form to the Graduate Student Coordinator.

## *Prelims Results*

Approximately two weeks after the student submits the prelim, they present an oral defense of the materials. It is conducted much in the same way as the MS thesis defense.

- The Preliminary Examination Committee then submits a written evaluation within two to three weeks of the end of the examination period.

- The Department Chair will send students formal notification of their performance evaluation. A copy of this letter is sent to the student's advisor.

- The committee chair or the advisor is responsible for providing feedback to the student after the evaluation has been filed and the student has been notified of the results.
- Students who pass the exam need to meet with the Graduate Student Coordinator to arrange for all necessary signatures on the Graduate School Prelim Warrant.

## Dissertator Status

- Students are eligible for dissertator status upon completion of all PhD requirements (except the dissertation). This includes:
  - Department and program area course requirements (except the internship for School Psychology).
  - Completion of a minor program.
  - Completion of the preliminary examination.
  - Removal of "Incomplete" grades from the transcript (grades of "Progress" in 990 courses may remain).
- Dissertator status becomes effective the semester following completion of all requirements. If requirements are completed in the Fall, dissertator status begins in the Spring semester; if requirements are completed in Spring semester, dissertator status is effective in the Summer Session.
- Students need to ask the Graduate Student Coordinator to verify their eligibility **at least two to three weeks** before registration week, so there are no questions at the time of registration.
- The Graduate School requires dissertators to maintain continuous registration of three credits of Research or Thesis 990 (for School Psychology, Internship 943) for each Fall and Spring semester until degree completion (five years maximum).
  They will assesses financial penalties if continuous registration is not maintained.

## Doctoral Dissertation

- The dissertation is an empirical research study, which should be carefully designed because it is often a primary factor in getting a job and can be the basis of the student's research program in the first years past the PhD.
- Students need to work with their advisor to define an idea for a dissertation study that is significant, feasible, and a promising start to a line of research.
- Students need to successfully prepare, write, and orally defend the research project for their dissertation.
- One again, the student needs to follow all guidelines, requirements and approvals for conducting research with human participants (IRB approval).
- Students need to be able to discuss recent literature in their area to demonstrate a breadth and depth of understanding within their field of study.

- In many respects, the process of completing a dissertation is similar to doing a Master's thesis, but on a somewhat larger scale.

# DISSERTATION PROPOSAL PROCESS

Students need to prepare a formal dissertation proposal and have it evaluated by the faculty members of their Dissertation Committee. All forms required to complete the dissertation process may be found in Appendix G.

## Dissertation Committee

### *Overview*

- In conjunction with discussions with their advisor, students need to choose members for their dissertation committee.

- Many students prefer to assemble their committee *as* they are writing the proposal rather than *after* it is completed, so that committee members can provide input regarding the efforts to design the study.

- Students need to verify members' eligibility with the Graduate Student Coordinator.

- Members need to have an expertise that is a useful resource as the student conducts and defends the study. This includes:
  - Discussing research ideas.
  - Strategies for data collection and analyses.
  - Possible changes in the design of the study.
  - Reading chapter drafts before the dissertation is complete.

- Students (with the help of their advisor) are responsible for replacing members who are not available for the final dissertation hearing. Changes need to be in writing and signed by both the faculty member being replaced and the new committee member.

### *Members*

- The committee is composed of a minimum of five members who have met the Graduate School and Educational Psychology requirements for inclusion on the committee.

- Three members of the committee must be faculty from the Department of Educational Psychology.

- Usually, the student's advisor (major professor) chairs the committee.

- Four members need to be Graduate Faculty or former Graduate Faculty (up to one year after resignation or retirement).

- At least one member needs to be from outside the student's major field, such as:
  - Graduate Faculty
  - Tenure-track from a department without a graduate program
  - Academic staff

- Emeritus faculty
- Visiting professors
- Faculty from other institutions
- Externally-funded researchers
- Postdoctoral scholars
- Other individuals deemed qualified

## Writing the Proposal

The procedure for preparing the PhD proposal follows the same steps as in preparing a proposal for the MS. Now is the time to consult with the Graduate School's website for very important guidelines and instructions for preparing the PhD. See "Preparing your Dissertation" on the Grad School's website.

## Proposal Hearing

### *Before the Hearing*

- Students need to consult with their advisor about what to expect in the hearing and how to prepare for it.

- Students need to schedule the hearing and consult with the administrative staff person in room 859 for space availability.

- Students need to inform committee members of the time and place.

- Students need to distribute a paper copy of the proposal to the committee members at least two weeks before the hearing.

- Students need to complete the Dissertation Proposal Announcement form (see Appendix G for sample). Obtain the form from the Graduate Student Coordinator, complete it, and return it. *Include the study abstract (see below).*

- Students need to write a 250-word abstract of the proposed study and *include it with the Announcement form (see above).*

   NOTE: The form and abstract are posted on the departmental bulletin board outside room 880C and serve as the public hearing announcement.

- Students need to comply with all requirements for conducting research with human participants (IRB approval).

- Students need to complete the Dissertation Proposal Approval form (see Appendix G for sample) and bring it to the hearing. The form is available from the Graduate Student Coordinator.

### *During the Hearing*

- The objective and format of the proposal hearing is virtually identical to the Master's thesis proposal hearing.

▪ Students need to have the committee members sign the Dissertation Proposal Approval form.

## *After the Hearing*

▪ Students are free to begin work on the dissertation once the proposal has been approved and they have submitted the completed Dissertation Proposal Approval form to the Graduate Student Coordinator.

# DOCTORAL DISSERTATION PROCESS

As students are working on their dissertation, they need to ensure that all their PhD degree requirements have been completed. This is to ensure that no problems come up at the time a student expects to finish their degree. The Graduate Student Coordinator can verify that these requirements have been met.

## Conducting the Study

▪ Students need to bear in mind that they are considered professional researchers and should conduct the study in a responsible and ethical fashion.

▪ Because students are going to continue to use University resources during this phase of the dissertation (meeting with committee members, using the library, etc.), they need to maintain continuous registration (for three credits) throughout this period.

## Writing the Dissertation

▪ Once the study is completed, a written report – the dissertation – needs to be prepared.

▪ The basic organization of the dissertation is the same as the Master's thesis, but it is usually a longer and more elaborate document.

▪ Students need to refer to the Graduate School's detailed set of instructions for preparing the dissertation, including specific degree dates and deadlines.
  • Go to the Graduate School website at
    http://info.gradsch.wisc.edu/education/completedegree/pguide.html
  • Or contact the Graduate Degree Coordinator:
  • Room 217, Bascom Hall, 500 Lincoln Drive
  • (608) 262-3011
  • gsacserv@bascom.wisc.edu
  • Students need to refer to the website if a significant amount of time has passed since the proposal because students need to have the current guidelines.

▪ Students need to have their advisor (and, if desired, other readers on the committee) review and provide feedback until the advisor indicates the dissertation is ready.

▪ Once the advisor indicates the dissertation is ready, the student presents it at a final oral examination – the dissertation defense – at the defense hearing.

## Defense Hearing

### *Before the Hearing*

- Students need to consult with their advisor about what to expect in the hearing and how to prepare for it.

- Students need to schedule the hearing and consult with the administrative staff person in room 859 for space availability.

- Students need to inform committee members of the time and place.

- Students need to distribute a paper copy of the proposal to the committee members **at least two weeks** before the hearing for them to be able to read and study the manuscript prior to the defense.

- Students needs to submit information to the Graduate Student Coordinator so that the Final Oral Committee form (see Appendix G for sample) can be submitted to the Graduate School. At least **three weeks is required** to receive the Graduate School Final Degree warrant. This document is required for the final defense meeting. Signatures of committee members (except for the advisor) are entered on the form at the defense meeting.

- The student consults with the Graduate Student Coordinator to forward all required information to complete the form. The Grad Student Coordinator performs a final audit of the student's academic record to make sure all records are in order and completes the form.

- Once the form is reviewed by the Graduate School, the Graduate School prepares the dissertation warrant form and forwards that to the Graduate Student Coordinator. This form will be signed at the oral defense hearing. At the same time the student will receive a link to any other forms still needing to be filled out for the Graduate School.

- The student will be able to obtain the final warrant from the Graduate Student Coordinator or the Department Administrator on the day of the hearing.

- Students need to complete the Dissertation Defense Announcement form (see Appendix G for sample) **at least one week** before the hearing.

- Obtain the form from the Graduate Student Coordinator or Department Administrator. It is also available on the bulletin board outside Room 880C.

- Complete and return it to the Graduate Student Coordinator. *Include the study abstract (see below).*

- Students need to write a dissertation abstract and *include it with the Announcement form (see above).*

  NOTE: The form and abstract are posted on the departmental bulletin board outside room 880C and serve as the public hearing announcement.
  Defense hearings are open to the public.

### *During the Hearing*

- The format for the dissertation defense is similar to that for the Master's thesis defense hearing.

- Students are requested to provide a brief explanation of how they came to be interested in the dissertation topic and why they chose the particular study.

- Students may be asked to provide an oral review of the dissertation (like presenting at a colloquium for a job interview).

- Students are usually interrupted by questions or comments from the examination committee, and these interruptions may keep them from making it all the way through their oral review. Not all hearings will follow this script.

- At the end of the hearing, the student and guests will be asked to step outside the meeting room so the committee can meet in private to decide on a set of recommended and/or required changes in the dissertation document and vote on whether or not to pass the student.

- Students are then requested to return to the meeting room and are informed of the results.

## *After the Hearing*

- The committee members need to sign the dissertation warrant.
  - The student's advisor may withhold their signature until all required dissertation revisions have been completed to their satisfaction.

- The advisor needs to sign the signature page and the UMI abstract page of the dissertation.

- Students then call the Graduate School to schedule an appointment to deposit the final copy of the dissertation. Contact the Graduate Degree Coordinator at (608) 262-3011. The Graduate School sends the final dissertation copy to the library for deposit.

- Students receive a fee card when the dissertation and forms have been approved. Students need to take the fee card to the Bursar's Office (333 East Campus Mall) and pay the dissertation fee.

- Students need to submit a bound copy of the approved dissertation to the Department Administrator. It is also customary to give the advisor a bound copy. Other committee members may wish to have an electronic copy.

- Students need to leave their forwarding address and pertinent information with the Department Administrator at the time they submit their dissertation to the Department.

- At this point, all degree requirements have been met.

# DEGREE POLICIES & PROCEDURES

## SATISFACTORY PROGRESS ASSESSMENT

Each year except for the first year in the program, students will be asked to submit a student progress report.  Report forms are distributed in late August or September.  In September, the faculty in each program area (or January for School Psychology) will conduct an annual review of students in their area to discuss each student's progress toward a degree.  Each program area specifies criteria for satisfactory progress (see Appendix H for area guidelines).  Students will be notified in writing of the faculty's assessment of their current progress and recommendations regarding future progress.

Students are encouraged to discuss the faculty's assessment with their advisor.  If a student feels the faculty has not perceived his or her progress accurately, the student may request a meeting with the area faculty for clarification.  If, after meeting with the area faculty the student is still dissatisfied with the faculty's assessment, the next step for the student is to contact the Student Grievance Committee chair.

## TERMINATION OF ENROLLMENT

A student's enrollment in the Department may be terminated for the following circumstances:

- Student withdraws or fails to register, during any fall or spring semester, without an approved leave of absence.

- Student completes no course work (including Independent Reading and Research or Thesis credits) in three or more consecutive semesters (discounting summer sessions and internship year).

- A grade of "I" (Incomplete) in Independent Reading (999) and Research or Thesis (990) courses indicates that course work has not been completed.  Incomplete grades must be removed by the end of the following semester (excluding summer session).

- Student is considered to be making unsatisfactory progress for more than two consecutive years.

- Student's application for candidacy to the PhD program is not approved by the faculty.

- Student has been unable to identify a faculty member to serve as major professor (advisor).

# CHANGING ADVISORS

When students are admitted to the graduate program they are assigned an advisor, which is usually a faculty member whom the student has requested on their application or who shares the student's research interests. Students are free to change advisors any time after they arrive on campus.

To request a change of advisor, students need to do the following:

- Identify a faculty member who is willing to assume the role of advisor.
- Obtain and complete a Change of Advisor form (Appendix H) available from the Graduate Student Coordinator or Department Administrator, or on the bulletin board outside Room 880C, Educational Sciences building.
- Have the new advisor sign the form.
- Return the form to the Graduate Student Coordinator.


# CHANGING MAJOR AREAS OF CONCENTRATION

Sometimes after entering a program area, students discover that their interests or career objectives have changed so significantly that it makes sense for them to concentrate in a different program area. Changing areas is taken very seriously. Each area has different course or program requirements so changing areas may delay progress toward a degree. Students should confer with their current advisor, as well as with faculty in the intended new program area before deciding to apply for the change.

