Pathways to Graduate School in Quantitative Methods

Specific Information about Individual Programs

Fall 2021

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Quantitative methods graduate degrees, including Masters and PhD programs in Quantitative Psychology, Educational Measurement and Evaluation, and related areas, represent a small but essential research area within the social sciences. Quantitative methodologists develop and study the research methods and statistical models that are drive psychological and educational research. Researchers and programs in quantitative methods range from very technical (e.g., statisticians and psychometricians who primarily invent new statistical models or computational methods to estimate those models) to quite applied (e.g., extending existing statistical methods to answer new questions and tackle specific difficulties in real data) or more theoretical (e.g., studying the implications of how researchers use and interpret statistical models). Depending on what kind of methodologist you want to become, you may need more or less training in math and statistics, and more or less interest in a "substantive" research area (such as cognitive psychology). If you have enjoyed your statistics classes, if you care about improving how social science is practiced, if you love computer programming, one of these programs might be a good fit for you.

This document summarizes some key information about a number of graduate programs in quantitative methods, including some programs in Psychology, Education, and Human Development. The universities represented in this document are by no means an exhaustive list of quantitative methods programs: they represent just a small sample of programs that exist.

For a much broader list of universities that offer programs in quantitative methods, see this Wikipedia page: https://en.wikipedia.org/wiki/List_of_schools_for_quantitative_psychology

Another, smaller list is available here: https://smep.org/resources/about-quantitative-psychology

Here's an article (written 15 years ago but still relevant) arguing that science needs more methodologists: https://www.apa.org/monitor/sep05/quantitative

Quantitative training programs information sheets are included from the following institutions:

**College of Education and Human Development
Research, Measurement and Statistics Program**

Program Mission
Our masters programs in Educational Research prepares students to conduct research and evaluate programs in kindergarten through 12th grade schools, colleges and universities, and other settings (for example: government, healthcare and public health). The Ph.D. in Educational Policy Studies allows students to examine the philosophy and practice of education and to develop skills in both the methodology and the study of educational practice. Students will prepare to become policymakers and examiners of policy and the effects of policy on education. Students can complete a concentration in Research, Measurement and Statistics as preparation to investigate research methodologies, to conduct research related to schools, and to conduct and critique research in educational practice, policy and administration. Students develop knowledge and skills in qualitative and quantitative research and evaluation methods.

Faculty and Research Interests
Faculty interests include research on teacher effectiveness and persistence, the effects of peers on student outcomes and program evaluation, applied measurement and quantitative methods in education, research in multilevel modeling and computerized adaptive testing, and methods for systematic review and meta-analysis.

General Curriculum
The degree programs in Research, Measurement, and Statistics include an M.S. in educational research; an online M.S. in educational research; and a Ph.D. in educational policy studies. Students who decide to pursue a Ph.D. in educational policy must have a master's degree.

Admissions Criteria
The admissions criteria for the **M.S.** in educational research program are the following:
- Complete online application
- Application fee of $50
- Statement of purpose to upload with the application
- Resume (upload with the application)
- Two letters of recommendation
- Official transcript: minimum 2.5 undergraduate GPA required for admission. Must submit transcripts from all colleges and universities attended.

*Due to the onset of the pandemic, GRE scores are currently not required for the master's program.

The admissions criteria for the **Ph.D.** program in educational policy studies are the following:
- Complete online application
- Application fee of $50
- Statement of purpose to upload with the application
- Resume (upload with the application)
- Two Letters of Recommendation (recent letters from persons who can evaluate academic promise such as professors)
- Must have completed a master's level degree
- Official transcript: minimum 3.30 graduate GPA required for admission. Must submit transcripts from all colleges and universities attended.

*Due to the onset of the pandemic, GRE scores are currently not required for the doctoral program.

Admissions Timeline
The application deadlines for the **M.S**. in educational research program (and the online version) are March 1st, October 15th, and March 1st for Fall, Spring, and Summer respectively. The application deadlines for the **Ph.D**. in educational policy studies program are January 15th for Fall. The doctoral program does not admit in Spring nor Summer.

Funding
Many of our faculty work on grant-funded projects that hire our students as graduate research assistants. For incoming doctoral students, there is the opportunity to apply for the Dean's Research Doctoral Fellowship. For international and out-of-state students, tuition waivers are available to reduce the cost of tuition to the in-state rate.

Mentoring / Student Engagement Philosophy
Every incoming graduate student is assigned a faculty adviser upon entry into the program. Students are able to change their assigned advisor at any point in time, such as when a dissertation topic has been decided, if they see that another faculty advisor would be a better fit for that topic. The department also hosts student mixers each semester as a way to promote engagement and collaboration.

Where Past Graduate Students Are Now
The past graduates in the program have the following careers:
- Educational researcher
  - Utilize quantitative and qualitative methods to formatively and summatively evaluate science education programs throughout the U.S.
  - Code qualitative data from Federal Register Rule submissions.
- Department of Juvenile Justice
- USG Board of Regents
- Director of Institutional Research, Agnes Scott College

- Policy and Planning Development Specialist, Georgia Department of Juvenile Justice
- Education Data and Statistics Analyst, Georgia Department of Education
- Research Analyst, Georgia Tech's Office of Institutional Research
- Education Data and Statistics Analyst at Georgia Department of Education
  - Teacher and Leader Effectiveness Division
  - Data cleaning of large student-level statewide datasets using either Excel or SPSS
  - Large data manipulation such as sorting, merging, aggregating, splitting, and restructuring

Concentration in Quantitative Psychology
https://www.psyc.jmu.edu/psycsciences/quantitativepsyc.html

Program Mission
The vision of the Doctor of Philosophy and Combined M.A./Ph.D. programs in assessment and measurement at JMU is to establish and maintain a national reputation as a valuable resource in educational outcomes assessment, applied and theoretical measurement, and quantitative methods. As such, the program will help meet the growing demand for professionals in these areas.

Faculty and Research Interests
These vary from quite technical to applied, so are difficult to summarize here. Complete information on all of our faculty and their interests can be found at https://www.psyc.jmu.edu/assessment/directory.html.

General Curriculum
All three (M.A.,, Ph.D, and combined M.A./Ph.D)

Admissions Criteria
  For PhD
  Completion of an advanced degree (M.A./M.S. or Ed.S.) in psychology, education, statistics or related field
  General GRE scores (verbal, quantitative, and analytic writing)
  Transcripts from all undergraduate and graduate programs attended
  Letters of recommendation and supplementary materials as described below
  For MA
  Completion of an undergraduate degree (B.A./B.S.) in psychology, education, statistics, or related field
  General GRE scores (verbal, quantitative, and analytic writing)
  Transcripts from all undergraduate programs attended
  Letters of recommendation and supplementary materials as described below
  Supplementary Materials
  During the online application process, you will be prompted to enter specific information and to upload several documents. Documents may be in pdf or MS Word format. These documents include:

- Personal Statement: In a separate document, describe your personal and professional goals and how this program will help you meet these goals. In your statement, please discuss why you are interested in this field of study and in our program in particular, and the type(s) of career(s) you would like to pursue in the future. You may also indicate your research interests and preferences for an advisor.
- A current professional vita or resume: Representative work samples demonstrating current professional skills (e.g., research papers or reports)
- In a separate document, describe any relevant experiences you have had performing assessment-related or other research. Be sure to provide the following information for each study you have been personally involved with:
  - where and when the study was performed
  - your level of independence on the project
  - a brief summary of the results and the impact or implications of results

Admissions Timeline
Applications open Oct. 15th and close January 10th

Funding
All full-time students (both masters and PhD) receive graduate assistantships through the Center for Assessment and Research Studies in which they work on measurement, assessment, and statistically-related projects. These assistantships carry full tuition remission and a stipend.

Mentoring / Student Engagement Philosophy
We have a very strong mentoring program and believe in scaffolded experiences that lead to students becoming independent researchers. Students are assigned advisors based on their interests. During their first year, both MA and PhD students complete a research project under the guidance of their advisor. Students also work with other faculty on projects related to their assistantships. Students meet with their advisors weekly in most cases.

Where Past Graduate Students Are Now
Please see our alumni webpage at https://www.psyc.jmu.edu/assessment/alumni.html for full information and testimonials from our alumni.

PhD in Experimental Psychology, Emphasis in Quantitative Psychology and Modelling

Program Mission
Research in quantitative psychology and modelling emphasizes the development and testing of mathematical, statistical, and computational models and the development and use of appropriate data-analytic techniques. The research is informed by new advances not only in basic sciences like statistics and mathematics but also follows new trends in understanding analysis techniques in neuroimaging analyses and big data, as well as in improving the existing statistical techniques and methods for tests, measurements, and longitudinal designs.

Faculty and Research Interests
4 core faculty members plus numerous affiliated faculty. Interests in Bayesian methods, measurement, psychometrics, mediation, and latent variable modeling more generally.

General Curriculum
MA to PhD

Admissions Criteria
Currently the GRE is not considered, GPA

Admissions Timeline
Applications generally due in December. Faculty follow up in Jan and Feb, offers are rolled out through March. Students tend to have until mid-April to decide.

Funding
Admitted students are offered guaranteed funding of a minimum of $20k annual stipend and a tuition wavier, this requires a TA each semester of about 10 hours per week workload.

Mentoring / Student Engagement Philosophy
1-1 mentorship model, occasionally multiple faculty cosupervise. General approach is that an accepted student joins the lab of their mentor and they have 2-4 other faculty members on their advisory committee but primarily work with their primary mentor.

