The Master of Arts program in psychological and quantitative foundations with an educational measurement and statistics subprogram requires a minimum of 30 s.h. of graduate credit with thesis and 32 s.h. of graduate credit without thesis. Students are expected to maintain a cumulative g.p.a. of at least 2.75.

The program provides students with basic knowledge of educational measurement and research methodology. Graduates find employment in large school systems, state departments of education, test publishing organizations, and research centers. The program also is appropriate for students who wish to broaden their knowledge of measurement and research methodology for personal development or professional improvement.

Students must complete a core of courses (approximately 26 s.h.) that includes a graduate-level survey course in educational psychology, elementary and intermediate courses in statistical methods, a course in quantitative educational research methodology, and courses in the development and use of evaluation instruments. Students who already have completed equivalent courses at another institution may add more advanced courses to the core.

Thesis students complete 4 s.h. of additional coursework beyond the core and 2 s.h. of thesis credit. Nonthesis students complete 6 s.h. of additional coursework beyond the core.

The six-hour comprehensive examination typically includes three-hour examinations in educational measurement and in applied statistics. With the approval of the M.A. committee, a student may take two-hour examinations in these fields plus a two-hour examination in educational psychology or a substitute area. Three-hour examinations assume a minimum of three courses in the area; two-hour examinations assume a minimum of two courses in the area.

Admission

Applicants must meet the admission requirements of the Graduate College. They should have a combined verbal and quantitative score of at least 300 on the Graduate Record Examination (GRE) General Test. Completion of at least one college mathematics course and experience as a teacher or researcher are desirable. Applicants who do not meet these requirements but who show offsetting evidence of superior ability may be granted conditional admission.

Applicants must submit a statement of purpose that explains how the educational measurement and statistics subprogram will help them accomplish their educational and vocational goals.

For information about admission dates, contact the educational measurement and statistics program coordinator.