To apply for the change, students need to submit a formal application for consideration by faculty in the intended new area. Students need to prepare the following materials:

- A statement detailing the reasons for making the change and current research interests and research/career plans.
- An up-to-date transcript from the University.
- Any other materials that may be helpful to the faculty in considering the request (e.g., course papers, letters of reference, preprints, or copies of papers presented at conferences).

Students submit the materials to the Department Graduate Admissions Coordinator (see Appendix J) who will circulate this information to appropriate faculty members for their approval. A letter stating the area's decision will be sent to the student from the Department Chair.

# DOUBLE MAJORS

Some students determine that their research and career interests incorporate or integrate the major field of study in two degree programs and decide to double major (i.e., fulfill the degree requirements for two majors). The double major may combine work from two program areas within the Department or it may combine requirements from an Educational Psychology program with requirements from a program in an outside department.

The double major option is for students who cannot obtain the necessary background for their research interests through the normal course work involved in meeting departmental major and Graduate School minor course requirements. Because of the added demands and risk of delaying a student's progress toward a degree, the double major is regarded as an unusual option for exceptional students (those with an excellent record in course work and research projects) in exceptional circumstances. Students need to consult closely with their advisor and with faculty in the possible second program area in deciding whether or not to apply for a double major.

A student's application will not be considered until they have successfully completed the preliminary examination in their current major program area.

To apply for a double major, students need to submit a formal application to their advisor and the chair of the intended additional program area. Students need to prepare the following materials:

- A statement for study detailing the student's research interests or plans and the need to pursue a double major.

- An up-to-date transcript from the University.

- Any other materials that may be helpful to the faculty in considering the request (e.g., vita, course papers, research prospectus).

Faculty in the student's current and intended second program areas will review these materials and the student's file. If faculty in both program areas are supportive of the student's request, they will make a recommendation to the faculty at a regularly scheduled departmental meeting. The faculty will vote on the request and the Graduate Student Coordinator or the student's advisor will inform the student of the faculty's decision. The decision for double major between Educational Psychology and an outside department must be approved by the Graduate School.


# COURSE SUBSTITUTIONS

Students may request that courses taken outside the Department or at another university be substituted for courses needed to fulfill certain degree requirements, especially program area course requirements and Graduate Minor course work. Requests are considered on an individual basis by faculty who oversee the requirement in question.

To submit a course substitution request, students need to do the following:

- Fill out a Course Substitution Request form available from (Appendix H) the Department Administrator or the Graduate Student Coordinator or on the bulletin board outside Room 880C, Educational Sciences building.

- Obtain materials related to the proposed substitute course:
  - Transcript (highlight the course and grade).
  - Course syllabus.
  - Major assignments completed.

- Other pertinent information related to the course.

- Submit the form and materials to the Department Administrator.

After faculty review the request, a letter will be sent to the student notifying them of the faculty decision. Materials submitted will be returned to the student.

## LEAVE OF ABSENCE

Students anticipating withdrawing or not intending to register for a fall or spring semester should petition for a leave of absence.

- A leave of absence is granted for a maximum of one academic year (no more than two semesters).

- A leave of absence can be taken no more than twice during a student's graduate program.

- Students may continue graduate studies if re-entry is completed within the stipulated time limit.

- Failure to request a leave of absence before taking a semester off can result in termination from the Department.

This policy does not apply to students in the Professional Development Special Emphasis Master's Degree Program.

To apply for a leave of absence, students need to write a letter to the Department Chair explaining the reason for and time period of the absence. The faculty will vote on the leave request at a regularly scheduled department meeting, and the Department Chair's office will inform the student of the faculty's decision.

## RE-ENTRY

Students returning to graduate studies after an approved leave of absence need to complete the Graduate School Re-entry Process before resuming their studies and should contact the Graduate School Admissions Office for information on the process. Information on the re-entry process is found on the Graduate School's website at http://www.wisc.edu/grad/index.html

A person wishing to resume graduate studies after failing to meet the conditions of an approved leave or after an unapproved leave or after their enrollment has been terminated in the Department must complete the Graduate School Re-entry Process and be reevaluated by the Department Admissions Committee.  The Department Graduate Admissions Coordinator can explain policies and procedures for filing a re-entry application.  The applicant will be subject to rules governing the admissions process at the time of his or her new application.

The applicant will be asked to provide:

- A new statement of reasons for graduate study.
- New letters of reference.
- An up-to-date transcript of graduate work at the University.
- GRE scores.
- TOEFL test scores if these were not part of the original application (if applicable).


# FILING GRIEVANCES

A student who thinks that s/he has been treated unfairly has the right to protest the treatment or describe the situation(s) and receive a prompt hearing of the grievance.  A student may feel that unfairness has occurred because of their her/his, religious or political views, handicapping condition, etc.  Some grievances may be caused by a misunderstanding or communication breakdown as these can happen in large institutions.  The grievance may concern course grades, classroom treatment, program admission, or other issues.

The School of Education has procedures to ensure a prompt and fair hearing of the grievance and to protect the rights of the person with the complaint and the person at whom the complaint is addressed (person must be a School of Education employee).  Any student or potential student may use these procedures, unless the complaint is covered by other campus rules or contracts.

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 student is unsatisfied and the complaint is directed against a Teaching Assistant, the next step would be to talk to the TA's supervisor (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, go to Step 4.

   If the complaint does involve an academic department:

   - The student should contact the Department Chair.
   - The Department 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 Department 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.

- The committee will obtain a written response from the person at whom the complaint is directed.

- This response will 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:

- He or she has **five working days** from receipt of the decision to contact the Dean's Office indicating the intention to appeal.

- If the complaint does not involve an academic department in the School of Education, 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 found on the School of Education's website, Graduate Programs tab.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statute 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.

Students have the right to file discrimination and harassment complaints with the:

Office for Equity and Diversity (OED)
Room 179A, Bascom Hall, 500 Lincoln Drive
608-263-2378
Wisconsin Telecommunications Relay Service: 7-1-1
http://www.oed.wisc.edu/

# COMMENCEMENT

Early in the semester they wish to graduate, students need to inform the Graduate Student Coordinator of their intention to attend commencement and the name of the faculty member who will escort (in the case of the PhD commencement) them during the ceremony.

Typically, the advisor serves as the commencement escort, but if the advisor is not available students may ask any other faculty member to serve this function. It is customary for the student to arrange for an academic gown for the escort if the faculty member does not own one (gowns can be rented at the University Bookstore).

Students receive additional information from the Secretary of the Faculty Office and the School of Education Alumni Office after they have provided pertinent information to the Graduate Student Coordinator.

# FINANCIAL SUPPORT SOURCES

There are seven basic sources of funding for Department graduate students: fellowships, teaching assistantships (TA), project assistantships (PA), research assistantships (RA), work-study grants, loans, and jobs. The Department also sponsors travel awards to defray the cost of travel to conferences.

The Department does not have an adequate supply of fellowship, TA, PA, and RA positions to provide all students with funding at the time of matriculation or to guarantee students funding throughout their entire graduate program. However, generally by the end of the first year virtually all students who need financial aid have found some source of funding. Most students are able to continue locating financial support through three or four years of graduate study. To find funding it is very helpful to display some initiative and flexibility.

# FELLOWSHIPS

## About Fellowships

Fellowships are grouped in to two categories according to how they are administered:
- *Internally* by the Department, the School of Education, or the University.
- *Externally* by agencies such as private foundations.

In most cases, there are annual competitions for these awards. Virtually all of these awards require applicants to meet criteria often dealing with their background, their research interests, financial need, or their status in the graduate program (first-year student, dissertator, etc.).

Many fellowships carry restrictions on the extent of paid employment that students can engage in while on the fellowship. Students are advised to check these restrictions carefully before accepting a fellowship.

Each fall semester the Department sends out notification to all graduate students regarding available fellowships. Please remember that fellowships competitions are subject to change.

## Internal Fellowships

Fellowships sponsored by the Department, School of Education, or the University require applicants to be nominated by faculty vote at a department meeting (or letter ballot in cases of tight deadlines).

The Department's Recruitment, Admissions, and Fellowships Committee is responsible for:
- Disseminating information on internal fellowships.
- Providing nominations for the faculty's consideration.
- Preparing and submitting materials for nominees whom the faculty endorse.

Fellowship information is sent via email to all students and is posted on the Fellowships Bulletin Board in the Graduate Student Resource Center (room 863). The same information is sent to faculty members.

Students should also check the Graduate School's website for guidance in investigating other funding sources: http://info.gradsch.wisc.edu/education/funding/index.html
To determine which fellowships students are eligible to receive and to learn about application procedures, students should consult with their advisor.

Currently, only one fellowship is administered by the Department – the Michael Vincent O'Shea and Harriet Frisbie Eastabrooks O'Shea Fellowship (described below).

## *Michael Vincent O'Shea Fellowship for Advanced Graduate Students in Educational Psychology*

This fellowship is designed to provide financial support to an advanced graduate student of exceptional promise within the Department and is based on the amount of funds available for that year and may provide a stipend, tuition, fee remission, and health benefits.

It is awarded for one academic year, in which the recipient will be expected to deliver a colloquium to the Department during the fellowship period.

Preference will be given to students whose research addresses the development of adolescents, but students with interests related to education (e.g., gifted and talented), counseling, guidance, or psychotherapy of children or adolescents will be considered.

Applications are usually due the beginning of April.

Nominations may be made by faculty or students may nominate themselves.
Fellowship candidates must:
- Have completed the Masters Degree and been admitted to the PhD program in the Department of Educational Psychology at the University of Wisconsin-Madison.
- Preference will be given to dissertators or students who are near dissertator status.
- Demonstrate a pressing need for financial aid.
- Be making satisfactory progress in their graduate careers and have no incompletes or other irregularities on their transcripts.

Students should contact their advisor and be prepared to submit the following materials:

- ▪ Up-to-date Transcript.
- ▪ Curriculum Vita.
- ▪ Statement indicating how the student's research relates to adolescent development or the education/treatment of adolescents or children.
- ▪ Statement of financial need.
- ▪ Two Letters of Reference - preferably from members of the faculty of the Department of Educational Psychology.

## External Fellowships

Most externally funded fellowships do not require faculty approval, so applicants (in collaboration with their advisor) usually prepare their own application.

Fellowship information is sent via email to all students and is posted on the Fellowships Bulletin Board in the Graduate Student Resource Center (room 863). The same information is sent to faculty members.

Students should also check the Graduate School's website for guidance in investigating other funding sources: http://info.gradsch.wisc.edu/education/funding/index.html

## Other Opportunities

Some professional organizations listed in the "Professional Organizations" section offer graduate fellowship programs for research and travel.

Funding agencies, such as the National Science Foundation, or the American Psychological Association (APA), offer competitive grants and fellowships for doctoral study. Students wishing to investigate these opportunities should consult the websites of these organizations for details on their programs.

## TEACHING ASSISTANTSHIPS

The Department awards Teaching Assistant (TAs) positions to students on an annual basis. TAs participate in instructional activities for undergraduate and beginning graduate level courses. These positions are usually awarded to students with strong academic records who are in their early – rather than later – stages of their graduate program.

Department TA Positions:

- ▪ Usually 35%-time appointments (approximately 14 hours per week), but can range from 25% to 50% time.
- ▪ Have a salary, tuition remission, and health benefits.

- Renewable, though it is highly unusual to be appointed for more than two or three years.
- Restrictions on appointments regarding additional employment (e.g., PA positions, part-time jobs outside the University, etc.).

TA positions are administered by the program areas in the Department (Human Development, Learning Sciences, Quantitative Methods, School Psychology). Because the courses and responsibilities given to TAs varies among areas, qualifications for the TA positions will also vary.

Openings for positions are announced via email each year and are posted on bulletin boards throughout the Educational Sciences Building. Prospective students are automatically considered for TA positions as part of the admission process. Students who have already matriculated must apply to be considered. Application procedures are stipulated in the posted announcements.

Students are often eligible for TA positions in departments outside of Educational Psychology. Students should routinely check with other departments (for which their backgrounds are suitable) for available TA positions.

# PROJECT ASSISTANTSHIPS

Project Assistants (PAs) are hired to work on funded research projects or specific administrative and outreach programs.

Department PA Positions:

- Can vary from 1/4 time to 3/4 time.
- Typically at least 33-1/3%-time so that recipients receive tuition remission, health benefits, and salary.
- Appointment term can vary from 1 semester to 5 years according to how long the research grant or program is funded.
- In many cases, appointments are for an academic year (9 months).
- Students may be employed on more than one grant but cannot be employed for more than 75%.

Most PA positions are administered by specific faculty members who have obtained funding for a research study or a special educational or outreach program. Such funding occurs throughout the year. All PA positions are posted so that all interested students may apply. Many Educational Psychology students serve as PAs for faculty outside the Department.

Announcements of openings for these positions are sent via email and posted on bulletin boards throughout the Educational Sciences Building. The announcements contain details of qualifications and application procedures. Students may also want to check with faculty for available positions.