Where Past Graduate Students Are Now
Most recent graduate took a tenure track job. ¾ current faculty were hired in the past 3 years, so not many recent graduates.

Northwestern University

Graduate Programs in [Statistics](#)

Program Mission

The Department of Statistics at Northwestern is committed to teaching the theory and practice of statistics to undergraduate and graduate students and to conducting original research in statistical theory and methodology. The department is distinguished by the faculty's strong interest in the application of statistics to such diverse areas such as public policy, medicine and life sciences, law, and the social and behavioral sciences.

Faculty and Research Interests

The department includes 13 faculty members with interests that cover a wide range of statistical methods. For those interested in 'social statistics', this includes:

- Larry Hedges, Board of Trustees Professor of Statistics
- Bruce Spencer, Professor of Statistics
- Elizabeth Tipton, Associate Professor of Statistics

These three faculty are also jointing appointed to the [Institute for Policy Research](#), an interdisciplinary center that focuses on research related to public policy.

General Curriculum

We have both an MS and PhD program. The PhD program includes a first-year sequence in theoretical statistics (3 quarters) and applied statistics (3 quarters). Students then complete a sequence of elective courses, including courses in topics like the design and analysis of experiments, survey sampling, meta-analysis, and causal inference.

Admissions Criteria

- Undergraduate coursework in math (minimally, calculus and linear algebra; ideally also real analysis).
- Strong GRE scores and letters of recommendation
- Alignment with faculty interests

Admissions Timeline

All applications are due in December. Decisions are made in February-March.

Funding

Students receive full funding for 5 years, covering both coursework and a living stipend (with healthcare). Students are required to TA for 1 course per quarter in Years 2-4. Some funding is available for conference travel.

Students interested in education can receive additional funding if accepted to the [Multidisciplinary Program in Education Sciences](#).

Mentoring / Student Engagement Philosophy

In their first year, students focus on gaining a strong foundation in statistical theory and applications. After the first year, students begin to work closely with faculty, engaging in

research activities. The department has a weekly seminar series, including outside speakers, which all students and faculty attend.

Students interested in social statistics often join the [Statistics for Evidence-Based Policy and Practice (STEPP) Center](#). The Center currently includes 2 faculty (Tipton & Hedges), 1 research associate, 1 post-doc, 7 statistics graduate students, and 4 undergraduates. The STEPP lab meets weekly to discuss projects, including presentations by various lab members on their own research and progress.

Where Past Graduate Students Are Now
Recent graduates who focus on 'social statistics' include:
- Mindy Hong (2019), Post-doc, Feinberg School of Medicine, Northwestern
- Jacob Schauer (2018), Asst Prof, Feinberg School of Medicine, Northwestern
- Rachel Ktsanes (2017), Senior Statistical Modeler, PayNet
- Wendy Chan (2016), Asst Prof, Graduate School of Education, University of Pennsylvania
- Zachary Seeskin (2016), Senior Statistician, NORC, University of Chicago
- Arend Kuyper (2015), Asst Prof of Instruction, Statistics Department, Northwestern
- James Pustejovsky (2013), Assoc Prof, Department of Educational Psychology, University of Wisconsin-Madison

Quantitative Psychology Program

Program Mission
The overall mission of the quantitative psychology program at The Ohio State University is to produce scholarly research in the development and application of quantitative methodology. Faculty are engaged in research which tends to be interdisciplinary, which prepares graduate students to be successful in careers either in academia or industry. The area also contributes to the pedagogy of quantitative methods to undergraduates, graduates, and researchers.

Faculty and Research Interests
Research interests of the faculty focuses on the following methodological and modeling traditions: psychometrics (measurement of psychological concepts), latent variable modeling (factor analysis, covariance structure models, mixed models), Bayesian methods, uncertainty quantification (model diagnostics and sensitivity analysis), and research design. These methodological and modeling traditions are often broadly applied to data on responses to tests and questions, reaction time and response data, choice data, observational, experimental and quasi-experimental data, and brain functioning data.

General Curriculum
PhD only

Admissions Criteria
Admission is based on GPA, courses taken, statement of purpose, CV/Resume, and letters of recommendation. Due to COVID-19, for the admission year Autumn 2021 only, the GRE will not be required but recommended for admission.

Admissions Timeline
Applications to be completed by December 1, 2020.

Funding
Fellowships, research assistantships, and teaching associateships are available to first-year students on a competitive basis. The program typically provides tuition, fees, and a monthly stipend to graduate students for five years of study.

Mentoring / Student Engagement Philosophy
The program offers many opportunities for research completed either collaboratively or independently. Interdisciplinary collaboration between areas with psychology or across disciplines is encouraged. In addition, activities associated with teaching or research assistantships will provide further training experience. The program maintains an active alumni network. Depending on individual interests, the program is flexible enough to prepare students for an academic career or for a research career in the private sector.

Where Past Graduate Students Are Now
- Joonsuk Park – Data Scientist, Duetto Research
- Amanda K. Montoya – Assistant Professor, UCLA
- Nicholas Rockwood – Assistant Professor, Loma Linda University
- Carrie Houts – Director of Psychometrics, Vector Psychometrics
- Brandon Turner – Associate Professor, The Ohio State University
- Melissa Knoll – Section Chief of Decision Making and Behavioral Sciences and Division of the Consumer Financial Protection Bureau
- Aleks Sinayev - Quantitative User Experience Researcher, Google
- Longjuan Liang – Education Testing Service
- Nancy Briggs – Statistician, The University of Adelaide, Australia
- Ann-Renee Blais – Experimental Psychologist, Department of National Defense and the Canadian Armed Forces, Ottawa
- Shaobo Hang – SunTrust Bank, Atlanta

Department of Human Development and Family Studies

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The Pennsylvania State University
119 Health and Human Development
University Park, PA 16802-6505
http://hhdev.psu.edu/hdfs
(P) 814.863.8000
(F) 814.863.7963

PhD in Human Development and Family Studies
Methodology Specialization

Program Mission
The PhD program in Human Development and Family Studies (HDFS) is designed to help students learn and generate research in cutting-edge approaches to the study of individuals and families across the life span. In the methodology specialization this entails the development and application of new methodological approaches. This work spans all levels of analysis from the biological (genetics, physiology) to the social context (schools, families, neighborhoods, and the workplace), across many timescales (cells to society, milliseconds to millennia, cradle to grave). These methods are often applied to understand development in childhood, adulthood and old age; for the study of individual and interpersonal processes like emotion and learning; and for the development and evaluation of prevention and intervention programs. Students interested in quantitative methodology may be particularly interested in the Methodology Research Specialization and dual-title PhD programs in HDFS and Social Data Analytics, Demography or Social and Behavior Neuroscience.

Faculty and Research Interests
There are six core faculty members in the Quantitative Developmental Systems Methodology Core:

- Sy-Miin Chow
- Peter Molenaar
- Zita Oravecz
- Timothy Brick
- Michael Hunter
- Zachary Fisher

with broad expertise in methods for understanding human health and behavior at multiple levels and time-scales. Specific interests include intensive longitudinal data collection methods (e.g. ecological momentary assessments, smartphone sensors, wearable and digital health measures, geospatial data); associated analyses such as structural equation modeling, dynamical systems, Bayesian modeling and estimation, data mining and machine learning approaches, intervention optimization and real-time adaptive intervention, network analysis, and statistical programming; and applications of these methods to diverse areas, including

lifespan development, affect, cognitive, physiology, behavioral genetics, neurological (e.g. fMRI, fNIRS) activity, family, and health processes.

General Curriculum

Although students will develop areas of specialization in their study, HDFS is a single department and grants a single degree. Thus, all students complete a common core of coursework in their first year, covering the broad substantive themes of the department: Individual Development, Family Studies, Prevention and Intervention, and Developmental Methodology. While some students will elect to specialize in methodology, all students are also expected to develop strong skills in research methods, a hallmark of our graduate training. All students complete a common four-course methodology sequence, which focuses on research design, measurement, and statistics, with a strong emphasis on statistical approaches for modeling development and change over time, and complete two additional methods-focused courses of their own choosing. In consultation with their advisors, students fulfill the remaining course credit requirements through the selection of electives individually tailored to their research interests. These courses include seminars offered in the department, as well as courses offered in other departments throughout Penn State such as Demography, Women's Studies, Statistics, Psychology, Sociology, Information Services and Systems, Computer Science, and Communication Arts and Sciences. Students may wish to consider additional specialization through a graduate minor, a concurrent degree (e.g. master's degree in statistics) or a dual-title Ph.D.

Admissions Criteria

The two most important requirements are (1) evidence of academic aptitude, including strong communication and quantitative skills; and (2) a good "substantive fit" between the applicant's interests and those of our faculty. We are interested in admitting students whose interests cut across the activities or work of several faculty members. HDFS has a strong collaborative culture and although students will be placed with a primary faculty advisor, it is not uncommon for students to work closely with more than one faculty member during their graduate training, or to change primary advisors as their research interests evolve. GRE scores are no longer required as of the Fall 2022 admissions cycle.

Applicants are required to submit:

- **A scientific writing sample.**
- **Official transcripts.**
- **Curriculum Vitae or Resume** (optional).
- **Statement of Professional and Career Plans.**
- **DEI Statement**
- **Three letters of recommendation.**

When you are ready to apply visit the [Grad School Admissions and Program Information Portal](#), which will guide you through the materials required by the University, as well as program-specific required documents.

Admissions Timeline

Applications to the PhD program are due by December 1st.

