EDUCATIONAL PSYCHOLOGY MS: EDUCATIONAL STATISTICS AND MEASUREMENT

Student learning is measured more than ever before, and that means that the education field needs professionals who have expertise in educational statistics and measurement.

You’ll find our graduates working in universities, state and federal agencies, test publishing organizations, school systems, state departments of education, marketing research companies and research centers, among other settings.

The Educational Statistics and Measurement concentration is designed to provide students with the knowledge necessary to execute research and evaluate and critique existing research. Course work exposes students to the general principles of inferential statistics, research methodology and experimental design, psychometrics, and categorical and qualitative research methods.

Application

Before applying

Please see the Educational Psychology Website (https://uwm.edu/education/academics/educational-psychology-department) for department-specific application requirements.

Applicants should indicate the concentration for which they wish to be considered on their application:

- Clinical Mental Health Counseling
- Learning & Development
- Research & Evaluation
- School Counseling
- School Psychology

Admission

An applicant must meet Graduate School requirements plus these departmental requirements to be considered for admission to the program

1. An undergraduate GPA of 3.00.
2. At least 18 undergraduate credits in education or related social sciences. Applicants may be admitted with specific program-defined course deficiencies provided that the deficiencies amount to no more than two courses. The student is expected to satisfy deficiency requirements within three enrolled semesters. The deficiencies are monitored by the Graduate School and the individual graduate program unit. No course credits earned in making up deficiencies may be counted as program credits required for the degree.
3. Applicants who have a GPA lower than 3.00 but above 2.5 may be recommended for probationary admission with appropriate supporting documentation.
4. Personal interviews may be required prior to admission.
5. Applicants for programs in counseling, educational statistics and measurement, and school psychology are required to submit three letters of recommendation.
6. Initial advisor assignment will be made by the area chair of the concentration to which the applicant has applied.

Major Professor as Advisor

The student must have a major professor to advise and supervise the student’s studies as specified in Graduate School regulations. A student who is not assigned to an advisor at time of admission should immediately contact the Department Chair.

Credits and Courses

Each concentration has unique requirements; the student should consult the descriptions of each concentration to determine specific requirements. Descriptions are available from the Department.

Students seeking an emphasis in counseling are required to complete 48 credits.

Thesis

Optional. Up to 6 degree credits may be awarded for thesis research.

Comprehensive Examination

The student who writes a thesis must pass a final oral examination in defense of that thesis. The student who does not write a thesis must pass a final oral or written comprehensive examination.

Time Limit

The student must complete all degree requirements within five years of initial enrollment.

Educational Statistics and Measurement Concentration

The Educational Statistics and Measurement concentration is designed to provide students with the knowledge necessary to execute research and evaluate and critique existing research. Course work exposes students to the general principles of inferential statistics, research methodology and experimental design, psychometrics, and categorical and qualitative research methods.

Students are required to complete 30 credits for the master's degree.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED PSY 624</td>
<td>Educational Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>ED PSY 720</td>
<td>Techniques of Educational and Psychological Measurement</td>
<td>3</td>
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<tr>
<td>ED PSY 724</td>
<td>Educational Statistical Methods II</td>
<td>4</td>
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<td>ED PSY 728</td>
<td>Techniques of Educational Research</td>
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<td>Learning and Development</td>
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<td>ED PSY 734</td>
<td>Contextual Determinants of Motivation</td>
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<td>ED PSY 735</td>
<td>Social Cognition in Educational Psychology</td>
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<tr>
<td>ED PSY 742</td>
<td>Personality Theories and the Educational Process</td>
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<td>ED PSY 743</td>
<td>Human Development: Study of Infancy and Early Childhood</td>
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<td>ED PSY 746</td>
<td>Human Development: Study of the Adolescent</td>
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<td>ED PSY 747</td>
<td>Human Development: Study of the Adult</td>
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<td>ED PSY 831</td>
<td>Cognition: Theory and Research</td>
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<tr>
<td>ED PSY 833</td>
<td>Social Psychology of Group Differences: Race and Ethnicity</td>
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<td>ED PSY 834</td>
<td>The Psychology of Achievement Motivation</td>
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<td>ED PSY 844</td>
<td>The Multicultural Family</td>
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<tr>
<td>ED PSY 845</td>
<td>Immigrant Child in Developmental Perspective</td>
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**Electives (11 credits)**

6 credits must be from the following Educational Statistics and Measurement courses:

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<tbody>
<tr>
<td>ED PSY 823</td>
<td>Structural Equation Modeling</td>
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<tr>
<td>ED PSY 824</td>
<td>Advanced Experimental Design and Analysis</td>
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<tr>
<td>ED PSY 825</td>
<td>Multivariate Methods</td>
<td>3</td>
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<tr>
<td>ED PSY 827</td>
<td>Survey Research Methods in Education</td>
<td>3</td>
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<tr>
<td>ED PSY 828</td>
<td>Program Evaluation in Education</td>
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<tr>
<td>ED PSY 829</td>
<td>Instrument Development</td>
<td>3</td>
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<tr>
<td>ED PSY 922</td>
<td>Seminar in Measurement and Evaluation:</td>
<td>3</td>
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<tr>
<td>ED PSY 929</td>
<td>Seminar in Statistics and Research Design</td>
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Students’ programs of study are developed in consultation with their assigned advisor.