# RESEARCH ASSISTANTSHIPS

Research Assistant (RAs) positions are a special form of project assistantships. They are restricted to faculty-directed research projects and the position must be a required component of the student's degree program. In practical terms, this means the RA must derive his or her MS thesis or dissertation from the research project on which he/she is working. In all other major respects (means of obtaining the position, terms of employment, benefits, restrictions on additional employment), research assistantships function just like project assistantships, although different federal income tax rules may apply.

# TRAVEL AWARDS

## Graduate Student Travel Award

Each year the Department makes modest travel awards to defray some of the cost for students presenting research at professional meetings and conferences. The announcement for applications goes out to students via email in December and applications are accepted through January with awards usually being made in February.

The Student Affairs committee disburses these funds, making decisions regarding who receives the awards and the amount of funding. Priority is given to advanced students without other sources of travel funding who are presenting a paper on which they are sole or first author at a national or international conference of a well-recognized professional organization.

See Appendix I for more information about the student travel awards.

## Vilas Travel Award

Students in need of money for domestic and international research and conference presentation travel can apply for the Vilas Travel Grant Competition. The Graduate Student Collaborative administers this program for UW-Madison dissertators.

For more information, please visit the Vilas Travel website:
http:/info.gradsch.wisc.edu/education/gsc/vilas/vilastravelgrantcompetition.html.

# INTERDISCIPLINARY TRAINING PROGRAM
# IN THE EDUCATION SCIENCES

The School of Education, thru the Wisconsin Center for Education Research (WCER), offers this program across departments and it is designed to provide extra opportunities and support for doctoral students who desire a rigorous preparation for careers in research.

Participants work with mentor committees, apprentice on research projects, participate in a common seminar, present their own research to each other, and receive modest financial support for research and professional expenses.

The program is open to all students in the School of Education who are currently in their first or second year of doctoral work, so they will enter the program in their second or third year.
The student and advisor should discuss the program and its benefits and costs to the student. If they decide that the student would benefit from the program, the student should follow the applications procedures detailed in the announcement.

For information about the program, application procedures, and deadlines go to http://itp.wceruw.org/index.php

# SCHOOL OF EDUCATION WISCONSIN
# DOCTORAL RESEARCH PROGRAM (DRP)

The School of Education's (SoE) Wisconsin Doctoral Research Program (DRP) provides enriched opportunities and support for doctoral students preparing for careers in education research.

Open to all first-year doctoral students in the School of Education, the DRP strengthens and supplements, not supplants, the professional development students receive in their departments. Participants work with diverse faculty, apprentice on research projects, participate in common seminars, and present their own research. All participants are eligible for funds to cover professional expenses such as travel to a professional meeting or computer software. For more information, go to http://drp.wceruw.org/

# WORK-STUDY GRANTS

A federally-funded program makes work-study money available to financially needy students. Students who qualify for work-study funding can apply the grant to a variety of student hourly positions at the University. Some are part of the paid staff of a faculty funded research project while others are clerical (non-research) positions in departments, University museums, and so on. The grant pays a portion of a student's wages up to a stipulated amount of money. Students can gain valuable experience doing research (often leading to data for a thesis, dissertation, and/or publishable paper) by working on a grant in this capacity.

To determine eligibility for work-study funds a student must submit an application for financial aid to Student Financial Services at 432 East Campus Mall or their website at http://www.finaid.wisc.edu/ Once an award is made, the student is responsible for obtaining a job.

# LOANS

Information and applications for student loans are available from the Student Financial Services at 432 East Campus Mall or their website at  http://www.finaid.wisc.edu/

# JOBS

Students can obtain employment both on or off campus.  On-campus opportunities are provided by faculty members who have research grants.  Some grants have money to hire students to assist them.  These are known as student hourly positions.  Unlike PA- and RA-ships, students are paid an hourly rate and are not eligible for tuition remission or health benefits.  To be considered for these positions, students must apply to the director of the research projects.

Employment is available in non-research related jobs on campus, as well as in the community. Jobs are posted at the Office of Student Financial Aid at 333 East Campus Mall or their website at http://www.finaid.wisc.edu/

# *SCHOOL OF EDUCATION*

## INTRODUCTION

The University of Wisconsin-Madison is a public institution, founded in 1848. It became one of the nation's first land-grant colleges in 1868. The University combines fourteen schools and three colleges.

The School of Education (SoE) is a professional school with primary emphasis on the preparation of personnel for educational systems and the development of scholarship and research on the nature of learners, learning environments, and the learning process at all ages and contexts. The School of Education is no longer a school, but a college with 11 independent instructional departments that represent a broad range of disciplines and programs. The Department of Educational Psychology is a part of the School of Education and has been consistently ranked the top one or two Educational Psychology programs in the nation (U.S. News and World Report's 2010 edition of America's Best Graduate Schools).

The central administration of the School of Education consists of a dean and several associate and assistant deans. A number of committees in the school – composed of faculty, academic staff, students, and representatives of educational professions – advise the Dean's staff, review program proposals, and recommend and review policies.

## DEPARTMENTS & PROGRAMS

The departments are not all housed in the same building but are spread across campus. Below is a listing of the departments.

Please visit the School of Education website at http://www.education.wisc.edu/departments/

### *Art Department*

Room 6241, Humanities Building
455 North Park Street
Email: artinfo@education.wisc.edu
(608) 262-1660

### *Art Education Program, Art Department*

Room 6241, Humanities Building
455 North Park Street
Email: marschalek@education.wisc.edu
(608) 262-1660

### *Dance Program*

Room 125, Lathrop Hall
1050 University Avenue
Email: uwdance@education.wisc.edu
(608) 262-1691

### *Department of Counseling Psychology*

335 Education Building
1000 Bascom Mall
Email: counpsych@education.wisc.edu
(608) 262-0461

*Department of Curriculum*
*& Instruction*

Room 210, Teacher Education Bldg
225 North Mills Street
Email: curric@education.wisc.edu
(608) 263-4600

*Department of Educational*
*Psychology*

Room 859, Educational Sciences Bldg
1025 West Johnson Street
Email: edpsych@facstaff.wisc.edu
(608) 262-3432

*Department of Kinesiology*

Room 2001, Gymnasium-Natatorium
2000 Observatory Drive
Email: kinesgrad@education.wisc.edu
(608) 262-0259

*Department of*
*Rehabilitation Psychology*
*& Special Education*

Room 431B Education Building
1000 Bascom Mall
Email: rpseinfo@education.wisc.edu
(608) 263-5860

*Educational Leadership &*
*Policy Analysis*

Room 253 Education Building
1000 Bascom Mall
Email: edadmin@education.wisc.edu
(608) 262-3106

*Educational Policy Studies*

235 Education Building
1000 Bascom Mall
Email: gessler@education.wisc.edu
(608) 262-1761

# RESEARCH CENTERS

The School of Education is home to several research centers that are valuable resources for students.

Please visit the School of Education website at http://www.education.wisc.edu/research/

## Center on Education and Work (CEW)

CEW is a research, technical assistance, and resource provider. Established in 1964, the Center has a rich tradition of assisting educators and career development practitioners with program evaluation, qualitative and quantitative research, professional development training, and career resources. CEW seeks to enhance the quality of career-related learning and outcomes for youth and adults, including those with disabilities or other factors that challenge performance and success.

Room 964, Educational Sciences Building
1025 West Johnson Street
Email: cewmail@education.wisc.edu
(608) 265-6700 or 800-862-1072

## Wisconsin Center for Education Research (WCER)

WCER is one of the oldest, largest, and most productive education research centers in the world. The nearly 30 research centers and projects in the WCER involve research into teaching, learning, curriculum, assessment and leadership, and other organizational issues in education.

Room 785, Educational Sciences Building
1025 West Johnson Street
Email: uw-wcer@education.wisc.edu
(608) 263-4200

## Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE)

WISCAPE was established in 2001 to study the challenges confronting postsecondary education while bringing together university leaders, researchers, and policymakers to discuss issues and solutions.  WISCAPE recognizes that colleges and universities make significant contributions to society and to help these institutions better serve the public good, the center aims to inform and improve postsecondary education policy, research, and practice through the creation and exchange of knowledge. WISCAPE conducts and supports research projects, sponsors public programs, produces and distributes publications, and fosters communication among key stakeholders.

L139 Education Building
1000 Bascom Mall
Email: wiscape-info@education.wisc.edu
(608) 265-6342


# LIBRARIES & SERVICES

The School's resource units provide a wide array of services and support to students: "webliographies" and video streaming, book discussions, computer classes, design services, equipment check-out, instructional spaces, training, and job searches are just a few options for students to take advantage of to expand and support their learning experience.

Please visit the School of Education website at http://www.education.wisc.edu/lib services/

## Media, Education Resources, & Information Technology (MERIT)

MERIT is a collaborative and comprehensive cluster of service and support for the School of Education, the UW-Madison and beyond.  Services include computer support for the School of Education, instructional support for faculty, library collections and reserve materials, media development, classrooms, teaching and open labs, study spaces, and meeting rooms, as well as web development and hosting, and much more.

368 Teacher Education Building
225 N. Mills St.
(608) 263-4750

## Cooperative Children's Book Center (CCBC)

CCBC was established in 1963 as a unique examination, study, and research library, and is funded by the School of Education and the Wisconsin Department of Public Instruction Division for Libraries, Technology, and Community Learning. The Center supports teaching, learning, and research related to children's and young adult literature and provides informational and educational services based on its collections to students and faculty on campus and librarians, teachers, child care providers, researchers, and others in the state of Wisconsin.

A vital gathering place for books, ideas, and expertise, the CCBC is committed to identifying excellent literature for children and adolescents and bringing this literature to the attention of those who have an academic, professional, or career interest in connecting young readers with books. The Center's non-circulating collection includes current, retrospective, and historical books published for children and young adults.

Room 4290, College Library, Helen C. White Hall
600 North Park Street
(608) 263-3720

## Education Academic Services (EAS)

EAS provides numerous services to undergraduates including advising, field placement, admissions, human relations advising and coordination, certification and licensure, and record keeping.

139 Education Building
1000 Bascom Mall
Email: easinfo@education.wisc.edu
(608) 262-1651

## Education Portfolios and Career Services (EPCS)

EPCS assists students and alumni with career definition/direction, resume preparation, job search, and job placement.

Room 141, Educational Sciences Building
1025 West Johnson Street
(608) 262-1755

## Educational and Psychological Training Center (EPTC)

EPTC's primary mission is to train students in the delivery of services to persons experiencing learning, behavioral, psychosocial, or vocational difficulties. The training center provides facilities for teaching, research, and services for several departments within the School of Education, including Counseling Psychology, Educational Psychology, and Rehabilitation Psychology and Special Education.

Room 316, Educational Sciences Building
1025 West Johnson Street
Email: eptcinfo@education.wisc.edu
(608) 265-6120

## Office of Education Outreach and Partnerships (EOP)

The Education Outreach and Partnerships office of the University of Wisconsin-Madison School of Education draws upon the vast research and resources of the University of Wisconsin and beyond to address the needs of the educational community through quality learning opportunities, meaningful consultation, and robust collaboration. In practice, this means engaging the broad community of educational professionals and learners in the state and beyond as embodied by the Wisconsin Idea.

Our vision is to be a conduit for education outreach on campus and beyond by serving as the primary source for developing and sustaining bold and innovative partnerships. We foster a collaborative, creative and passionate environment to improve service to both our internal and external clients and strive to be the standard by which all other national education outreach programs are judged!

Room 264 Teacher Education Building
225 N. Mills Street
Email: outreachinfo@education.wisc.edu
(608) 263-5140

## Student Assessment Services (SAS)

Housed within EPTC, SAS provides psychoeducational evaluation of college students on campus who suspect they may have disabilities that interfere with their learning. Primary activities include conducting intake interviews, administering and interpreting academic and intellectual assessment, report writing, and consultation with the student, faculty, and the McBurney Disability Resource Center. Although SAS collaborates with other individuals and agencies, the university student has primary responsibility for advocacy.

Room 316, Educational Sciences Building
1025 West Johnson Street
Email: eptcinfo@education.wisc.edu
(608) 265-6120

## Testing and Evaluation Services (T&E)

T&E provides computerized scoring of classroom tests and course evaluations for the University campus; develops and administers placement tests used by UW System institutions for incoming freshmen; provides local administration of national testing programs such as the GRE, LSAT, and MCAT; and in conjunction with the McBurney Disability Resource Center, provides special test accommodations for students with disabilities.

Room 373, Educational Sciences Building
1025 West Johnson Street
Email: rnchew@wisc.edu
(608) 262-5863

# *PROFESSIONAL ORGANIZATIONS*

Most faculty members are involved in a variety of activities with professional organizations representing areas of Educational Psychology. Faculty members serve as officers, journal editors, and committee members for these groups. Our department is well-represented by faculty and students who present and/or publish their research at national conventions and in the journals disseminated by these organizations. Our students are encouraged to participate in the activities of professional organizations is encouraged as an important part of student's professional development. Among other outcomes, involvement with professional organizations makes students aware of new developments in the field and introduces them to others who may be influential in their future career.