Funding

All students admitted to the graduate program in HDFS are provided funding for their graduate study. Funding could be in the form of a fellowship or an assistantship, but both include (a) the full cost of tuition, (b) a stipend for living expenses, and (c) a health insurance subsidy. Tuition costs are paid directly by the fellowship or assistantship and therefore the student does not have the responsibility of paying the tuition. Funding is guaranteed for a minimum of 4 years, with the expectation that funding can be provided for as long as needed to complete the program, presuming the student remains in good standing and is in residence in State College.

Mentoring / Student Engagement Philosophy

Advisor assignments are made based of a mutual interest on the part of the student and faculty member(s). Applicants are strongly encouraged to identify faculty members with whom they would be interested in working in their applications. Prospective advisors are consulted during the admissions process, and may reach out to applicants for telephone interviews. During the Admissions Weekend, prospective students will be given the opportunity to meet with the individual faculty members to discuss research and training opportunities.

Where Past Graduate Students Are Now

Graduates from HDFS have been successful in both academic and industry settings. A few recent examples include:

- Associate Professor, UC Davis
- Assistant Professor, Purdue University
- Assistant Professor, University of Pennsylvania
- Assistant Professor, Arizona State University
- Assistant Professor, Claremont Graduate University
- Research Scientist, ACTNext
- Visualization Specialist, University of Virginia
- Data Scientist, Uber
- Data Scientist, Penguin Random House
- Biostatistician, Novartis
- Director, The Center for Implementation
- Senior Research Analyst, Office of Planning, US HHS
- Survey Researcher, Mathematica Policy Research
- Analyst, Abt Associates Inc

Quantitative Methods Program
https://psych.ubc.ca/graduate/research-streams/quantitative-methods/

Program Mission
Students in our quantitative methods program will gain training in the theory and application of quantitative methods for psychological research and contribute to the development of new knowledge in the field of quantitative psychology. We seek to develop a foundational knowledge for graduate students of all areas and to provide state-of-the-art training for graduate students seeking a PhD in this field. The graduate program provides a rigorous curriculum, opportunities for experience in teaching, and extensive training and experience in research.

Faculty and Research Interests
Broad research areas currently represented by faculty members of the area include the development and testing of new statistical procedures (e.g., in structural equation modeling, multilevel modeling, and complex regression modeling), the investigation of sampling properties of established statistics using computer simulation methods and analytical asymptotic derivations, mathematical models of personality structure and person perception, and applied assessment techniques.

General Curriculum
The Quantitative Methods program offers graduate study leading to both the MA and PhD degrees; we generally do not admit applicants who intend to complete only the MA degree. Prospective students who wish to obtain their PhD will first be accepted into the Masters program, and upon completing the Masters, will then be admitted to the PhD program.

Admissions Criteria
Prospective students are typically expected to have a four-year BA/BSc degree in psychology or a related field, and ideally students will also have some coursework in statistics, quantitative methods, and/or mathematics. Students will be evaluated based on their aptitude in conducting quantitatively oriented research, as demonstrated by their coursework, research statement, and research experience. The GRE is optional for 2022-2023 admissions.

Admissions Timeline
The online application is open from September 1 to December 1 of the year prior to a program's start date (e.g., online applications will be accepted from September 1 to December 1, 2021 for programs beginning in September 2022). Note there is only one

intake (in September) per year and applications will not be accepted after the December 1 deadline. Mid-March Final admissions decisions sent to unsuccessful applicants.

Funding
The MA and PhD programs are both fully funded, and students will receive a minimum stipend of $23,000 CAD per year (the average funding rate for students is typically between $27,000 and $30,000) via a combination of teaching assistantships, research assistantships, and grant funding. Students who are Canadian permanent residents are expected to apply for tri-council (NSERC, SSHRC, or CIHR) grants, and international students are expected to apply for internal UBC grants.

Mentoring / Student Engagement Philosophy
Students will work closely with quantitative faculty members, being actively involved in research starting early on in the program. Though students most typically work one-on-one with a particular faculty mentor, our area is very open to collaboration, and students may be involved in projects with multiple faculty members and other graduate students simultaneously. Students are also given the flexibility and support to pursue research projects on their own, if desired.

Where Past Graduate Students Are Now
Recent graduates of the quantitative methods program have gone on to obtain tenured or tenure-track quantitative methods faculty positions at universities in the United States and Canada (e.g., UC-Davis, McGill, York) as well as careers as methodological consultants and project managers in industry.

UCDAVIS
UNIVERSITY OF CALIFORNIA

Quantitative Psychology Program
https://psychology.ucdavis.edu/research/research-areas/quantitative

Program Mission
The quantitative psychology PhD program at UC Davis equips students to understand, apply, study, and develop advanced quantitative methods for psychological data. Our program offers students *breadth* through its wide range of course offerings, and *depth* by immediately immersing students in original research. Students gain knowledge, skills, and understanding by taking classes about a broad range of statistical methods and areas, while their main focus throughout the PhD is producing original methodological and applied research. Graduates from our program are trained to produce methodological research, to teach graduate-level coursework in statistical methods, to collaborate with researchers across the social sciences, and to apply their understanding of statistical modeling to real-world complex data.

Faculty and Research Interests
We have 5 core faculty in psychology – Emilio Ferrer, Shelley Blozis, Philippe Rast, Mijke Rhemtulla, and Max Hong – with expertise in dynamic models for longitudinal processes, hierarchical nonlinear modeling, Bayesian modeling and estimation, structural equation modeling, missing data, and psychological measurement. Our graduate group also includes faculty from two other departments: Siwei Liu in Human Development and Megan Welsh in Education.

General Curriculum
We offer a PhD program in which students may choose to get their Master's degree "on the way" to their PhD.

Admissions Criteria
- Applicants are required to submit a Statement of Purpose, Personal History and Diversity statement, 3 letters of recommendation, and unofficial transcripts.
- GRE scores have been waived for fall 2021
- The application fee is $120 (U.S. applicants) or $140 (international applicants)
- For more detail about each required component, please see here: https://psychology.ucdavis.edu/graduate/how-to-apply
- Full admissions requirements (e.g., GPA and TOEFL minimums) are described here, as well as information about fee waivers: https://grad.ucdavis.edu/admissions/admission-requirements

Admissions Timeline
- December 1 Application Deadline
- 3rd week of December Interview invitations will be emailed to interview candidates
- Late January/Early February: Interview Days

- Late February: Admission offer letters sent via email
- Mid-March Final admissions decisions sent to unsuccessful applicants.

Funding
Students are funded through a mix of teaching assistantships, research assistantships, and fellowships. More information is here: https://psychology.ucdavis.edu/graduate/graduate-program/graduate-student-funding-and-financial-support

Mentoring / Student Engagement Philosophy
All students have a primary mentor who is responsible for their training, and in whose lab they primarily carry out their research. Students may change advisors during their program, and they may be co-advised. Many students do research projects in several labs over the course of their degree. All students have a 3-person advising committee with whom they meet yearly to discuss their progress, goals and ambitions.

Where Past Graduate Students Are Now
- Hairong Song (2009) is Associate Professor, Department of Psychology, U. of Oklahoma
- Young Cho (2009) Assistant Professor, Sungshin Women's University, Korea
- Violet Xu (2010) Assistant Professor, New York University
- Joel Steele (2011) Assistant Professor, Portland State U.
- Jonny Beber (2011) Researcher, eHarmony
- Laura Castro-Schilo (2012), SAS Institute
- Jon Helm (2013) Assistant Professor, San Diego State U.
- Stephen Aichele (2013) Assistant Professor, Colorado State
- Joseph Gonzales (2016) Assistant Professor, U. of Massachusetts, Lowell
- Melissa McTernan (2016) Assistant Professor, California State U., Sacramento
- Pega Davoudzadeh (2016) Yahoo! Inc.
- Melissa McTernan (2017) Assistant Professor, Sacramento State University
- Marilu Isiordia (2018) Educational Testing Service (ETS)
- Kristine O'Laughlin (2020) Postdoc, UCSF
- Nate Smith (2020) Statistician at E. & J. Gallo Winery
- Timothy Banh (2020) Postdoc, UCSF School of Medicine

Department of Cognitive Sciences

Program Mission
The Ph.D. degree programs prepare students for research and teaching careers in academia, industry, and government. The emphasis is on modern techniques of experimentation and theory construction. Special attention is given to providing hands-on research experience and equipping students with sophisticated mathematical and computing skills.

Faculty and Research Interests
A list of faculty with links to their research interests is here: http://apply.cogs.ci/?p=faculty

General Curriculum
All students in our program pursue the *PhD in Cognitive Sciences* or *PhD in Cognitive Sciences with a Concentration in Cognitive Neuroscience*. Students have the option of obtaining an *MS Cognitive Sciences*, an *MS Cognitive Neuroscience*, or an *MS Statistics* (the latter with additional admissions requirements) along the way, but we do not offer a terminal Master's degree.

Admissions Criteria
In addition to meeting the general requirements for admission, applicants should have acquired a background in mathematics equivalent to at least one year of calculus. Advanced course work in some of the following fields is highly desirable: psychology, computer science, mathematics, physical sciences, engineering, biology, logic, and linguistics.

Admissions Timeline
To receive full consideration for fellowship and assistantship awards, applications must be received by December 1. Admissions decisions are made on a rolling basis but no later than mid-March.

Funding
Graduate students at the UCI Department of Cognitive Sciences are expected to focus on their studies and their research. To make that easier, we ensure that all students have a reliable and sufficient source of income. All incoming students are guaranteed 15 academic quarters of support, most commonly through part-time employment as a teaching assistant, research assistant, or some other relevant function.

