Master’s of Science Degree in Educational Psychology
Option in Educational Research and Evaluation

Educational Psychology began as a discipline during the time that psychology was establishing its identity separate from philosophy in the early 1900s. This was the beginning of the scientific basis for teaching and assessment in learning environments. School Psychology traces its roots to the practical application of psychology in the schools. Research, Evaluation, Measurement and Statistics developed from the experimental emphasis as quantitative techniques were developed.

Educational Psychology is concerned with all aspects of psychology that are relevant to education, in particular, the areas of study including human development and learning, gifted education, applied psychometrics, research and evaluation, and student development. Consistent with the mission of Oklahoma State University, the role of Educational Psychology is to bring together theory and research to provide best practices and service throughout the state and nation.

The Master's of Science degree in Educational Psychology offers three options from three faculty areas that are applied programs with a strong definition of capabilities, knowledge, skills and competencies of the graduate. These competencies focus on the human learner in educational situations. Educational Psychology offers its own program option with emphasis in Educational Psychology; School Psychology offers the Applied Psychometrics Program option; and Research, Evaluation, Measurement, and Statistics (REMS) offers the Educational Research and Evaluation (ER&E) Program option.

Educational Research and Evaluation

M.S. graduates of Educational Research & Evaluation are provided an academic experience congruent with the triadic mission of the university. Students are directly and actively involved with faculty who are actively involved in advancing basic and applied research. Students receive excellence in instruction and mentoring within the classroom and out of the classroom through their academic coursework and through opportunities to research with faculty. They are provided practicum opportunities wherein they practice and develop their research skills in applied settings such as research and evaluation units of schools, offices of institutional research, and the State Regents office. Students receive encouragement from the initial stages of their academic programs to develop a professional service identity. They are encouraged to present the results of their research at conferences, often accompanied by REMS faculty member. ER&E students also utilize their research skills in service to their fellow students through tutoring and consultation. Congruent with the goals of the program, the following objectives were formulated which reflect the competencies graduates should possess in order to succeed in their respective professional roles. Therefore, ER&E graduates should be able to:

1. Select and conceptualize problems that, when researched, will yield results that will advance the knowledge of professionals in related field(s) and/or enable appropriate decisions to be made regarding the status of a program.
2. Formulate testable hypotheses and answerable questions
3. Select appropriate inquiry strategies for addressing the research or evaluation problems
4. Select appropriate research and evaluation designs to collect data to test hypotheses or answer questions while controlling threats to validity.
5. Identify, at appropriate levels of generality, the goals of the program to be evaluated and assess their value and feasibility.
6. Translate broad objectives into specific (measurable) objectives that involve the use of valid measurement techniques and, in turn, allow the researcher to employ appropriate qualitative and/or quantitative statistical analyses.
7. Use computers and computer-related technology in appropriate ways.
8. Interpret and draw appropriate conclusions from data analyses.
9. Monitor the program to detect deviations from design and specified procedures.
10. Report research and evaluation findings and implications, and make recommendations as a result of the research or evaluation study.
11. Provide immediate feedback on program performance to use in decisions about program modification.
12. Obtain and manage resources (material and human) necessary to conduct the research or evaluation study.

Curriculum

The master of science degree in Educational Psychology—Educational Research and Evaluation emphasis requires a minimum total of 36 hours. The coursework is described below.

The **Common Core** of 18 hours is the common curriculum for all Program Options. The Common Core includes a foundation in educational psychology (6 hours, required); research inquiry (6 hours, required); and a thesis, report, or creative component (6 hours of thesis OR 2 hours thesis for the report and 4 hours of elective OR 6 hours of program electives and a creative component). The Common Core is specified as follows:

**Educational Psychology (6 hours, required)**

- EPSY 5103 Human Development in Psychology
- EPSY 5213 Advanced Educational Psychology
- EPSY 5463 Psychology of Learning

**Research and Inquiry (6 hours, required)**

- REMS 5013 Research Design and Methodology
- REMS 5953 Elementary Statistical Methods

**Thesis, Report, or Creative Component with Electives (6 hours, required)**

- Master’s Thesis (6 hours of REMS 5000) *OR*
- Report Option (2 hours of thesis, plus 4 hours of related electives) *OR*
- Development of a Creative Component with Related Elective coursework. Elective options are specified within the curriculum requirements for each Program.

**Educational Research and Evaluation Program (18 hours required, not counting Common Core)**

- **Program Core (18 hours, required)**
  - *REMS 5330 REMS Internship I
  - REMS 5373 Educational Measurement
  - REMS 6003 Analyses of Variance
  - REMS 6013 Multiple Regression
  - REMS 6373 Program Evaluation
  - SCFD 5913 Introduction to Qualitative Inquiry

- **Electives for non-thesis**
  - REMS 5320 Seminar in REMS (e.g., Technical Writing/Stat Packages, Sample Survey Design)
  - REMS 5963 Computer Applications for Nonparametric Data Analysis
  - STAT 5043 Sample Survey Design

*Proposed course
Comprehensive Examination:

Upon completion of coursework, students must pass a comprehensive examination.

*Students who have been admitted into the Educational Research and Evaluation option must earn an A or B in all REMS prefix coursework. All University policies and procedures regarding student conduct and academic integrity will be followed.*

Admissions

Admissions decisions are competitive and are based on a combination of multiple criteria that include telephone or personal interviews, GRE or MAT scores, undergraduate GPA, letters of reference, experience, and goals.

- Applicants should have an undergraduate GPA of at least 2.75
- Recent (within 5 years) Miller Analogies Test (MAT) or Graduate Record Exam (GRE) general test scores. For students testing between 2005 and 2008, nationally, the mean GRE general test scores for college seniors reporting an intended graduate major of Educational Evaluation and Research are Verbal=447 (SD=90), Quantitative=526 (SD=128) and Analytic Writing (4.2, SD=0.8). For the MAT, a scaled score of 397.6 is the reported national average for students intending a graduate major in the field of Educational Testing/Evaluation/Measurement.
- Three positive letters of reference on SES forms (preferably from previous instructors or employers)
- A statement of professionally-related experiences and goals: Approximately three typed pages (double spaced) emphasizing the applicant’s pertinent personal, educational, and professional experiences, and setting forth the applicant’s professional aspirations.

*The yearly admissions deadline is February 15.* Applicants with complete admission folders by that date will have their materials reviewed by the program faculty. Requests for early review may be considered on a case by case basis for students already admitted into the Educational Psychology M.S. program who are seeking to change to the ER&E option.

Students may begin the application process on-line at: [http://gradcollege.okstate.edu/apply](http://gradcollege.okstate.edu/apply)

For program information, contact the program coordinator,

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918-594-8517