Students are encouraged to join the organizations listed below as Student Affiliates. Faculty and students often attend the annual meetings of these organizations to present research papers, chair symposia and colloquia, present posters, renew old acquaintances, and make new friends. Graduate students are involved in student organizational activities and job searches. Many organizations sponsor student organizations that contribute to policy decisions of the parent organizations, as well as receive extra benefits geared towards students. Most organizations offer students reduced membership fees.

A selection of general psychology organizations and organizations grouped by specialty are described below. These organizations were selected by faculty and students as representative of the most relevant professional organizations to Educational Psychology. The organizations listed maintain websites describing organizational updates on conferences, recent research, policy, and employment listings. There also are several sites that are collections of links to other sites related to psychology and its many specialty areas.

## EDUCATIONAL PSYCHOLOGY ORGANIZATIONS

### American Educational Research Association (AERA)

AERA is an international organization concerned with educational research and its applications. A broad range of disciplines is represented by the membership, including education, counseling and developmental psychology, sociology, history, law, philosophy, and statistics. More faculty in the Department belong to this organization, and more regularly attend its annual meeting, than any other professional organization. Wisconsin is in the Midwestern Educational Research Association.

AERA publishes several scholarly research journals, including the American Educational Research Journal, Review of Educational Research, and the Journal of Educational and Behavioral Statistics. There are also regional divisions of AERA.

1430 K Street N.W., Suite 1200
Washington, D.C. 20005
(202) 238-3200
http://aera.net

## American Psychological Association (APA)

This is the largest organization for psychological researchers and practitioners. There are separate divisions representing all of the major disciplines of psychology, including educational, school, clinical, experimental, counseling, and development psychology. Many divisions sponsor journals, which often are the leading scholarly research journals in the field. APA also sponsors regional and state affiliate organizations (e.g., Western Psychological Association and Midwestern Psychological Association).

750 First Street N.E.
Washington, D.C. 20002-4242
(800) 374-2721
(202) 336-5500
(202) 336-6123 TDD/TTY
http://www.apa.org

## American Psychological Association of Graduate Students (APAGS)

The APA created a graduate and undergraduate student organization for students interested in all areas of psychology. Membership provides students with subscriptions to the quarterly APAGS newsletter, the monthly APA Monitor and American Psychologist, reduced rates for APA journals and books, eligibility for liability and health care insurance programs, and the opportunity to further growth as a leader and professional.

750 First Street N.E.
Washington, D.C. 20002-4242
(202) 336-6014
http://www.apa.org/apags

## Association for Psychological Science (APS)

APS is dedicated to advancing scientific psychology in research, application, and the improvement of the human condition. APS sponsors the Psychological Science and Current Directions in Psychological Science refereed journals and a bimonthly newsletter, The Observer.

1133 15th Street N.W., Suite 1000
Washington, D.C. 20005
(202) 293-9300
http://www.psychologicalscience.org/

## Association for Psychological Science Student Caucus (APSSC)

This is a student group sponsored by APS and provides professional growth opportunities and acts as a voice for students in APS policy decisions. APSSC provides grants, conferences, access to APS publications, and a mentoring program to its members.

1133 15<sup>th</sup> Street N.W., Suite 1000
Washington, D.C.  20005
(202) 293-9300
http://www.psychologicalscience.org/apssc/default.cfm


# HUMAN DEVELOPMENT ORGANIZATIONS

## Gerontological Society of America (GSA)

The purpose GSA is to provide researchers, educators,  practitioners, and policy makers with expanded opportunities to understand, advance, integrate, and use basic and applied research on aging to improve the quality of life during processes of aging.

1220 L Street N.W., Suite 901
Washington, D.C.  20005
(202) 842-1275
http://www.geron.org

## Society for Research in Child Development (SRCD)

The purposes of the Society are to promote multidisciplinary research in the field of human development, to foster the exchange of information among scientists and other professionals of various disciplines, and to encourage applications of research findings. Our goals are pursued through a variety of programs with the cooperation and service of our governing council, standing committees, and members.

SRCD publishes the prestigious journal, Child Development (which is included with membership).   Members of this organization include educators and developmental psychologists who are interested in research related to development processes in children and adolescents.

2950 South State Street, Suite 401
Ann Arbor, MI  48104
http://www.srcd.org/

## Society for Research on Adolescence (SRA)

SRA focuses on the theoretical, empirical, and policy research issues of adolescence; promotes the dissemination of research on adolescents; and publishes the Journal of Research on Adolescence and a Newsletter. The Society's mission is to: foster high quality scholarship on adolescence; encourage and foster global exchange and collaboration among adolescent researchers from diverse disciplines; foster development of scholars and leaders in and entry into the study of adolescence; provide professional development, networking opportunities, and leadership experience; support research on underrepresented groups and research that

encompasses the diverse contexts of adolescent development; and promote the effective use of research to enhance adolescent well being.

2950 South State Street, Suite 401
Ann Arbor, MI 48104
E-mail: info@s-r-a.org
(734) 926-0700
http://www.s-r-a.org

# LEARNING SCIENCES ORGANIZATIONS

## Center for Gifted Education Policy at the American Psychological Association

The Center's mission is to generate public awareness, advocacy, clinical applications, and cutting-edge research ideas that will enhance the achievement and performance of children and adolescents with special gifts and talents in all domains, including the academic disciplines, the performing arts, sports, and the professions.

750 First Street, N.E.
Education Directorate, 5th Floor
Washington, D.C. 20002-4242
(202) 336-5923
(202) 336-6123 TDD/TTY
http://www.apa.org/ed/cgep.html

## Cognitive Science Society

The Cognitive Science Society, Inc. brings together researchers from many fields who hold a common goal: understanding the nature of the human mind. The Society promotes scientific interchange among researchers in disciplines comprising the field of Cognitive Science, including Artificial Intelligence, Linguistics, Anthropology, Psychology, Neuroscience, Philosophy, and Education.

10200 West 44th Avenue, Suite 304
Wheat Ridge, CO 80033-2840
(303) 327-7547
http://cognitivesciencesociety.org/index.html

# QUANTITATIVE METHODS ORGANIZATIONS

## American Statistical Association (ASA)

ASA promotes excellence in the application of statistical science across the wealth of human endeavor.

732 North Washington Street
Alexandria, VA  22314-1943
Email: asainfo@amstat.org
(888) 231-3473
(703) 684-1221
http://www.amstat.org

## Fordham Council on Applied Psychometrics (FCAP)

FCAP is an organization of professionals with graduate degrees in psychometrics and related fields founded and led by PhD candidates studying at Fordham University.  FCAP is dedicated to continual development of the: knowledge, skills, and abilities required for the steady progress of psychometric research; application of psychometric principles to achieve goals in industrial and organizational settings; and education of successive generations of psychometricians.  FCAP promotes increased communication among professionals in a variety of fields and settings related to psychometrics.

Email:  fcap@fordham.edu
http://www.fordham.edu/academics/programs_at_fordham_/psychology/psychometrics/fcap.
shtml

# SCHOOL PSYCHOLOGY ORGANIZATIONS

## American Psychological Association (APA) Division 16 – School Psychology

Division 16 of the APA is devoted to School Psychology.  It publishes the School Psychology Quarterly and the School Psychologist. Division 16 has an active student organization called Student Affiliates in School Psychology (SASP).  SASP membership is free with membership to Division 16.  For Membership Information Contact:

Lea A. Theodore
Queens College, CUNY
Graduate Program in School Psychology
65-30 Kissena Boulevard
Flushing, NY 11367
Email: Lea.Theodore@qc.cuny.edu
http://www.indiana.edu/~div16/index.html

## International School Psychology Association (ISPA)

The major aims of this Association are to:
- ▪ Promote the use of sound psychological principles within the context of education all over the world.
- ▪ Promote communication between professionals who are committed to the improvement of the mental health of children in the world's schools.
- ▪ Encourage the use of School Psychologists in countries where they are not currently being used.
- ▪ Promote the psychological rights of all children all over the world.
- ▪ Initiate and promote cooperation with other organizations working for purposes similar to those of ISPA in order to help children and families.

The Chicago School of Professional Psychology
325 North Wells Street, Room 529
Chicago, IL  60654-8158
(312) 467-2540
E-mail: ISPACentralOffice@ispaweb.org
http://www.ispaweb.org/ispa.html

## National Association of School Psychologists (NASP)

NASP's mission is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning.  This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service.  NASP has active state organizations as well.  The Wisconsin School Psychologists Association (WSPA) carries on the NASP mission in Wisconsin with state conferences twice a year and publication of a state newsletter.

4340 East West Hwy, Suite 402
Bethesda, MD  20814
(866) 331-NASP
(301) 657-0270
(301) 657-4155 TTY
http://www.nasponline.org

## Wisconsin School Psychologists Association (WSPA)

WSPA provides the following roles and functions:  Children's Services (advocacy and special projects); DPI Consultant (updates on DPI actions, grants, and special programs); Legislative/Lobbyist (advocate for the professional of school psychology and the mental health needs of children); Professional Preparation and Training (collaborating with training programs to improve education).

http://www.wspaonline.net/

# OTHER PROFESSIONAL ORGANIZATIONS

American Association on Intellectual and Developmental Disabilites (AAIDD): http://www.aamr.org/

American Counseling Association (ACA):  http://www.counseling.org/

American Evaluation Association (AEA):  http://www.eval.org/

American Psychoanalytic Association (APSAA):  http://www.apsa.org/

American School Counselor Association (ASCA):  http://www.schoolcounselor.org/

Association for Behavioral and Cognitive Therapies (ABCT):  http://www.aabt.org

Association for Supervision and Curriculum Development (ASCD):  http://www.ascd.org

Cognitive Neuroscience Society (CNS):  http://www.cogneurosociety.org/

Council for Exceptional Children (CEC):  http://www.cec.sped.org/

Experimental Psychology Society (EPS):  http://www.eps.ac.uk/

International Association for Cross-Cultural Psychology (IACCP):  http://www.iaccp.org/

International Society on Infant Studies (ISIS):  http://www.isisweb.org

Jean Piaget Society for the Study of Knowledge and Development (JPS):  http://www.piaget.org/

Society for Neuroscience (SfN):  http://www.sfn.org/

Society for Personality and Social Psychology (SPSP):  http://www.spsp.org/

## PROGRAM AREA REQUIREMENTS

**Human Development**

**Learning Sciences**

**Quantitative Methods**

**School Psychology**

The program in human development is designed for students who wish to earn a Ph.D. and pursue careers in research on, or the teaching of, human development. The program has a life-span orientation and a heavy research emphasis. Students either enter with an M.S. (or similar) degree or earn one in route to the Ph.D.

The M.S. requirements include a thesis, which is typically an empirical study conducted in close collaboration with the major professor and course work in research methods and human development (see below). In conducting the thesis, students are asked to submit a written proposal to a three-member faculty committee for review prior to collecting the data for the project. The committee provides the student feedback during an oral defense of the proposal. The feedback is designed to ensure an empirical study of the highest quality possible. After data collection is completed, the student prepares a final written report, which also is submitted to the faculty committee and defended in a final meeting between the student and the committee.

The Ph.D. requirements include additional course work beyond the requirements for the M.S. (see below), a major preliminary examination, and a dissertation project. The major preliminary examination consists of an independently written paper of between 40 and 60 pages (prepared according to APA guidelines), the aim of which is to summarize and extend previous research and theory on an important topic in the scientific study of human development. Before preparing the paper, the student submits a brief outline of the paper for feedback to a three-member faculty committee in accordance with existing departmental policy and schedules. The completed paper is submitted according to departmental policies and schedules for review by the same three-member faculty committee. The student also must participate in an oral defense of the paper before the committee. The dissertation project is typically a major empirical study on an important question in human development. Students prepare a written proposal, which they submit to a five-member faculty committee in accordance with Graduate School policies. The student and committee also meet to review the proposal prior to data collection for the project. This meeting is an opportunity for the committee to provide feedback on the scientific importance and soundness of the project. A written report of the completed project is submitted to the committee and discussed in an oral defense in accordance with Graduate School policies.