This employment comes with various perks, including a full tuition waiver, health insurance including dental and vision, and a guarantee of subsidized on-campus housing. You can find current salary amounts here: https://www.gradstudies.socsci.uci.edu/ta/overview.php

During the summer of the first three years, our students receive guaranteed stipends so they can optimally focus on reaching the program's educational milestones. During the fourth summer, students often work as research assistants in the lab or do research internships off campus.

Mentoring / Student Engagement Philosophy
Please see our mentoring and advising policies on our website:
http://apply.cogs.ci/?p=mentoring

Where Past Graduate Students Are Now
Graduate students from UCI's cognitive sciences program have gone on to work in high-tech and research consultancy companies; government, science, and technology labs; and in professorial posts around the world.

Recent placements include Apple. Air Force Research Labs, Army Research Labs, Blizzard Entertainment, Carnegie Mellon University, Google, Johns Hopkins University, MIT, Mind Research Network, Navy Research Labs. Rutgers University, Toyota, UC Berkeley, UCLA, University of Pennsylvania, University of Zurich, and Yale University.

UCLA School of Education & Information Studies

Social Research Methodology at the UCLA
https://seis.ucla.edu/departments-and-degrees/department-of-education/social-research-methodology-division

Program Mission
The Social Research Methodology (SRM) Division is committed to the study and practice of methods of inquiry in educational and social research. The SRM curriculum emphasizes conceptualization of applied problems, design and conduct of research and evaluation, development and application of new methodological techniques, and analysis and interpretation of data in the context of educational theory and practice, and critical examination of research based claims. The division offers methodological concentrations in 1) educational statistics and educational measurement, 2) evaluation, and 3) qualitative methodology that aim to prepare students to:
- Critically examine research and evaluation
- Develop data collection designs and instruments
- Conduct conceptual and statistical analyses appropriate to the field of education as well as other behavioral and social sciences

The SRM Division works with the SRM Evaluation and Assessment Group, CRESST (National Center for Research on Evaluation, Standards, and Student Testing), and the University of California Educational Evaluation Center (UCEC).

Faculty and Research Interests
The SRM Division focuses on partnering methodological innovation with practical applications. The faculty specialize in either statistical inferential, or qualitative-interpretive methods of research, and a multiple- methods approach to address the complex dimensions of research in social science and education. As a faculty, we are interested in the multiple forms of inquiry about educational questions, the development of critically reflective/reflexive habits of mind about research, and the way to effectively represent that research in writing.

General Curriculum
The SRM division offers two degree programs: the M.A. and the Ph.D. SRM also offers a certificate program in Advanced Quantitative Methodology in Educational Research which is open to all UCLA graduate students.

Admissions Criteria
Admission to the SRM Division is granted on a competitive basis. Review of dossiers is holistic and takes into consideration the unique combination of strengths and background of each candidate, in relation to their specific areas of interest. However, typical qualifications of admitted Ph.D. Students include:
- The currently specified requirements of the Graduate Division of UCLA.
- GPA above 3.0 for all upper-division undergraduate and graduate courses.
- GRE combined Verbal and Quantitative score in the 310-320 range, and higher.
- A primary career interest in research and teaching in institutions of higher education, working in a research or policy institute, or in student affairs or

institutional research or leadership.
- Realistic knowledge of the field and profession, and appropriate interests and career objectives aligned to those of the faculty in the program.

Admissions Timeline
Deadline for applications: Dec 1st
Admissions Decisions: February
Open house for admitted students: March

Funding
SRM students are typically funded to be engaged in their program full-time on campus through part-time teaching or research assistantships that cover education fees and provide a monthly salary. Teaching assistantships for SRM courses are assigned each year by the SRM faculty. Individual faculty members are also a resource in finding appropriate research positions. Students are responsible for planning ahead of time for fellowships and research and teaching assistantships in order to avoid gaps in funding. Special fellowships are coordinated through the Office of Student Services, and involve a separate application process. Students wishing fellowship support must apply for it each year (with the exception of multi-year fellowships like Spencer or Cota-Robles). Cota-Robles fellowship recipients should be engaged in research with faculty for at least years 2 and 3

Mentoring / Student Engagement Philosophy
Upon admission to the program, students are assigned a faculty advisor. This is determined by matching the research interests of each student with those of a faculty member. The advisor may serve as an academic counselor, information resource, or otherwise assist the student's progress through the program. The primary responsibilities of the faculty advisor are to approve the student's academic program, to advise students on particular courses of study, and, along with the student, to initiate any petitions for change in degree status or program. At any time, students may change advisors without reprisals. If a student wishes to change advisors, s/he should consult both faculty members before undertaking such action and then should inform the Division Head and the Office of Student Services (OSS) of the change. Students are expected to be proactive in scheduling to meet with their advisor at least twice per quarter.

Where Past Graduate Students Are Now
SRM Graduates have been placed quickly at top universities including: UC Berkeley, Northwestern University, UCLA, Stanford University, UC Riverside, California State University, Portland State University, Indiana University, University of Colorado, University of Delaware, University of Newcastle, University of Florida, University of Maryland, University of Massachusetts, and University of Hawaii. Other students hold positions at research organizations and agencies such as the American Council on Education, American Institutes of Research, the Association of American Medical Colleges, The RAND Corporation, Centers for Disease Control, Educational Testing Service, Stanford Research Institute, and ABT Associates, among others.

UCLA College | Life Sciences
Psychology

Quantitative Psychology Program
https://www.psych.ucla.edu/grads/areas-of-study/quantitative-psychology

Program Mission
The quantitative major at UCLA Psychology is a highly individualized program providing ample opportunity for one-on-one interaction with faculty. Students concentrating in quantitative psychology will generally fit into one of two categories. The first of these consists of students possessing excellent mathematical backgrounds and strong theoretical interests in technical problems in measurement theory, statistics, and modeling. The second group of students typically has more applied interests. While the latter group of students have preparation in mathematics, these students are more oriented toward the use of psychometric and analytic techniques in substantive research. Some students find it compatible to give equal attention to both these major aspects of the program. Students in the quantitative program are strongly encouraged to collaborate with faculty in substantive areas of psychology in addition to their quantitative training. These areas include but are not limited to couples analysis, longitudinal and diary data, health outcomes, and the biological underpinnings of psychopathology.

Faculty and Research Interests
Quantitative psychology provides an opportunity for students to specialize in measurement, methodology and research design and analyses relevant to data in the social sciences. Psychology faculty currently includes Han Du, Craig Enders, Amanda Montoya, and Steven Reise. Key areas of interest among the faculty are structural equation modeling, item response theory, multilevel modeling, and the analysis of fMRI data. You can see each faculty's page by following this link: https://www.psych.ucla.edu/faculty/quantitative

General Curriculum
Our program does not offer a masters only track, all students are admitted directly into the PhD program. However, students can receive an MA in Psychology after completion of required coursework and their first-year project (251 series).

Required coursework for the PhD include the introductory statistics series (250ABC), first year research project series (251ABC), quantitative aspects of assessment (255A), introduction to multilevel modeling (256A), multivariate analysis with latent variables (M257), and special topics in psychological statistics (258). Students must also enroll in the Quantitative Psychology Seminar (249) for at least 6 quarters. Students must also complete 8 credits (2 quarters) of the Quantitative Psychology Practicum, which provides training and experience with statistical consulting.

After completing required coursework but prior to proposing their dissertation research, students complete their comprehensive exam (typically 3rd year) which can take any of three forms designed to help students gain experience relevant to their career goals. Students can 1) Write responses to questions developed from a reading list, 2) develop materials for a graduate-level course in methodology, or 3) prepare a grant application.

For more information see our graduate student handbook:
https://ucla.app.box.com/s/27yt5n0xr6q1qtskht4z2nl5wlws93p5

Admissions Criteria
A Bachelor's degree (Bachelor's or Arts or Bachelor's of Sciences) or its equivalent from an accredited university worldwide is not required to apply to our program, but is required to enter our program. A Master's degree is not required to apply or enter our program. Applications are considered only for the Fall quarter. The department regards a broad undergraduate background in the behavioral, biological, physical, and social sciences as the best preparation for graduate study in psychology. It is desirable but not required to have majored in psychology. A course in college level math or statistics is required.In addition, very careful consideration is given to your Statement of Purpose, research experience and letters of recommendation. An outstanding record in any one of these areas, especially demonstrated achievement in research endeavors, may compensate for poorer performance in another. Research experience--gained as a laboratory assistant, through independent studies or prior graduate work, or by writing a senior or honors thesis--is a valuable asset for all applicants to the Ph.D. program.The Department seeks a diverse student body. Cultural diversity and socioeconomic background are strongly considered when assessing candidates' potential for graduate study. Applicants are encouraged to include information on their background, achievements, obstacles, and special contributions to the discipline on their application. For the Fal 2021 cohor, GRE scores will not be required or considered for admissions.
For more on admissions criteria please see https://www.psych.ucla.edu/graduate/prospective-students/preparation

Admissions Timeline
We admit students on a yearly cycle, entering in Fall semester. Applications are due December 1st, 2021 for admission in Fall of 2022. Interviews will take place between January - March. Admissions decisions will be made prior to the April 15th national deadline. Admissions decisions may come on a rolling basis, so please wait to hear from the department about the decision.