Course work for the M.S. and Ph.D. degrees is listed below.

| Course | | Course |
|---|---|---|
| 709: Seminar in Research in Educational Psychology | AND | 710: Seminar in Research in Educational Psychology |
| 723: Developmental Processes Across the Life Span | OR | 725: Theories and Issues in Human Development |
| 720: Advanced Child Development | OR | 920: Seminar in Child Development |
| 721: Adolescent Development | OR | 921: Seminar in Adolescent Development |
| 722: Adult Development and Aging | OR | 922: Seminar in Adult Development and Aging |
| 760: Statistical Methods Applied to Education I | AND | 761: Statistical Methods Applied to Education II |
| 762: Introduction to the Design of Educational Experiments | OR | 711: Topics in Regression Analysis **(once it becomes a permanent course)** |

*Note that at least one of the Human Development courses taken for the M.S. degree must be at the 900 level or be a 711 course that the Human Development area faculty approve as being equivalent to a 900-level course. In the latter case, approval must be received prior to completion of the M.S. degree requirements.*

*Ph.D. Requirements*

M.S. requirements **PLUS**

762: Introduction to the Design of Educational Experiments **PLUS**

Twenty credits of additional graduate-level course work.  The credits taken to fulfill this requirement may be in Human Development, on other areas of our department, or in one or more departments outside the department.  The course work, however, must reflect a coherent plan designed to provide the student the depth and breadth needed to master his or her chosen field.  No more than four of the credits can be earned in independent study (e.g., 999 in our department).  Thesis and dissertation credits (e.g., 990 in our department) cannot be counted toward the course-work requirement.  This plan must be worked out with the major professor and be approved by the Human Development faculty.  Students must submit this plan to the Chair of the Human Development area by September 1 of their second year in the program.  The Human Development faculty will review the plan for acceptability by the end of the semester in which it is submitted.  Revisions to the plan are possible, but must be submitted to the Chair of the Human Development area prior to the student's admission to the Ph.D. program.  *Note that completion of this course-credit requirement will meet the current Graduate School requirements for the out-of-department minor.*

*Please note that there are Graduate School credit requirements and other requirements that students must meet in addition to those of the Department of Educational Psychology.  Students are responsible for ensuring that they meet Graduate School requirements.*

*************************************************************************************
Completed by Staff member

Circle One:        Option A (outside minor)    _____        Option B (distributed)
Minor Courses (9 credits needed):

| Department Name | Class Number and Title/Description | Credits | Grade | Semester Completed |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

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# Department of Educational Psychology
# LEARNING SCIENCES AREA  REQUIREMENTS

### General Overview

➲ Students are required to take 36 credits of coursework.

➲ Students are required in their first year of the program to successfully complete the following Educational Psychology courses:

709 First-Year Seminar in Research in Educational Psychology
710 First-Year Seminar in Research in Educational Psychology
795 Introduction to Learning Sciences I
796 Introduction to Learning Sciences II

➲ Students are required to successfully complete two semesters of quantitative methods courses (beyond 760), plus one qualitative methods course.

➲ Students are required to successfully complete two additional Learning Sciences courses.

During the preceding year (March for Fall/November for Spring), the Learning Sciences faculty will approve a list of the qualifying courses that reflects course and faculty availability.

➲ As part of their annual progress report, students are required to prepare or revise a plan for their proposed course of study each year, which must be signed by their advisor and deposited with the Learning Sciences Area Chair.

➲ By Fall of Year 2, the student should discuss with their advisor their plan for completing the minor requirement.  The minor plan should be prepared with the advisor and receive Department Chair approval.

### Major Area Paper (MAP):

➲ For successful completion, the *Major Area Paper* (MAP) must be reviewed and signed off by a three-member MAP committee, and then approved by the Learning Sciences faculty. Upon approval by the Area, the Area Chair informs Kelly Keiner of the results and she will contact the student to start the warrant process.

➲ To request a Masters Degree warrant, a listing of the title and committee members is required. A degree warrant is signed by the three members of the MAP committee and submitted to the Graduate School.  The MS Degree is then awarded.

➲ In the third year, students are required to enroll in the 1-credit Learning Sciences Brown Bag for both Fall and Spring terms, and present their MAP in this forum. Learning Sciences students are encouraged to continue attending the Brown Bag after their third year.

### Requirements Prior to Achieving Dissertator Status
### (after PhD admission)

➲ Students need to take 18 credits of coursework AFTER completion of *Requirements Prior to Consideration for Admission to the PhD Program*.

➲ Additional credits taken BEFORE completion of requirements prior to consideration for the PhD will not count toward this requirement.

- Credits earned the semester a student successfully defends the MAP will count toward the 18-credit requirement.

- Students are required to successfully complete all other Area and Departmental distribution requirements and Graduate School minor requirements.

- Students need to take one advanced methods course (either quantitative or qualitative) beyond the level of 762 or introductory qualitative methods.

- Students need to take *Advanced Topics in Learning Sciences* at least one time after admission to the PhD program (offered each year by the Learning Sciences faculty - course number to be determined).

- Students are required to complete a Prelim paper and defend the paper in an oral exam.

## Requirements for PhD (after achieving dissertator status)

- Students are required to complete a proposed course of study each year, which is to be signed by their advisor and deposited with the Learning Sciences Area Chair.

- Students are required to successfully defend a dissertation proposal.

- Students are required to successfully complete and defend a PhD dissertation.

## This would make a typical course of study prior to achieving dissertator status:

| | | Prior to Consideration for Admission to the PhD program | | |
|---|---|---|---|---|
| | | **YEAR 1** | | |
| | | **FALL** | | **SPRING** |
| | | 795 Introduction to Learning Sciences I | | 796 Introduction to Learning Sciences II |
| | | 709 First-Year Seminar in Research in Educational Psychology | | 710 First-Year Seminar in Research in Educational Psychology |
| | | 760 Statistical Methods Applied to Education | | 761 Statistical Methods Applied to Education |

| | | **YEAR 2** | | |
|---|---|---|---|---|
| | | **FALL** | | **SPRING** |
| | | 762 Introduction to the Design of Educational Experiments | | Complete and turn in *Major Area Paper* (completion is required prior to starting Year 4) |
| | | Any Learning Science elective course | | Any Learning Science elective course |
| | | Qualitative methods course | | Minor course |
| | | | | Minor course |

***MAJOR AREA PAPER COMPLETED***

| | For Consideration for Admission to the PhD program | | |
|---|---|---|---|
| | YEAR 3 | | |
| | **FALL** | | **SPRING** |
| | Advanced Methods course | | Advanced Topics in Learning Science |
| | Elective course | | Elective course |
| | Minor course | | Minor course |
| | LS Brown Bag presentation requirement | | |

## Quantitative Methods Area Requirements

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 for students seeking the Masters and PhD degrees, respectively.

### I. Masters Degree Requirements

A. Educational Statistics and Research Methodology

1. Required Courses:

EP 709 (First-year research seminar, Semester I)
EP 710 (First-year research seminar, Semester II)

EP 760 (Statistical Methods Applied to Education I)
EP 761 (Statistical Methods Applied to Education II)
EP 762 (Introduction to the Design of Educational Experiments)
EP 861 (Statistical Analysis and Design in Educational Research: Nonparametrics)

One additional course in the quantitative area (to be determined in consultation with advisor), and one course in some other area of the Department

2. Research-based masters thesis

B. Educational Measurement

1. Required Courses:

EP 709 (First-year research seminar, Semester I)
EP 710 (First-year research seminar, Semester II)
EP 771 (Test Construction)
EP 760 (Statistical Methods Applied to Education I)
EP 761 (Statistical Methods Applied to Education II)

Two additional courses in the quantitative area (to be determined in consultation with advisor), and one course in some other area of the Department

2. Research-based masters thesis

### II. PhD Degree Requirements

A. Educational Statistics and Research Methodology

1. Required Courses:

EP 709 (First-year research seminar, Semester I)
EP 710 (First-year research seminar, Semester II)
EP 760 (Statistical Methods Applied to Education I)
EP 761 (Statistical Methods Applied to Education II)
EP 762 (Introduction to the Design of Educational Experiments)
EP 771 (Test Construction)
EP 861 (Statistical Analysis and Design in Educational Research: Nonparametrics)
EP 862 (Multivariate Analysis)

EP 964 (Hierarchical Linear Modeling)

Statistics 309, 311, or 313 (Introduction to Mathematical Statistics I)*
Statistics 310, 312, or 314 (Introduction to Mathematical Statistics II)*
One course in each of the other areas of the Department

2. Recommended and Elective Courses (to be selected in consultation with advisor):

EP 740 (Assessment Techniques in the Schools I)
EP 773 (Factor Analysis, Multidimensional Scaling, and Cluster Analysis)
EP 960 (Structural Equation Modeling)
EP 961 (Philosophy of Statistics)
EP 971 (Advanced Topics in Quantitative Methods)
Other statistics courses, including those outside of the Department and those to be developed in
the Department (e.g., longitudinal data analysis, Markov chain Monte Carlo methods))
Other courses from the Learning Sciences, Human Development, and School Psychology areas
that fit into the student's program of study

3. Eight-hour preliminary examination

4. Research-based doctoral dissertation

* In addition to serving as department credits for the Ph.D. degree, credits from these courses may also be
applied toward a minor in statistics.

## B. Educational Measurement

1. Required Courses Within the Department of Educational Psychology

EP 709 (First-year research seminar, Semester I)
EP 710 (First-year research seminar, Semester II)
EP 760 (Statistical Methods Applied to Education I)
EP 761 (Statistical Methods Applied to Education II)
EP 762 (Introduction to the Design of Educational Experiments)
EP 771 (Test Construction)
EP 773 (Factor Analysis, Multidimensional Scaling, and Cluster Analysis)
EP 870 (Test Theory I)
EP 871 (Test Theory II: Item Response Theory)
EP 960 (Structural Equation Modeling)

One course in each of the other areas of the Department2. Recommended and Elective Courses
(to be selected in consultation with advisor)

Statistics 309, 311, or 313 (Introduction to Mathematical Statistics I)
Statistics 310, 312, or 314 (Introduction to Mathematical Statistics II)
EP 740 (Assessment Techniques in the Schools I)
EP 961 (Philosophy of Science)
EP 964 (Hierarchical Linear Modeling)
EP 971 (Advanced Topics in Quantitative Methods)

Other measurement/assessment/evaluation and statistics courses, including those outside of the
Department and those to be developed in the Department
Other courses from the Learning Sciences, Human Development, and School Psychology areas
that fit into the student's program of study

3. Eight-hour preliminary examination

4.    Research-based doctoral dissertation

Definitions of "Satisfactory Progress" for Masters Students

1.    Grade-point average of B or better

2.    No Incompletes extending beyond one academic semester

3.    Approval of thesis proposal after 2 years

4.    Completion of thesis after 2-½ years

Definitions of "Satisfactory Progress" for Doctoral Students

1.    Grade-point average of AB or better

2.    No Incompletes extending beyond one academic semester

3.    For students who do not have a research-based masters degree

a.    completion of first-year project within one year, and defense of masters thesis within two years.

b.    completion of coursework within 2-½ years

c.    successful completion of preliminary examination within 3 years

d.    approval of dissertation proposal within 3-½ years

e.    completion of dissertation within 4-½ years

3.    For students with a research-based masters degree from outside the Department:

a.    completion of coursework within 2 years

b.    successful completion of preliminary examination within 2-½ years

c.    approval of dissertation proposal within 3 years

d.    completion of dissertation within 4 years

4.    For students with a masters degree from inside the Department (years listed below include pre-masters years)

a.    completion of coursework within 3-½ years

b.    successful completion of preliminary examination within 4 years

c.    approval of dissertation proposal within 4-½ years

d.    completion of dissertation within 6 years

# School Psychology Area Requirements

_____

Graduate study in the School Psychology Program at the University of Wisconsin-Madison is a degree program leading to a Doctor of Philosophy (PhD) in Educational Psychology. The curriculum is also structured to meet the requirements for Wisconsin licensure as a school psychologist (Department of Public Instruction) and psychologist (Department of Regulation and Licensing). Program requirements currently include:

**Masters Degree:** Students complete a MS degree that requires three years of full-time study, including practicum (Years 1-3) and preparation of a comprehensive literature review.

**Portfolio Preliminary Examination:** Students prepare and present a portfolio of evidence to demonstrate proficiency in the program's outcome competencies, typically during Fall Semester of Year 4.

**Minor Requirement:** An organized program of course work (typically 10-12 credits) is completed outside of the School Psychology Area or Department. Many students complete the Prevention and Intervention Science minor.

**American Psychological Association Breadth Requirements:** Students complete course work in each of five APA breadth domains: Biological, Cognitive-Affective, and Social Bases of Behavior; Individual Behavior; and History and Systems of Psychology.

**Doctoral Dissertation:** Dissertation research is carried out under the supervision of the major advisor and dissertation committee.

**Internship:** Students complete a full-time 2000-hour internship that has been approved in advance by the program's Internship Committee.

## Professional Training Sequence

Emphasis in the professional training sequence is placed on developing competencies necessary to assume the responsibilities of a psychologist in schools and community settings, as well as faculty positions in institutions of higher education. Because the focus is on the application of psychology in education, students acquire and demonstrate competence in basic substantive content areas of educational and psychological theory and practice. The balance among competencies in theoretical, applied, and research areas is accomplished through the course sequence (see School Psychology Area Course Sequence & Benchmarks table).

## Portfolio Preliminary Examination

Students must pass a major preliminary examination (typically during Year 4) to be granted doctoral status within the Department of Educational Psychology. The preliminary examination in the School Psychology Program is designed to be an intellectually challenging endeavor that calls for the integration and application of knowledge and skills acquired over the course of one's graduate experiences. The cornerstone of the preliminary examination in School Psychology is the development of a portfolio in which students accumulate evidence demonstrating their competencies related to specific program goals and objectives. Students present their portfolios to the Examining Committee during a Portfolio Conference, and participate in a Portfolio Oral Interview (typically 2-3 weeks following the conference) to present prepared responses to questions from committee members. The preliminary examination is composed of six products:

**Portfolio:** Systematic and organized collection of evidence concerning a student's professional competencies and personal growth within seven competency domains.

**Summary of Evidence:** Brief overview of evidence included in the portfolio for each competency domain.

**Personal Competency Statement:** Succinct and integrative written self-description of one's competencies focusing on areas of expertise, as well as boundaries or limits of skills. This statement includes a brief description of the student's theoretical orientation to science and practice in school psychology.

**Personal Specialization Paper:** Detailed, reflective account of the area(s) of competence in which the student claims to have achieved advanced knowledge and experience. The paper is 25 pages in length and written according to APA style.

**Best Sample of Work:** Brief statement (including a rationale for selection) describing what the student believes is his/her best sample of work contained in the portfolio of evidence.

**Best Practices Reading List:** Student's personal reference list organized according to the seven competency domains; the list includes a section on theory including resources that have influenced his/her theoretical orientation.

**Practicum, Field Work, and Internship**

The professional training sequence in School Psychology is designed to incorporate clinical training experiences (integrated with didactic course work) during each year of the program:

**Year 1:** Students complete a two-semester Beginning Practicum (1 cr) that includes applied experiences and field-based observations that are linked to specific courses in School Psychology.

**Year 2:** Students participate in a structured two-semester School Psychology Clinical Practicum in which students work with school-age clients referred by parents, local school staff members, and other community sources. Clients present with emotional, behavioral, social, and academic challenges.

**Year 3:** Students complete a two-semester School Psychology Field Work Practicum (5-6 cr), two days a week in local elementary, middle, and/or high schools.

**Year 4:** Students have the option of completing an individualized Advanced Practicum designed to provide students with experiences related to (1) supervision of psychological services and/or (2) service delivery for special populations.

**Year 5:** Students complete a full-time 12-month (or part-time 24-month) internship (2000 clock hours total).

Table 2
SCHOOL PSYCHOLOGY AREA COURSE SEQUENCE& BENCHMARKS

| YR | FALL SEMESTER | SPRING SEMESTER | SUMMER | PROGRAM BENCHMARKS |
|---|---|---|---|---|
| 1 | 540 Intro Schl Psych (2 cr)<br>542 Biological Bases of Behavior (3)<br>742 Assess & Intervention for Academic Skill Problems  (3 cr)<br>760 Stat Methods I (3 cr)<br>840  Beginning Practicum (1) | 541 Appl Beh Analysis (3 cr)<br>761 Stat Methods II (3 cr)<br>840 Beginning Pract (1 cr)<br>844 Psychopathology (3cr) | 726 Devel Ethnic & Racial Min Chldrn (3 cr)<br>270-737 History & Systems of Psychology (3 cr) | ■ Attend Portfolio/Practicum Orientation (Oct)<br>■ Consult with advisor about portfolio structure & format<br>■ Collect information and begin portfolio<br>■ Present portfolio to advisor (Dec and May)<br>■ Complete documents for annual review of student progress (Dec)<br>■ Attend Dept Cohort meetings (Jan)<br>■ Meet with advisor regarding feedback following annual progress review (Feb)<br>■ Review APA Breadth Requirement Courses<br>■ See Dept Administrator to obtain forms for Minor Agreement (Aug)<br>■ Apply for funding for following yr<br>■ Begin to plan for publishable quality literature review with advisor<br>■ Submit concept paper for literature review to advisor (by May 31) |
| 2 | 741 Socl, Emot, & Beh Assessment (3 cr)<br>762 Exper Design (3 cr)<br>840 Clinic Practicum (3 cr)<br>947 Psychotherapy (3 cr) | 740 Cognitive Assessment (3 cr)<br>763 Single Case Design (3 cr)<br>840 Clinic Practicum (3 cr)<br>942 Consultation (3 cr) OR 946 Adv Assess & Intervention (3 cr) | 990 Research or Thesis (2-3 cr)*<br>XX  Minor (2-3 cr) | ■ Collect information for inclusion in portfolio<br>■ Consult with advisor about material for inclusion in portfolio<br>■ Present portfolio to advisor (Dec and May)<br>■ Complete documents for annual review of student progress (Dec)<br>■ Review APA Breadth Requirement Courses<br>■ Attend Dept Cohort meetings (Jan)<br>■ Apply for funding for following yr<br>■ Complete publishable quality literature review to begin field placement (by May 31)<br>■ File Minor Agreement Form with Dept (by May 31) |

| 3 | 795 Intro to LrngSci (3 cr)<br>840 Field Practicum (6 cr)<br>948 Res Seminar in Schl Psych (2 cr) | 840 Field Practicum (5 cr)<br>845 Psychopharmacology (3 cr)<br>944 Internship Prep (1 cr)<br>946 Adv Assess & Intervention (3 cr) OR 942 Consultation (3 cr) | 820-729 Advanced Social Psych (3 cr)<br>XXX Minor (2-3 cr) | ■ Continue to build & update portfolio<br>■ Continue to consult with advisor about material for inclusion in portfolio<br>■ Present portfolio to advisor (Dec and May)<br>■ Complete documents for annual review of student progress (Dec)<br>■ Plan A (see p. 25) – Submit dissertation concept paper (Dec 1)<br>■ Review APA Breadth Requirement Courses<br>■ See Dept Administrator for Prelim registration paperwork<br>■ Attend Dept Cohort meetings (Jan)<br>■ Take NCSP Exam (recommended to provide registration or scores in portfolio; required for graduation from program)<br>■ Admission to PhD Program (before Prelims)<br>■ Apply for funding for following yr<br>■ Plan A - Propose dissertation by May 31 if intending on completing during Yr 4 prior to internship<br>■ See Department Administrator for paperwork for dissertation proposal if choosing Plan A (see page 25) |

| 4 | 840 Advanced Pract (3 cr)<br>990 Research/Thesis<br>　　(2-3cr)*<br>XXX Minor (2-3 cr)<br>XXX Minor (2-3 cr) | 840  Advanced Pract (3 cr)<br>990  Research/ Thesis (2-3 cr)*<br>XXX Minor (2-3 cr)<br>XXX Minor (2-3 cr) | 943  Internship (3 cr)<br>990 Research/Thesis (3 cr)* | <ul><li>Complete final portfolio and prelims (before applying to Internship)</li><li>Complete PRAXIS Exam</li><li>Internship application</li><li>Plan B (see p. 25) - Submit dissertation concept paper (by Dec 1 and before accepting internship)</li><li>Attend Department Cohort Meetings (Jan)</li><li>Complete Minor Course Requirements</li><li>Complete APA Breadth Requirements</li><li>See Department Administrator for paperwork for dissertation proposal (if choosing Plan B)</li><li>Propose dissertation by May 31 (if choosing Plan B)</li><li>Defend dissertation by May 31 (if choosing Plan A)</li><li>Submit internship plan to Internship Committee for approval</li></ul> |

| 5 | 943 Internship (3 cr) **OR** 995 Predoctoral Internship in Psych (0 cr) | 943 Internship (3 cr) **OR** 995 Predoctoral Internship in Psych (0 cr) | 943 Internship (3 cr) **OR** 995 Predoctoral Internship in Psych (0 cr) | ■ Complete Internship and Graduate Requirements<br>■ Register for summer session credits if completing 12 month internship<br>■ Complete dissertation within 1 year of completing internship; defend dissertation during academic year (for Plan B) |

Note:  The number and timing of elective courses will vary across students; however, this course sequence plan is representative of the course load and pacing experienced by most students. **Electives during summer are optional.**

943 Internship may also occur in Summer of 4th year depending on when a student's internship starts.

*Taking 990 Research or Thesis credits during the semester indicated above is optional.

Note: The APA breadth requirements can be taken during any summer, not necessarily the summers designated on this table.

# *APPENDIX B*

**PHD MINOR AGREEMENT FORM**

**PhD Minor Agreement Form**
Department of Educational Psychology
University of Wisconsin-Madison

This Minor Agreement Form should be completed early in a student's career, preferably by the end of the second year and before the minor courses are taken. Students should discuss a plan for fulfilling the minor with their advisor. All required signatures should be obtained before courses are taken. Final certification of completion of the minor is verified on the Preliminary Examination Warrant and submitted to the Graduate School for approval.

**\*\*Please return this form to Room 880E Educational Sciences Building\*\***

| **Option A  (External)** | **For both options:** |
|---|---|
| ►Minimum of 10 credits in only ONE Department outside of Educational Psychology | ►GPA of 3.0 must be maintained in the minor |
| ►Needs approval from a faculty member in the minor department | ►Grade of B or higher |
| ►Needs approval from the student's advisor | ►Courses at 500 level or above (some exceptions may be allowed |
| ►Needs approval from the department chairperson | ►Taken after the bachelor's degree or equivalent |
| **Option B  (Distributed)** | ►A maximum of 3 credits of independent study (999) is allowed, a description of the course content must be attached |
| ►Minimum of 10 credits taken outside the major department (some exceptions may be allowed) and can be from one or more departments | ►Cannot use 990 (research or thesis) credits |
| ►Must provide **statement** (limited to one page, single-spaced, using a separate sheet of paper) describing the rationale for the proposed program of study and the way in which each course contributes to the coherence of that program | ►No more than 5 credits completed 5 or more years prior to admission to the PhD program |
| ►Needs approval from the student's advisor (must sign form and statement) | ►Courses with grades of S (satisfactory) or Cr (credit) are acceptable |
| ►Needs approval from the area chairperson (must sign form and statement) | Students requesting to use a course taken at another university must submit this form along with a proposal including:  1) an official, up-to-date transcript, 2) a memo from the minor professor (Option A) or major professor (Option B) indicating the courses taken at the other university and its UW-Madison equivalent. |
| ►Needs approval from the department chairperson | |

_____        _____
        Student Name (Last, First, Middle)                    Student email address

_____        _____        _____
    Student 10-digit ID number             Minor Department (A) or Departments (B)         Today's Date

LIST MINOR COURSES BELOW AS THEY APPEAR ON THE UW-MADISON CAMPUS TRANSCRIPT

Department Name          Course No.      Course Title/Description          # cr.        Grade    Semester/Year

_____  _____  _____  _____  _____  _____
_____  _____  _____  _____  _____  _____
_____  _____  _____  _____  _____  _____
_____  _____  _____  _____  _____  _____
_____  _____  _____  _____  _____  _____

_____        _____
Print Name, Sign & Date: **Major Advisor** (Opt A & B)        Print Name, Sign & Date: **Minor Department Chair** (Opt A)

_____        _____
Print Name, Sign & Date: **Area Chair** (Opt B)        Print Name, Sign & Date: **Ed Psych Dept Chair** (A & B)

8/18/11

Department of Educational Psychology
University of Wisconsin
Option B Minor Policy Statement


The Option B Minor requires prior approval of the Department of Educational Psychology.  Students selecting this option take a minimum of 10 credits from one or more departments.  Students selecting this option should include a statement (limited to one typed page) describing the area of specialization represented in the courses selected and the way in which each course contributes to the creation of a coherent program of study.  The student's advisor, the program area chair, and the department chair must provide prior approval by signing both the PhD Minor Agreement Form and the student's statement.  No more than three credits may be earned from courses in the Department of Educational Psychology.  Exceptions to this three-credit requirement must be approved by the area chair and the department chair.


Adopted at the March 18, 2002 Ed Psych Department Meeting

Approved at Dept. Meeting 5/18/98.  Revised and policy statement added, 8/28/02.

# *APPENDIX C*

**REGISTRATION FOR PHD PRELIMINARY EXAMINATION &
EXAMINATION SCHEDULE**

# Educational Psychology Department
University of Wisconsin - Madison

**Preliminary Examination Committee:**          Today's Date: _____

_____-chair          Note:  Please return the completed and signed form to the
                                                  Educational Psychology Dept., Room 880E, by the
_____                 deadline date.  Before registering for prelims, you must
                                                  have completed your master's program and be formally
_____                 admitted to the PhD program.  Incompletes must be taken care of prior
                                                  to registering for prelims.  Prelim exam
_____                 schedules are posted on dept. bulletin boards.