Funding
All students entering our program are guaranteed financial support for at least five years with a stipend of $24,000/year + in-state tuition/fees/insurance. Most funding is in the form of graduate assistantships (appointments of at least 50% of full-time equivalent), which include teaching assistantships and research assistantships. First year students TA at 25% for one quarter during their first year, and otherwise have no other required assistantships to receive their funding. First year students also have out-of-state tuition covered by the department; however, they are expected to apply for residence after their first year in California. International students must draft a plan for covering international student tuition, typically involving a funding commitment

from faculty within the department. We have a variety of internal fellowships to support students including the Cota-Robles Fellowship (supporting URM students), Graduate Research Mentorship Fellowship, Graduate Summer Research Mentorship Fellowship. Additionally students at UCLA are very competitive for the National Science Foundation Graduate Research Fellowship. UCLA also allows students on fellowship to TA on top of their fellowship to supplement their income. For more on funding available through UCLA please see https://grad.ucla.edu/funding.

Mentoring / Student Engagement Philosophy
Our program focuses on a mentorship and co-mentorship model, where students entering the program are assigned one or more faculty mentors. Graduate students complete a first-year project (251 series) which involves a supervisor and a reader (both department faculty), to encourage students developing strong relationships with multiple faculty. Students frequently work with their mentorship, other area faculty, other departmental faculty, and across campus to develop strong collaborative skillsets. In particular, many departmental faculty in search of statistical support may hire quantitative psychology students as Graduate Research Assistants to foster a collaborative relationship in a substantive area. Students are required to identify a committee of 3 - 4 faculty members for both their qualifying exams and dissertation proposal and defense. So we encourage students to collaborate with many faculty in order to identify strong committee members in preparation for these milestones.

Where Past Graduate Students Are Now
Graduates from our programs can be found in academic and industry settings. A few recent examples include:
- Wes Bonifay, Assistant Professor, University of Missouri, College of Education, Class of 2015
- Andrew Moskowicz, Analyst, Roku Inc (Previously at Hulu), Class of 2017
- Brian Keller, Assistant Professor, University of Texas Austin, Department of Educational Psychology, Class of 2019.
- Maxwell Mansolf, Project Scientist @ UC-Riverside, Lecturer @ UCLA, Class of 2019

Quantitative Methods, Measurement, and Statistics
https://psychology.ucmerced.edu/graduate-program/areas-focus/quantitative

Program Mission

Faculty in the Quantitative Methods, Measurement, and Statistics (QMMS) program create the methods used to gather data and the statistics used to analyze them.

The study of quantitative methods is central to all aspects of social and behavioral sciences: science, education, public interest, and practice. This essential role of quantitative methodology within psychology is reflected in the fact that Division 5 - Evaluation, Measurement, and Statistics - is one of the Charter Divisions of the APA.

The QMMS program includes research and development in a number of broad areas: measurement, research design and statistical analysis, as well as mathematical and statistical modeling of psychological processes. Faculty in the QMMS program develop new methodologies and evaluate existing methodologies to examine their behavior under conditions that exist in psychological data (e.g., with small samples). This work supports the substantive research of all areas within social and behavioral sciences.

Faculty and Research Interests

Faculty in the QMMS program have strengths in a wide array of topics, including Bayesian statistics, experimental and quasi-experimental design, meta-analysis, propensity score analysis, psychometric theory, structural equation modeling, hierarchical linear modeling, item response theory, longitudinal statistical modeling, sample size planning, and statistics that are robust to violations of assumption.

General Curriculum

Students are admitted into the PhD program, and they have the option to earn a master's degree along the way.

Admissions Criteria

Admissions are based on a combination of material that is required in the application packet. Although all of this material is weighed and is important to admissions decisions, we place a strong emphasis on *fit* with the QMMS program (e.g., whether research interests align between the applicant and the faculty member). We encourage you to reach out to the faculty member of interest to start a dialogue early to identify overlapping research interests. The official application must include the following:

Statement of purpose
Personal statement (e.g., contributions and achievements)
Transcripts, including GPA
Three letters of recommendation
TOEFL or IELTS Scores (international students only)
*Note that GRE scores are _not_ required this year, but they can be optionally reported by applicants.

Admissions Timeline
Applications are due December 1, 2021. Soon after this date, the QMMS faculty will hold informal meetings with our top candidates to learn more about their goals and assess fit with the program. Admissions decisions are made within a few weeks of the application deadline.

Funding
Students receive funding support for six years, with options for extensions if needed. Student funding is through research- or teaching-assistant opportunities. In addition, there are a variety of fellowships that students can apply for, and summer funding is provided for all students through the department.

Mentoring / Student Engagement Philosophy
We have a very hands-on approach to mentoring, and our goal is to train independent researchers in quantitative methodology. Students are continuously engaged in research starting from their first day in the program. Each QMMS faculty member has a close relationship with the students working in their lab. Students will meet with their primary advisor in a one-on-one meeting weekly, and faculty with multiple students also hold regular lab meetings. Students work on individualized projects under their primary advisor, gaining valuable experiences in a variety of research activities. The QMMS faculty are a very close group, and we often collaborate on research projects, which makes co-advising a viable option for students interested in gaining intensive training from multiple labs.

Professional development is an important element of our training philosophy. Each student has an advisory committee consisting of at least three faculty members (including the primary advisor), who provide support and mentoring on a variety of topics. Aside from research-related support, the advisory committee regularly provides guidance on other important professional topics such as teaching development, how to be an effective public speaker, and how to successfully navigate the job market.

Where Past Graduate Students Are Now
Students receive training to obtain the job they desire, which may include going into either industry (e.g., psychometrician) or academia (e.g., research or teaching professor, or postdoctoral scholar). Our former students have taken a variety of positions upon graduation; some have gone into industry (e.g., Facebook, Twitter, College Board, American Institutes for Research) and others have gone into academia (e.g., Pennsylvania State University, University of Missouri, and University of California, Santa Barbara). Our goal is to offer personalized training that opens up many different paths beyond graduation.

University of Connecticut

Graduate programs in Research Methods, Measurement, and Evaluation (RMME)

Program Mission

The mission of RMME is to conduct high quality research, training, and service in the areas of statistical methods (including latent variable and multilevel modeling), educational and psychological measurement (including psychometrics), research design and quantitative research methodology, and program evaluation. Our rigorous graduate curriculum provides training to students who wish to become psychometricians, quantitative methodologists, and evaluation professionals in social, behavioral, or educational fields, as well as for those who wish to pursue academic careers as faculty, teaching coursework in quantitative research methods, measurement, or program evaluation.

Faculty and Research Interests

We currently have 5 full-time faculty teaching in our program. Faculty research interests span a wide range of topics in the areas of psychometrics, measurement, evaluation and applied statistics (including modeling). Example research interests of faculty include latent variable modeling, methods for reproducible science, instrument design, assessing and measuring school effectiveness, research on evaluation, measurement of implementation fidelity, accounting for multi-level structures in causal observational studies and generalizing the results of randomized controlled trials to target populations. Additional information is available here:

https://rmme.education.uconn.edu/selected-current-research-projects-for-mea-faculty/

General Curriculum

We offer on-campus Masters and Ph.D. programs. Students in the Ph.D. program may elect to receive a Masters degree on the way to the Ph.D. We have also had strong Master students transfer to the Ph.D. program in the past.

Additionally, we have two fully-online programs: A 30 credit MA degree and a 12 credit certificate in program evaluation.

Our curriculum includes courses in educational statistics, measurement, program evaluation, research design, psychometrics, and modeling.

Admissions Criteria

At the Ph.D. level, we look for evidence that the student will be successful in both the coursework and the sustained independent research required to complete a doctorate. Although academic and research indicators such as undergraduate coursework, grades, and research experience enter into the decision making process, one of the most important elements of the application packet is the personal statement, which provides information

about the students' research interests, potential fit with the program, and future academic and career goals.

Admissions Timeline

PhD applications are due December 1st for full funding consideration.
Masters applications are accepted on a rolling basis until June 1.

Funding

The PhD program offers funding in the form of graduate assistantships to full-time PhD students. These are awarded on a competitive basis. Research and teaching assistantships fully cover the cost of tuition and also provide group health insurance. Typically, we are able to fund 3-4 incoming PhD students per year, and historically, such students are funded for the duration of their PhD program, as long as they maintain adequate academic progress and perform satisfactorily in their assigned assistantship duties. Occasionally, there is funding available for on-campus Masters students. The most competitive incoming students also compete for University fellowships and College level awards. Some students secure external funding from government or private agencies to support them as they pursue their degrees. Many of our students participate in paid summer internships at least once during the PhD program, and summer assistantships are often available to continue work on externally funded research projects over the summer break.

Mentoring / Student Engagement Philosophy

At the PhD level, students receive a great deal of individualized mentoring from their major advisor and program faculty. Generally, the first year or two of the PhD program is more course heavy, as students develop competencies across our six areas. During this time, students generally join research projects led by faculty. As students progress through the program, they take increasing ownership over research projects, under the guidance and mentorship of RMME faculty. They also develop an academic identity and an area of research specialization in a specific area within RMME. The dissertation represents the culmination of the students' development as an independent researcher.

Where Past Graduate Students Are Now

Our Ph.D. graduates have been employed in a variety of positions in academia, government, non-profit and for-profit companies. A partial list of present employers of program graduates is below:

- Measurement Fellow, Law School Admissions Council
- Connecticut State Department of Education Performance Office.
- Associate Professor, Texas A&M
- Assistant Professor, McGill University (Dr. Jessica Flake, one of the organizers of this event, is a graduate of our PhD program!)
- Assistant Professor, Yale University
- Statistician, Yale University
- Senior Research Associate, Adelphi Values
- Associate Director of Global Evidence and Outcomes, Takeda Pharmaceuticals.
- Analyst, U.S. Government Accountability Office

Graduate Programs in <u>Quantitative Methodology</u>

Program Mission
- Increase the effectiveness of research and assessment in the social sciences by advancing quantitative methodology through state-of-the-art research
- Train students to become high-quality researchers in the areas of psychometrics, statistics, measurement, and assessment.