Name:  _____
           **Last**                              **First**                         **Middle**


Student ID# (10#'s) : _____          Major - Advisor:_____


Email Address:   _____ Phone: _____


Campus contact address: _____


Date admitted to Ed. Psych. PhD program (not to department initially): _____


Minor requirements completed by: _____ Option (circle)  **A**-_____  **or B** – (distributed)
                                                                      (minor area)


Prelim in area (HD,LS,SP,QM): _____          (circle option): <u>Paper</u> (HD,LS,SP,QM)  **/**    <u>Portfolio</u> (SP only)


(HD,LS, QM) Title of paper/topic: _____


(HD, LS, QM) Paper option, Start date: _____ End date:_____ Oral Defense date: _____
                                                          *Remember to book a conference room early

(SP only) Portfolio Presentation date: _____ Portfolio oral defense: _____


_____          _____
     Student's signature          Date                      Advisor's signature          Date


..........................................................................................

                              *Office use only:* _____
                                        *Date received in Dept.*

## *APPENDIX D*

## PRELIMINARY EXAMINATION REQUIREMENTS

Preliminary Examiniation Requirements

Students preparing to take prelim exams:

Must be finished with their master's degree.

Must be formally admitted to the PhD program.  This is not the same as being initially admitted to the Department of Educational Psychology.  After finishing the master's, remind your advisor to include your name on the department's monthly faculty meeting agenda for admission to the PhD program.  Afterwards, you'll receive notification from the department chair with the decision.

Must be clear of any Incompletes or progress grades.

Should have completed the Minor Agreement Form (not all courses have to be completed).

Must register on time for the prelim exam/paper/portfolio.

NOTE:  You may take prelim exams before you are finished taking classes.  However, make sure you've taken all the necessary classes you need to prepare yourself for the prelim.  A word of advice from other students: take a class from each of the faculty who you think will serve on your prelim committee.  If you can't do that, at least get to know them and their research interests.

See the Graduate Student Coordinator the semester before you plan to start prelims to discuss all details, including probable dates and the procedure.  See your advisor the semester before as well.  You should discuss in detail the topic for your paper.  In the case of portfolios, you will want to discuss the process in detail.

Check the department bulletin boards for postings of the prelim schedule and area policies.  This information is posted on the bulletin board next to Room 880C.  A copy of the annual prelim schedule is typically posted on each floor.

*APPENDIX E*

**INDEPENDENT READING INFORMATION FORM FOR ED PSYCH 999**

# INDEPENDENT READING FORM
# EDUCATIONAL PSYCHOLOGY 699 OR 999

This form is to be completed by the faculty member and returned to the department office no later than Monday of the fifth week of classes.  Return the form to room 880C, Educational Sciences Building.

Student Name: _____    ID Number: _____

Student Email Address: _____

Semester & Year: _____    Course Number: _____

Student Classification: _____    Number of Credits: _____

1.  Describe the independent reading.  List the articles, books, book chapters, and reports to be read.

2.  Describe any planned, concrete products or results of the study (e.g., a paper, annotated bibliography, presentation, etc.).

3.  Describe the basis for determining a final grade for this course.

Student Signature: _____    Date: _____

Faculty Signature: _____    Date: _____

# *APPENDIX F*

**MASTERS THESIS FORMS**

**Proposal Hearing Form**

**Proposal Approval Form**

**Oral Examination Hearing Form**

**Degree Completion Form for Masters Orals**

# MASTER'S THESIS
# PROPOSAL HEARING

**Department of Educational Psychology**
**University of Wisconsin-Madison**

**Student Name:** _____

**Thesis Title:** _____

_____

_____

_____

**Date:** _____ **Time:**_____

**Room #** _____**Bldg Name:** _____

**Thesis Committee Members:**   _____**Chair**

   **(Print Names)**

   _____

   _____

**Return completed form to Rm. 880E Educational Sciences one week before the proposal hearing. Please attach an abstract to this announcement form.**

**All students and faculty are invited to attend.**

# MASTER'S THESIS
# PROPOSAL APPROVAL

**Department of Educational Psychology**
**University of Wisconsin-Madison**


**Student's Name: _____ ID # _____**

**Master's Thesis Title _____**

_____

_____

_____


**Date of Proposal Meeting: _____ Room # _____**


**Committee Names & Signatures:**

**_____          _____**
                                             **Print - Chairperson**
                                             **Signature**

**_____          _____**
                                             **Print Name**
                                             **Signature**

**_____          _____**
                                             **Print Name**
                                             **Signature**


**NOTE:       The Human Subjects form must be <u>approved</u> by the Human Subjects Committee**
**            (Education IRB) and on file BEFORE you begin your research.**

**            Return this signed form promptly to Rm. 880E Ed Sciences.**

**************************************************************************************

**            For Office Use Only:        _____ Date signed form was received.**

# MASTER'S THESIS
# ORAL EXAMINATION

## Department of Educational Psychology
## University of Wisconsin-Madison

**Student Name:** _____

**Thesis Title:** _____

_____

_____

_____

**Date:** _____  **Time:**_____

**Room No.** _____**Bldg Name:** _____

**Thesis Committee Members:**    _____Chair

   **(Print Names)**

   _____

   _____

**Abstract:  Please attach an abstract to this announcement form.**

**Return completed form to Rm. 880E Educational Sciences
one week before the oral examination.**

**All students and faculty are invited to attend.**

# MASTER'S DEGREE COMPLETION FORM

**Department of Educational Psychology**
**University of Wisconsin-Madison**

**Student Name:** _____ **ID#:** _____

**Thesis Title:** _____

_____

_____

**Oral Examination Date:** _____ **Today's Date** _____

**If this is a terminal degree, please list forwarding contact information**
**Home:** _____ **Business:** _____

_____ **Title:** _____

_____ _____

_____ _____

**E-mail address - home or business** _____

| | |
|---|---|
| **The committee recommends continuation toward the Ph.D. in Educational Psychology:** Yes _____          No _____ | |

**Comments:**_____

**Committee Members:** _____**Chairperson**
**(Print & Sign)**

_____

_____

**Note: If the committee recommends that you continue toward the Ph.D. degree, the next step is formal admission to the Ph.D. program. Your advisor must put your request for admission on the agenda for a vote at the next department meeting. Formal admission to the PhD program is required to register for preliminary examinations.**

**RETURN THIS FORM, YOUR WARRANT AND A BOUND COPY**
**OF YOUR THESIS TO: Rm. 880E Educational Sciences Bldg.**

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

For Office Use Only:
UW degree date: _____          Date signed warrant was received _____

Bound copy of thesis received _____

# *APPENDIX G*

**DOCTORAL DISSERTATION FORMS**

**Proposal Hearing Form**

**Proposal Approval Form**

**Degree Completion Form for PhD Orals**

**PhD Final Oral Committee Approval Form**

# DOCTORAL DISSERTATION
# PROPOSAL HEARING

**Department of Educational Psychology**
**University of Wisconsin-Madison**

**Student Name:** _____

**Proposal Date:** _____ **Time:**_____

**Room Number**_____ **Building Name:** _____

**Dissertation Title:** _____

_____

_____

**Committee Members:**       _____**Chair**
(Print Names)

                        _____

                        _____

                        _____

                        _____

**Return completed form to Rm. 880E Educational Sciences**
**one week before the proposal hearing.**

**Abstract:**     **Please attach an abstract to this announcement form**

**All students and faculty are invited to attend.**

# DISSERTATION
# PROPOSAL APPROVAL

**Department of Educational Psychology**
**University of Wisconsin-Madison**

**Student Name:** _____**ID#**_____

**Date of Proposal Meeting:** _____

**Dissertation Title:** _____

_____

_____

_____

**Committee Signatures:**

_____     _____**Chair/Advisor**
                      **Print Name**                                                        **Signature**

_____     _____
                      **Print Name**                                                        **Signature**

_____     _____
                      **Print Name**                                                        **Signature**

_____     _____
                      **Print Name**                                                        **Signature**

_____     _____
                      **Print Name**                                                        **Signature**

**NOTE:**      **You must have IRB approval BEFORE you begin your research.**

                      **Return this signed form promptly to Rm. 880E Ed Sciences**

• • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • • •

For Office Use Only:      Date signed form was received _____

# DOCTORAL DISSERTATION
# ORAL EXAMINATION

**Department of Educational Psychology**
**University of Wisconsin-Madison**

**Student Name:** _____

**Date:** _____  **Time:**_____

**Room Number:** _____**Building Name:** _____

**Dissertation Title:** _____

_____

_____

**Committee Members:** _____**Chair**

(Print Names)

_____

_____

_____

_____

Return completed form to Rm. 880E Ed Sciences one week before the oral examination.
**Abstract:  Please attach an abstract to this announcement form.**

**All students and faculty are invited to attend.**

# Ph.D. - DEGREE COMPLETION FORM

**Department of Educational Psychology**
**University of Wisconsin-Madison**

**Student Name:** _____ **ID#:** _____

**Oral Examination Date:** _____

**Dissertation Title:** _____

_____

_____

_____

**Future contact information**

**Home:** _____ **Business:** _____

_____ **Title:** _____

_____ _____

**Email address:**_____

## Committee Signatures:

_____ _____**Chair/Advisor**

           **Print Name**                **Signature**

_____ _____

           **Print Name**                **Signature**

_____ _____

           **Print Name**                **Signature**

_____ _____

           **Print Name**                **Signature**

_____ _____

           **Print Name**                **Signature**

**Return this form, Ph.D. warrant, and a bound copy of your dissertation to:**
**Rm. 880E Educational Sciences Building**

**************************************************************************
**For Office Use Only:  UW degree date: _____**

**Date signed warrant received _____ Bound copy dissertation received _____**

# *APPENDIX H*

## DEGREE PROCEDURES & POLICIES FORMS

### Satisfactory Progress

### Request for Change of Advisors Form

### Request to Receive Substitute Credit
### for Area Coursework

Criteria for Maintaining Satisfactory Progress

All students pursuing an MS or PhD degree in the Department of Educational Psychology are expected to maintain satisfactory progress toward their degree. Criteria for assessing satisfactory progress for students in the MS and PhD degree programs are listed below.

1. Full-time students are expected to complete their MS degree within sex semesters of matriculation (eight semesters for students in the School Psychology area). Part-time students are expected to complete their MS degree within four years of matriculation.

2. Full-time students are expected to complete their PhD degree within four semesters after receiving their MS degree (excluding internship year). PhD students who do not attend full time are expected to complete their PhD degree within four years of completion of their MS degree.

3. Students are expected to maintain a cumulative grande-point average of at least 3.25 in all courses taken at the University of Wisconsin-Madison, excluding independent reading or research credits. Students also are expected to achieve a grade of B or higher in all courses taken in their area of concentration.

4. If students incur a grade of incomplete in a course, they will be expected to complete all work necessary to remove the incomplete by the end of the following semester, discounting the summer session. Incompletes incurred in the summer session are expected to be removed by the end of the following fall semester.

5. A total of three or more unremoved incompletes on a student's record or a pattern of incurring incompletes (e.g., one or more for each of three consecutive semesters) will be considered evidence of unsatisfactory progress.

6. Students are expected to refrain from exhibiting or engaging in unprofessional, unethical, and/or unlawful behavior in course work and degree-related activities.

Assessment of Satisfactory Progress

The faculty in each program area will conduct an annual review of students in their area to discuss each student's progress toward a degree. For students who do not meet one or more of the criteria listed above, the faculty will determine whether or not the student is considered to be making unsatisfactory progress. Students will be notified in writing of the faculty's annual assessment of whether or not their progress is satisfactory. The area faculty also will make a general report annually to a regularly scheduled meeting of the faculty on the number of students who are and are not making satisfactory progress in their area. This report need not detail the situation of any specific student.

Students are encouraged to discuss the faculty's assessment on their progress with their advisor. If a student feels the faculty has not perceived their progress accurately, s/he may request a meeting with the area faculty to clarify the assessment of satisfactory progress. If, after meeting with the area faculty, the student is still dissatisfied with the faculty's assessment, s/he may appeal to the Department's Programs Committee. This committee will review the case and make a recommendation to the Department faculty.

University of Wisconsin-Madison

Department of Educational Psychology

REQUEST FOR CHANGE OF ADVISOR

I request that my advisor be changed from _____ to

_____, effective immediately.

I am a student in the _____ area of the department.

---

Student Name – Print                                    Sstudent ID#

---

Student – Signature

---

Current Advisor – Signature                                    Date

ACCEPTANCE OF NEW ADVISEE

I accept _____ as my advisee.

---

New Advisor Signature                                    Date

NOTE:  Return this form to the Graduate Student Coordinator, Room 880E Ed Sciences Building.

_____

Date Received and entered into database

# DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

## REQUEST TO RECEIVE SUBSTITUTE CREDIT FOR AREA COURSEWORK

**Instructions**

Students often request that courses they have taken previously at another university be substituted for courses they are expected to take in the Department of Educational Psychology to fulfill a degree requirement. This form will help the area faculty to process a student's request. We expect students to specify the course in our department for which they wish to substitute previous coursework. Students unfamiliar with the courses that we offer may wish to consult the Graduate School Catalog or the relevant syllabi found on the Educational Psychology website (http://www.education.wisc.edu/edpsych/) or the binder of course syllabi (located in the Department office) for course descriptions before completing the form.