Faculty and Research Interests
We have 7 full-time tenure-track faculty with research interests including educational measurement and policy, item response theory, diagnostic measurement models, structural equation modeling, multilevel modeling, psychometrics, computer adaptive testing, and more. Many faculty members are engaged in funded collaborative educational projects employing advanced quantitative methods.

General Curriculum
We have both a master's and PhD program. The program curriculum is flexible with only a few required courses. In consultation with your advisor(s), students choose other courses to meet their needs and interests. Students typically focus on methods courses, but also take a variety of courses from different departments and areas of study.

Admissions Criteria
- Strong background (or potential) for research in quantitative methods
- Research interests aligned with program/faculty

Admissions Timeline
All applications are due December 1 for funding consideration. Decisions are made in February-March.

Funding
Students are funded through a variety of research and teaching assistantships.

Mentoring / Student Engagement Philosophy
Students work closely with faculty early and often, engaging in research activities. As students progress in coursework and build confidence in research skills, they conduct research independently with faculty support. We have a bi-weekly doctoral seminar, where

all students and faculty meet and discuss research and professional development topics of interest to students.

Where Past Graduate Students Are Now
UGA QM graduates have had careers in academia, educational testing organizations (ETS, ACT), medical licensure boards (NCCPA, NBME), state departments of education, local school districts, research organizations, and corporations.

Brain, Behavior, and Quantitative Science Program
http://bbq.ku.edu/

Program Mission
Faculty and students in the Brain, Behavior, and Quantitative Science program at KU seek a better understanding of human behavior through interdisciplinary approaches and translate that basic understanding to improve the development and well-being of individuals in society. We work toward this goal by developing better models of behavior, cognition, and brain function through translational research and the creation of new computational and statistical tools that allow us to extract meaningful and useful conclusion from complex data.

Faculty and Research Interests
The Brain, Behavior, and Quantitative Science program has 7 affiliated faculty members in the department of Psychology. Program research interests include behavioral economics, cognitive neuroscience, cognitive science, developmental science, learning, and quantitative and computational methods. Faculty members recruiting students for the Fall 2022 year include Jeffrey Girard (interests in affective computing, machine learning, and Bayesian modeling), Tim Pleskac (interests in behavioral economics, computational models of human behavior and cognition), and Amber Watts (interests in health behaviors, prevention strategies, and bio-behavioral processes associated with cognitive decline & dementia).

General Curriculum
We offer a single doctoral degree in Psychology; students admitted to this program enter with the expectation of continuing graduate study through the Ph.D. as the department does not admit terminal master's students. Although most applicants have majored in psychology as undergraduates, this is not required.

The Ph.D. program in Brain, Behavior, and Quantitative Science provides instruction and research training for students pursuing careers in the academic, public, and private sectors that draw on the research and scholarly interests of the group. A key aspect of the program is that each student's training plan is individually tailored and fit to each student's personal goals. In general, though, a strong emphasis is placed on students developing a fundamental understanding of psychological theory, acquiring advanced statistical and computational skills and expertise, and learning how to apply this science to improve the development and/or well-being of individuals in society. Toward this end, the program requires both coursework and constant involvement in the research endeavor, whether in the laboratory or in the field, and (where appropriate) active engagement in opportunities to translate basic science into practice or application.

Admissions Criteria
Our admission criteria is based on a holistic evaluation of the application material. The application material consists of
- C.V.

- Statement of Purpose
- Undergraduate and where appropriate graduate transcripts
- GRE Scores (optional for 2022)
- TOEFEL Scores (for international students)
- Letters of recommendation

As our program takes more of an apprentice model in training, we also assess fit between the applicant and the advisor/advisors the students wishes to work with.

Our website is in the middle of transitioning to a new platform, but you can find some information on our older website here: https://bbq.ku.edu/

Admissions Timeline
PhD applications are due on December 1, 2021 for admission in Fall 2022. A short list of applicants will be invited for online interviews in December and campus interviews in January. Admissions decisions will be made prior to April 15.

Funding
Accepted students typically are offered either a teaching assistantship or research assistantship. Because of the importance of funding in academic research, the BBQ also supports and urges students to actively consider and pursue opportunities for external funding such as graduate research fellowships.

Mentoring / Student Engagement Philosophy
The BBQ's takes an apprentice-style approach to training so there is both hands-on training working with faculty on set of research of projects and classroom instruction.

Where Past Graduate Students Are Now
The Brain, Behavior, and Quantitative Science Program is a new program in the Department of Psychology that began in earnest in 2019. It represents an integration of several different areas of psychology including cognition and cognitive neuroscience, developmental science, and quantitative and computational modeling. As such we are still establishing our track record of graduates. But, our aim is to train students in developing basic psychological science and translating that science into practice or application.

Here are a sample of students trained by our faculty or have come from our program:

- Peter Kvam (Pleskac), Assistant Professor, University of Florida
- Christina Leuker (Pleskac), Research Scientist, Robert Koch Institute
- Zach Roman, Postdoctoral Researcher, University of Zurich
- Cynthia Siew (Vitevitch), Assistant Professor, National University of Singapore
- Nichol Castro (Vitevitch), Assistant Professor, University of Buffalo

Measurement, Statistics and Evaluation Program
https://education.umd.edu/measurement-statistics-evaluation-program

The Measurement, Statistics and Evaluation program at the University of Maryland prepares students to work in academia and across several industries as quantitative methodologists, psychometricians, data analysts/scientists, statisticians, and research analysts.

Our MS program provides students with a wide variety of analytical skills, including analysis, computation, and interpretation, whereas our PhD program focuses on training our students in methodological research through more advanced coursework and independent study. Our students take courses in causal inference, linear models, multilevel models, item response theory, instrumentation, computation and simulation, factor analysis, structural equation modeling, Bayesian inference, mixture modeling, social network analysis as well as specialized topics such as CAT, non-linear SEM, and estimation.

Faculty Research in Measurement and Statistics
Faculty have diverse interests that include areas of psychometrics, item response theory, test theory, computer-based testing and response time models, measure development and validation, estimation and computation algorithms, structural equation models, latent growth models, finite mixture models, repeated measures models, causal inference methods, replication, survey design, analysis of survey data obtained under complex sampling designs, machine learning, Bayesian inference, and social network analysis.

In addition to methodological research, faculty work on research with direct impacts as well. Examples of recent projects include identifying biased test items on large-scale assessments; evaluating whether college course-taking policies may be hurting historically excluded students; validating measures across minoritized groups; and using social network analysis to understand student mobility.

We offer MS and PhD Programs!
We offer a MS degree and a PhD. While our MS program can be considered a terminal degree program, many of our PhD students began their quantitative journeys in our MS program.

Admissions
Our MS and PhD programs require the general GRE, transcripts, and letters of recommendation. We admit students from a variety of backgrounds although we recommend at least one

undergraduate course in statistics/quantitative methods and one course in calculus.

Admissions Timeline
For US applicants, November 5, 2021 is our preferred deadline although we accept applications through January 14, 2022. For international applicants, October 1, 2021 is our preferred deadline although we accept international applications through December 17, 2021.

Funding
We offer competitive 9 month and 12 month funding packages, and students in good standing receive funding. Some students choose to participate in external summer internships (AIR, ETS, College Board), or teach courses in the summer, or work with different faculty on research projects during the summer.

Mentoring / student engagement philosophy
Our program focuses on a student-centered approach to mentoring. Students are accepted as a cohort, and they are free to work with whomever they choose. Many of our students will work on research projects with several faculty members. For example, a student may have a research assistantship with one faculty member, be advised by a second, and do research with a third. Another student may choose to only work with one faculty member. Students will ultimately focus on a research area, and select one faculty member for their dissertation advisor.

Example Careers
Recent UMD graduates are working in academia (University of Alabama, Arizona State University, Champlain College), as psychometricians (ETS and AIR), as federal statisticians (FDA), as research scientists (AIR, Mathematica), and as data scientists (Google, HumRRO, Microsoft).

University of Missouri

Statistics, Measurement, & Evaluation in Education Program
https://education.missouri.edu/educational-school-counseling-psychology/degrees-
programs/statistics-measurement-evaluation-education/

Program Mission
The Statistics, Measurement, and Evaluation in Education (SMEE) program at the University of Missouri aims to provide students with rigorous training in advanced statistical research methods, with primary emphasis on psychological measurement and causal inference. We are committed to providing graduate students with opportunities to explore their own interests in these fields, while also incorporating our student into the research and teaching that we conduct.

Faculty and Research Interests
We have four tenure-track faculty members with interests in advanced psychometrics (e.g., item response theory, diagnostic classification modeling, mixture modeling), latent variable modeling (e.g., structural equation modeling, factor analysis), and causal inference methods (e.g., graphical causal modeling, causal discovery).

General Curriculum
The SMEE program offers both PhD and Master's tracks for graduate students, and we coordinate the College of Education and Human Development's Graduate Research certificate in Quantitative Research.