In considering a request, the faculty appreciates having full documentation of the previous coursework, especially the course syllabus and (if appropriate) a copy of any major written assignments. The combination of several previous courses may be proposed as the equivalent of one of our courses, but full documentation must be provided for each previous course. It is unusual to allow students to substitute undergraduate courses taken previously for U.W. coursework intended to meet a <u>graduate</u> level degree requirement. Students also should bear in mind that one course taken elsewhere can be used toward satisfaction of <u>only one</u> U.W. degree requirement.

To request substitute credit, students should complete the form on both sides and attach course documentation. Please fill out a separate form for each course for which you wish to receive substitute credit. The completed form and attachments should be submitted to the Department Administrator in room 880C, Educational Sciences building.

Students will receive an email message with the results of their request. The email will include a PDF of the official Department letter signed by the Chair.

**Date of Request:** _____

**Student's Name:** _____

**Campus Address:** _____

**Email Address:** _____

**Phone Number:** _____

If you want your submitted materials returned to you, please check one of the following options:

_____ **I will pick up my materials.** The Department will dispose of materials after 4 weeks.

_____ **Return via Campus Mail:** (address) _____

_____ **Other:** _____

---

### FOR DEPARTMENT USE ONLY

| AREA: |
|---|
| Learn Sci    Human Dev |
| Quant Meth    Sch Psych |

**Faculty Approvals:**

   **Area Chair:**

      ‾‾‾‾‾‾‾‾‾‾Signature‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾Date‾‾‾‾‾‾‾‾‾‾

   **Comments:**

      _____

_____

# SUBSTITUTE CREDIT REQUEST FORM

Use separate form for each request

**Student's Level (check one):**

_____ Graduate: Department: _____

_____ Undergraduate: Major: _____

**Which requirement does your request concern? (check one):**

_____ Undergraduate major requirement

_____ Graduate minor program

_____ Educational Psychology area course requirement

_____ Other (please explain):

**List the Educational Psychology course for which you wish to receive substitute credit:**

Course No.                      Course Descriptive Title                           # of Credits

_____        _____        _____

                                   _____

**Did you take this course as an undergraduate or graduate student? (check one):**

_____ Undergraduate

_____ Graduate

**Describe the previous coursework that you wish to substitute.  For each course list the following:**

The institution at which the course was completed: _____

Department and course number: _____

Course title: _____

The year you took the course: _____

Grade received: _____

**Attach and check-off the following documentation:**

_____ Syllabus

_____ Major assignments (e.g., term paper)

_____ Transcripts showing course & grade

_____ Other (please explain):

_____

_____

# *APPENDIX I*

## GRADUATE STUDENT TRAVEL AWARDS

### Guidelines:  Department & Busk

### Application Form

---

## DEPARTMENT AWARDS

---

### Funding

► The bulk of the funds will be allocated to provide travel awards to help offset the cost of student travel to professional meetings at which the student is making a presentation.

► A small amount of money will be allocated to the Admissions/Fellowships Committee to reimburse travel expenses for graduate students who wish to visit campus.

► Disbursement of these funds will be at the discretion of the Admissions/Fellowship Committee, except that:

  ▪ Funds can only be used to defray costs of a visit to campus by a prospective student who has applied for admission to our graduate program.

  ▪ Disbursement must meet the University guidelines for reimbursement of travel expenses.

  ▪ Any portion of these funds not spent by April 15 will revert to the "Conferences" account.

### Announcement & Applications

► Announcement of the student travel awards should be posted in appropriate places and an email sent to students by December 1 (right after the November Department faculty meeting in case changes to the award guidelines need to be approved).

► Announcement of the Travel Awards will be sent via email to all Department students with attachments of the application form and guidelines for award and scoring criteria.

► Applications will be reviewed and awards will be made by the Student Affairs Committee.

► Applications received after the deadline will be considered only if funds are still available.

► The committee will consider requests for travel completed during the **current fiscal year (July 1 – June 30)**. This includes conferences attended in the late summer, throughout the fall, and into the spring/summer until June 15.

► Travel requests for presentations at summer conferences after June 15 should be submitted the following year.

### Award Process

► To be considered for any of the awards, students must be:

  ▪ Enrolled for a minimum of three credits.

  ▪ Viewed by their program area faculty as making satisfactory progress during the year in which they are attending the conference and applying for travel funds.

► Students cannot receive reimbursement for more than one conference per year.

► The minimum award is $50. The amount awarded to any given student will depend on:

  ▪ The total money awarded to the department by the Graduate School.

  ▪ The total number of applications.

  ▪ The student's point total in the priority rating system.

  ▪ The student's history of department funding for conference travel.

  ▪ The type of presentation and the student's role in the presentation.

► All applications will be given a priority rating from 3 to 9, based on the point system outlined below. Students must receive a priority rating of 5 or higher to be considered for funding.

### Priority Point System

► **Student's Degree Status**

100

3 points  Dissertator

2 points  Post-Master's (accepted into the PhD Program)

1 point           Master's candidate (i.e., Pre-Master's) or working on the "in-lieu-of" paper

► **Type of Conference**

3 points           National/international conference of a major professional organization for which presentations are competitive and subjected to peer review.

2 points           Conference of a regional or minor professional organization or a one-time thematic conference for which presentations are competitive and subjected to peer review.

1 point           State or local conference, conference with non-competitive presentations or no peer review.

► **Authorship of Presentation**

3 points  Sole or first author

2 points  Non-primary author, but will make all or part of the presentation

1 point           Non-primary author and will not be making the presentation

# BUSK FAMILY AWARDS

## Funding

► The bulk of the funds will be allocated to provide travel awards to help offset the cost of student travel to professional meetings at which the student is making a presentation.

► Funding comes from the Busk Family Award where a member of the family donates $1,000.00 specifically to fund student travel to conferences.  The award money is placed in the Department's Foundation account.

## Announcement & Applications

Same as Department funds.

## Award Process

► This award will be given for conference travel to students who meet the following criteria:

- Student is making his or her **FIRST** sole- or first-author presentation at a scientific or professional conference.
- The presentation is based on work conducted within his or her graduate program in the Department.
- Student must be enrolled for a minimum of three credits.
- Student must be viewed as making satisfactory progress by their program area faculty while attending the conference and applying for travel funds.

► No more than four awards will be made in any one year.

► The minimum amount of the award is $250; the maximum is $500.

► The number and amount of awards in any given year will depend on:

- The total number of applications.
- Each student's point total in the priority rating system.
- The student's access to other funds for travel (e.g., a training grant).

► Unused funds in any one year will be held until the next annual competition.

If more than four students are eligible for the Busk award, the following priority system will be used to identify the recipients.

## Type of Conference

3 points  National/international conference of a major professional organization for which presentations are competitive and subjected to peer review.

2 points  Conference of a regional or minor professional organization, or a one-time thematic conference, for which presentations are competitive and subjected to peer review.

1 point  State or local conference, conference with non-competitive presentations or no peer review.

*Established: December 18, 2006 Dept. Meeting*

# DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
# TRAVEL AWARD APPLICATION

## Applying for Award

> ► You need to be registered for a minimum of three credits.
>
> ► You need to be viewed as making satisfactory progress by your program area faculty while applying for the award and attending the conference.
>
> ► You need to provide evidence that your presentation has been accepted at a conference. Usually this a confirmation email sent to you from the conference organizers.
>
> ► Submit this form and the proof of accepted presentation either in hard copy format or digitally via email to Brooke Seeliger (8th flr. mailbox, Educational Sciences bldg., or seeliger@education.wisc.edu).
>
> **Deadline for submitting the application is 4:30 p.m. on January 22, 2011**

| **Name:** |
|---|
| **Email:** |
| **Area:** |
| **Advisor:** |

## Degree Status

**Type an "X" next to the option that applies to you:**

Pre-Masters:                  Post-Masters:                  Dissertator:

## Presentation Information

**Presentation Type (type an "X" next to the option that applies to you):**

Paper:                  Poster:                  Symposium:                  Workshop:                  Other:

**Is this your first presentation as sole or primary author at a professional or scientific conference?**

Yes:                  No:

**Is this presentation based on work completed in the Department of Educational Psychology?**

Yes:                  No:

**List title of paper, poster, etc., and all authors in exact order.**

**If you are not first author, indicate your role in preparing and making the presentation.**

# Conference Information

List the name, date, and location of conference(s).  Indicate sponsoring organization.

If it is not a widely known conference (e.g., NASP, AERA, SRCD, APA), please provide a few sentences of description (e.g., sponsoring body, an annual or one-time event, anticipated size, intended audience).

**Conference Type (type an "X" next to the option that best describes your conference):**

National/International:                Regional/Minor:                State/Local:

National/International
Conference of a major professional organization for which presentations are competitive and subjected to peer review.

Regional/Minor
Conference of a regional or minor professional organization or a one-time thematic conference for which presentations are competitive and subjected to peer review.

State/Local
Conference with non-competitive presentations or no peer review.

**Are you are resident or non-resident of the U.S.?**

Resident:        Non-resident:

**If you are a NON-RESIDENT, will you be living in the U.S. at the time of the conference?**

Yes:            No:

If you will NOT be living in the U.S., you absolutely have to have non-expired immigration documents to receive an award.

All non-residents receiving an award will need to provide copies of their VISA and other immigration documents.  Brooke Seeliger will contact you with the necessary details.

*APPENDIX J*

**EDUCATIONAL PSYCHOLOGY ADMINISTRATIVE STAFF RESOURCE GUIDE**

# *Educational Psychology Administrative Staff Resource Guide*

| CONTACT INFORMATION | | | |
|---|---|---|---|
| Administrative Staff | Phone | Email | Room # |
| Barb Lienau | 262-3435 | balienau@wisc.edu | 880C |
| Karen O'Connell | 262-1427 | oconnell@education.wisc.edu | 852D |
| Ruth Landes | 262-3432 | relandes@.wisc.edu | 859 Main Office |
| Kelly Keiner | 262-0844 | kjkeiner@wisc.edu | 880E |
| Brooke Seeliger | 262-9407 | seeliger@education.wisc.edu | 863D |

| RESOURCE LIST | |
|---|---|
| Resource Topic | Resource Contact |
| Admissions | Karen |
| Advisor (Change of advisor forms) | Kelly, Barb |
| Area Liaison - Human Development | Kelly |
| Area Liaison - Learning Sciences | Brooke |
| Area Liaison - Quantitative Methods | Ruth |
| Area Liaison - School Psychology | Karen |
| Assistant to Chairperson | Barb |
| Authorizations for Enrollment | See your Area Liaison |
| AV Equipment Reservations (projectors, PCs, etc.) | Ruth, Brooke, Kelly, Karen |
| Benefits Information | Barb |
| Bulletin boards | Brooke |
| Copy machine | Kelly, Student Hourly |
| Computers/Network liaison | Barb, IT PA |
| Course evaluations | Ruth |
| Degree Information (process, forms, etc.) | Kelly, Barb |
| Earning statements, leave reports | Ruth |
| Educational Psychology Student Association (EPSA) | Amy Atwood, Kelly |
| Enrollments and class rosters | Ruth |
| Faculty/TA office hour schedules | Ruth |
| Fellowships | Karen |
| Financial processes – payments, honorariums, etc. | Barb, Brooke |
| Grade change processing (e-grading) | Ruth |
| Grades, grade lists | Ruth |
| Keys | Kelly |
| Mail sorting and distribution | Brooke |
| Mailbox assignments | Kelly |
| Main Office Assistance | Ruth, Brooke |
| Master's Degree Information | Kelly, Barb |
| Minor Agreement Forms | Kelly, Barb |
| Office assignments | Kelly, Barb |
| Ordering Office supplies | Ruth |
| Payroll (student/work study) | Barb |
| PhD Degree Information | Kelly, Barb |
| Personnel information & issues | Barb |
| Prelims (papers, coursework, dates, etc.) | Kelly |
| Purchasing – MDS & Dept procurement card | Ruth |
| Re-entry | Karen |

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| Registration on-line | Ruth |
| Requirements – Area, Department, Graduate School | Kelly, Barb |
| Reservations – AV equipment, meeting rooms | Ruth, Brooke |
| Reservations - classrooms | Karen, Brooke |
| Special Emphasis Master's Program | Karen |
| Supervisor for administrative staff | Barb |
| Syllabus Files | Ruth |
| TA procedural questions (enrollments, exams, etc.) | Ruth |
| Timetable | Karen, Brooke, Barb |
| Travel – booking flights and hotels | Karen |
| Travel – UW travel policies | Brooke, Karen |
| Travel – processing travel expense reports | Brooke |
| Travel Awards | Brooke |
| Undergraduate records | Ruth |
| Website | Brooke |

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- Departmental Revision Finalized July 27, 2011 by B. Lienau, Department Administrator, and B. Seeliger, Administrative Assistant.

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