Admissions Criteria
- Three letters of recommendation
- CV/resume
- Unofficial academic transcripts of all previous undergraduate and graduate work, with a minimum undergraduate GPA of 3.0 from an accredited institution in psychology, education, or a related major.
- Statement of purpose describing research interests and experiences in educational measurement, assessment, or evaluation.
- TOEFL for international students (preferred score of 580 for paper test, 92 iBT, IELTS 6.5 or higher).

Admissions Timeline
Applications are due January 15th, and decisions are typically made in early February and March

Funding
Funding via both research and teaching assistantships is typically available, and most of these positions will include a tuition waiver along with a stipend. The department will typically guarantee such funding to all PhD students for their first year of study and has a long record of providing such funding to PhD students throughout their 4-5 years of study. The department also has a record of obtaining University supported fellowships and provides a limited number of departmental fellowships to qualified students.

Mentoring / Student Engagement Philosophy
We place students at the center of our mentoring relationships and strive to craft an experience that connects to each student's individual interest and career goals. We also ensure that each student gains opportunities to contribute to existing research and conduct their own studies, and we present them with opportunities to teach and interact with students in a learning setting. Thus, our graduate students gain key skills that can serve them in both academic and non-academic careers while ensuring their independence to pursue their own interests and possible career paths.

Where Past Graduate Students Are Now
Graduates of our program have secured faculty positions at both research intensive and non-research-intensive universities and colleges. Graduates have also acquired positions with research centers and testing organizations.

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Quantitative Psychology Program
https://psychology.nd.edu/graduate-programs/areas-of-study/quantitative/

Program Mission
The quantitative area emphasizes a broad range of topics, including traditional analysis of variance and regression, multivariate analysis, categorical data analysis, structural equation modeling (SEM), item response theory, longitudinal analysis, Baysian analysis, finite mixture modeling, computational statistics, and statistical learning methods (i.e., data-mining).

Quantitative students typically focus on methods development and/or evaluation, but can also apply these methods to a topic in a substantive area of psychology, such as cognitive, clinical, developmental, of behavior genetics.

The extent of the substantive training above and beyond the quantitative training will depend on the interests of the individual student.

The quantitative area faculty train students to have expertise in a variety of analytical tools and to advance methodology through novel research on statistical applications and creative use of existing techniques.

Topics of expertise within the area include applied statistics, longitudinal analysis, Bayesian statistics, factor analysis and SEM, robust statistics, missing data, computational statistics, item response theory, mixture analysis, and statistical learning.

As in all of our areas, there is great flexibility of curriculum, and students may work with a variety of faculty, both within and between programs.

Faculty and Research Interests
- Ying (Alison) Cheng, Professor. Dr. Ying "Alison" Cheng's research focuses on psychological and educational measurement. In particular, she is interested in theoretical development and applications of item response theory (IRT), including computerized adaptive testing (CAT), test equity across different ethnicity/gender groups (formally known as different item functioning or DIF), classification accuracy and consistency with licensure/certification of state graduation exams. Recently she is working on cognitive diagnostic models and their applications to CAT. https://lambslab.nd.edu/
- Ross Jacobucci, Assistant Professor. My main line of interest is in integrating methods from both machine learning and latent variable modeling. Additionally, I am researching the use of machine learning for clinical psychology research, specifically suicide and non-suicidal self-injury.

- Lijuan (Peggy) Wang, Professor. Lijuan Wang's research interests are in the areas of longitudinal data analysis (e.g., methods and models for studying intra-individual change, variability, and relations, and inter-individual differences in them), multilevel modeling (e.g., dyadic data analysis), structural equation modeling (e.g., mediation analysis), and study design issues (e.g., sample size determination). She is also interested in measurement issues related to longitudinal research. Substantively, she is interested in applying quantitative methods in developmental, family, health, and educational research. https://ldhrm.nd.edu/

- Ke-Hai Yuan, Professor. Ke-Hai Yuan's research has been around developing better or more valid methods for analyzing messy data or non-standard samples in social and behavioral sciences. Most of his work is on factor analysis, structural equation modeling, and multilevel modeling. He has also worked on correlations, regression, combining effect sizes, mean comparison and power, classical and modern testing theory, statistical computation, estimating equations, and big data. His teaching interests include psychometric theory, structural equation modeling, item response theory, missing data, asymptotics and simulation-based research methodology. You may visit Ke-Hai's lab here: https://smrd.nd.edu/

- Guangjian Zhang, Associate Professor. I am interested in developing and evaluating sophisticated statistical methods for modeling high-dimensional complex data. My current lines of research include (a) statistical analysis of multivariate time series, (b) exploratory factor analysis, and (c) bootstrap methods in psychological research. In addition, I am collaborating with substantive researchers on a number of topics: personality traits, smart phone based blood glucose monitoring, brain imaging techniques like fMRI and EEG.

- Zhiyong (Johnny) Zhang, Professor. Our Lab for Big Data Methodology aims to develop better statistical methods and software in the areas of education, health, management and psychology. Our most recent research involves the development of new methods for social network and big data analysis. Particularly, we have contributed to the area of Bayesian methods, Network analysis, Big data analysis, Structural equation modeling, Longitudinal data analysis, Mediation analysis, and Statistical computing and programming. https://bigdatalab.nd.edu/

General Curriculum
PhD only. See curriculum here: https://psychology.nd.edu/graduate-programs/areas-of-study/quantitative/curriculum/
The joint degree area in Psychology (PSY) and Computer Science and Engineering (CSE) has additional requirements. See here:
https://docs.google.com/document/d/1LjpzUR18sf1GwKlOm-Ud4yX8_MOp3e_qlVw9VP0F_4Y/edit?usp=sharing

Admissions Criteria
Students are evaluated case by case. International students need the TOEFL test score.

Admissions Timeline
Application deadline: Dec 1 every year. https://gradconnect.nd.edu/apply/ Decision typically made in February.

Funding
Guaranteed 5 years of support if admitted.

Mentoring / Student Engagement Philosophy
See training plan here:
https://docs.google.com/document/d/10E0a7TjhzDN8HdRMmBa54XQzfoiMkyd-504C17XS610/edit

Where Past Graduate Students Are Now
Recent placements (2021; see all here https://psychology.nd.edu/graduate-programs/recent-placements/):
Chang Che, Data Scientist, Facebook
Brenna Gomer, Assistant Professor, Utah State University
Maxwell Hong, Assistant Professor, Department of Psychology, University of California-Davis
Daniella Reboucas, Post-doctoral fellow, UNC-Chapel Hill
Lauren Trichtinger, Assistant Professor of Statistics/Data Science, Simmons University
Wen Qu, Associate Research Professor, Fudan University, China

Quantitative Methods and Computational Psychology Program
https://dornsife.usc.edu/psyc/quantitative-methods/

Program Mission

The program in Quantitative Methods and Computational Psychology (QMCP) at USC trains students in both the basics and the advances in methodological, statistical, and computational tools to study human behavior. Our program focuses on the development of strong research skills, including basic statistics, robust statistics, multivariate measurement, multilevel and longitudinal data analysis, experimental design and methods, decision making, cumulative reviews, behavior, and molecular genetics. We teach and encourage computer programming of all types (e.g., SAS, SPSS, R) as well as train students about new advances in computational modeling (LISREL, Mplus, CART, Keras). We emphasize the application of these research skills to matters of real-world importance needed for any topical area of behavioral science.

Faculty and Research Interests

- Joe Arvai: Judgment and decision-making about sustainability and the environment; decision support for public policy and consumer choice; tradeoffs across conflicting social economic and environmental; objectives internal consistency and decision quality; risk perception and communication. (Director, Wrigley Institute for Environmental Studies)
- Laura Baker: Statistical models of gene-environment interplay in human behavior, and the biological and social processes that lead to diversity. Longitudinal methods for understanding individual differences in both stability and change in traits and behaviors across development.
- Chris Beam: Population genetic studies of cognitive aging, dementia, personality, and psychopathology; social pain and grief; advanced quantitative methods
- Wändi de Bruine: Psychology of risk, behavioral decision making, age differences in decision-making competence and well-being, communications and behavior change interventions for promoting health, well-being, safety, and sustainability. (Co-Director, Behavioral Sciences Program, USC Schaeffer Center; Provost Professor of Public Policy, Psychology, and Behavioral Science, USC Price School of Public Policy; Behavioral Scientist, USC Center for Economic and Social Research, CESR).
- Morteza Dehghani: Social media analysis with direct applications to moral decision-making, group dynamics, and culture. Role of sacred values in intergroup conflict and negotiation. Computational cognitive modeling.

- Richard John (Area Head): Decision analysis and behavioral games. (Associate Director, USC Center for Risk and Economic Analysis of Threats and Emergencies, CREATE)
- Mark Lai: Statistical methods for adjusting measurement errors and biases. Multilevel and latent variable models for complex data. Psychometrics and Bayesian statistics.
- Carol Prescott: The primary goal of my research is to understand the genetic and environmental sources of individual differences in cognition and cognitive aging.
- Rand Wilcox: Robust methods aimed at correcting known problems associated with classic, routinely used techniques for comparing groups and studying associations. Included are various multivariate techniques such as principal components and outlier detection methods.

General Curriculum
Ph.D. only
- 60 Units Minimum to Degree, which includes at least
    - Six courses (24 units) in Quantitative Methods and Computational Psychology
    - Three courses (16 units) in other areas of psychology
- Year 2: 2nd-year project
- Year 3-4: Qualifying exam
- Year 4-5: Dissertation

Admissions Criteria
We use a holistic admission procedure by considering applicants' academic performance, coursework in research method and psychology, research experience and potentials, personal characteristics, and potential fit to the program. Applicants should submit the following
- Personal Statement
- Three Letters of Recommendation
- Official transcripts
- Resume/CV
- (For international applicants) TOEFL/IELTS score

Admissions Timeline
Application deadline: December 1
Campus visit: January - February

Funding
Two years of fellowship + three years funding on teaching/research assistantship

Mentoring / Student Engagement Philosophy
Students work closely with their primary advisor to develop an area of research expertise, while often also developing additional lines of research with other faculty in the department. We encourage our students to work within other areas of the department to gain additional skills and expertise such as neuroimaging techniques, aging research designs, social psychology experiments, cognitive survey research, and developmental principles.

Where Past Graduate Students Are Now

- Faculty position at research universities
- Research scientist at technology companies
- Statistician at private and public institutes
- Institutional research/student success analyst
- User experience, brand analytics, and product strategy researcher

Quantitative Psychology Program

Program Mission
The quantitative psychology concentration has a dual focus that trains students to develop and evaluate novel methodology, as well as to innovatively apply methods to solve important psychological research problems that impact society. We aim to develop quantitative scientists who have the ability to conduct their own primary quantitative research, as well as to collaborate effectively with substantive scientists.

Faculty and Research Interests
- Dr. Amanda Fairchild- Mediation analysis; causality; applied quantitative methods
- Dr. Dexin Shi- SEM; psychometrics; missing data; causality
- Dr. Alberto Maydeu-Olivares- SEM; item response theory; choice models

General Curriculum
Can do PhD only, but Master's en route to PhD is encouraged

Admissions Criteria
Admission is based on an inclusive evaluation of the prospective student's profile. We consider one's traditional academic record, prior relevant experience, and fit with faculty mentor in evaluating files. Applicants are encouraged to to discuss fit with identified mentors in the personal statement. Competitive applicants often have prior research experience in quantitative study or have completed prior quantitative classwork of some kind.

Admissions Timeline
Applications are due December 1. We often conduct virtual student interviews in late January/early February. Admitted students are notified early spring.

Funding
We offer financial support to all first year Ph.D. students. Our stipend for 2021-2022 will be approximately $18K for the 9-month academic year. This stipend amount may be greater if you receive a graduate fellowship or are funded on a grant. The stipend is in exchange for working as a research assistant or as a teaching assistant (20 hours per week). As a student receiving a department stipend, you will also receive a tuition abatement from the department that covers the cost of your tuition. Our program makes every effort to extend

support to Ph.D. students for five years, contingent upon a student's satisfactory academic progress and on the continued appropriation of funds to the program. To date, we have funded all students in good standing during their first five years. Advanced graduate students also sometimes have the opportunity to teach during the summer semesters, so this may be an additional possible source of funding.

Mentoring / Student Engagement Philosophy

Mentoring styles naturally vary from person to person. As such, applicants are encouraged to contact prospective faculty mentors prior to submitting an application to learn more about the faculty member's current research and to assess match potential.

Where Past Graduate Students Are Now

Students graduating from the program will be prepared to serve as quantitative psychologists in a variety of roles both within and outside academia. Past graduates hold positions at the UVA Curry School of Education, the US Navy, and a variety of other university and industry settings.

Quantitative Methods Program
https://edpsych.education.wisc.edu/

Program Mission
Our program's mission is to further the development and application of quantitative methods to research and practice in education, as well as in the broader social sciences. We train students not only to become experts in the use of quantitative methods, but also to expand the field of methodology by developing and evaluating new statistical methods. The program is part of UW Madison's Educational Psychology Department, whose overall mission is to advance education-related theory and methodology; to improve knowledge about the biological, psychological, technological, and social processes of learning, development, and mental health in diverse populations; and to enhance learning and mental health in educational and community contexts through innovative educational interventions and effective prevention/intervention programs.

Faculty and Research Interests
Our program has five core faculty members. Current areas of interest among the faculty include measurement theory, item response theory, Bayesian inference, longitudinal data analysis, multilevel modeling, experimental and quasi-experimental design, causality, structural equation modeling, and research synthesis methods. You can learn more about us (and see pictures of us smiling awkwardly) here:
https://edpsych.education.wisc.edu/academics/quantitative-methods/faculty/

General Curriculum
Our program offers a non-terminal M.S. and a Ph.D degree. Students entering the doctoral program typically earn an M.S. en route to completing their Ph.D. Because we are a small program and follow a research-focused mentorship model, it is rare for us to admit students interested in obtaining a terminal Master's degree.

Admissions Criteria
Specific admissions requirements for the department may be found at:
https://edpsych.education.wisc.edu/admissions/. The area evaluates all applications holistically, paying particular attention to the applicant's foundational coursework and experiences in statistics, mathematics, and research methods, their articulated scholarly interests, and the alignment of those interests with the program's mission and the specific research programs of the faculty.

Admissions Timeline
We admit students on a yearly cycle, entering in Fall semester. Applications are due December 1st, 2021 for admission in Fall of 2022.

Funding
All students entering our program are guaranteed financial support for at least four years. Most funding is in the form of graduate assistantships (appointments of at least 50% of full-time equivalent), which include teaching assistantships, project assistantships, and research assistantships. Assistantships include a monthly stipend, tuition remission, and health insurance subsidy. More information about funding can be found at https://grad.wisc.edu/funding/.

Mentoring / Student Engagement Philosophy
Our program follows a mentorship model, in which students work extensively with faculty mentors from their first year in the program through their dissertation work. Throughout their studies, students are typically involved in and contributing to methodological and applied research, in collaboration with their mentors, other program area faculty, and often with researchers from a range of other fields.

Where Past Graduate Students Are Now
Graduates of our program may go on to careers
- in academia (past graduates are currently on the faculty at Columbia University, University of Missouri, and University of California, Riverside, among others)
- in the testing industry (including firms such as the Educational Testing Service, ACT Inc., and the College Board), and
- at research firms (such as the American Institutes for Research).

A list of our alumni can be found here:

https://edpsych.education.wisc.edu/academics/quantitative-methods/graduates/

General Psychology Masters Program
https://psychology.wfu.edu/

Program Mission
Our graduate program is a research-oriented general Master's program. As such, it provides broad training in psychology rather than training in a particular specialized area (e.g., clinical). Most of our students use our program to gain the preparation and qualifications to attend a high-quality doctoral program in their specific area of interest. Our program is a good choice for students who know they want to complete doctoral work, but are not sure what area they want to specialize in. Additionally, it is a good choice for students who have good qualifications, but want to improve their qualifications even more to make themselves better prepared for the doctoral programs of their choice.

The general Master's program provides a strong basis for selecting a PhD program as well as a strong academic foundation for doctoral work. Most importantly, it provides considerable research experience – with a high degree of individual attention from graduate faculty. Your personal training would reflect a blend of your interests and the interests of the advisor who you're paired with. Please see the faculty web page for details on faculty research interests. The department has an excellent record of placing graduates in doctoral programs in all major areas of psychology.

Faculty and Research Interests
We have 4 core quant faculty – Veronica Cole, Mike Furr, Mason Garrison, and Eric Stone – with expertise in behavior genetics, data visualization, integrative data analysis, structural equation modeling, measurement non-invariance, psychological measurement, and other exciting things!

General Curriculum
We offer a terminal masters general psychology. All students take the following courses, although the timing of the courses changes depending on faculty availability. Below is the timing for our current graduate students.

FIRST-YEAR FALL COURSES:
- Research Design and Analysis I
- Seminar in Developmental Psychology
- Seminar in Social Psychology
- Directed Thesis Research

FIRST-YEAR SPRING COURSES:
- Research Design and Analysis II
- Human Cognition
- Seminar in Personality Research
- Directed Thesis Research

SECOND-YEAR FALL COURSES:
- Biological Psychology
- Thesis Research

SECOND-YEAR SPRING COURSES:
- Current Topics in Psychology: (Alternates)
    - Introduction to Psychometrics and R
    - Data Science for Psychologists with R

Admissions Criteria/Timeline

The Psychology Department enrolls 10 to 16 students each academic year. Admission is based on many factors, including but not limited to undergraduate GPA, GRE scores, research experience, letters of recommendation, and evidence of motivation. Although we do not have a strict "cut-off" for GRE scores or GPA, our past 3 year average GRE score is 315 (combined verbal and quantitative), and the average GPA is 3.76. We do accept students without a psychology major, particularly when they have the basic psychology training that is necessary for our program, such as Introductory Psychology, Research Methods, and Statistics. See the FAQ for more information on our admission procedure.

Admissions Dates
- Jan 15: Application Deadline
- Feb 1: We begin reviewing applications

Funding

Most of our students receive both assistantships (employment positions with stipends) and scholarships (that pay for tuition). The remaining students typically receive either full or partial scholarships. For those without stipends, we try to help you find jobs on campus or at the Med School campus. You do not need to submit anything additional in order to be considered for tuition waivers (i.e., scholarships) and assistantships (i.e., stipends). Wake Forest's Graduate School awards scholarships based on merit. Tuition is set by Wake Forest University Graduate School, not the Psychology Department. Please see the Graduate School's web page for the latest information, https://graduate.wfu.edu/cost-financial-aid-reynolda/

Mentoring / Student Engagement Philosophy

The department adopts a mentorship model of graduate education in which students work closely with a faculty advisor during their two years in our program. Typically there is a 2:1 graduate student:faculty ratio that provides the student with individualized attention and, therefore, superior training. Because our program is designed to prepare students for entry into doctoral programs, there is a strong emphasis on research. Students conduct both a first-year research project and a thesis. These projects typically result in conference presentations and/or publications.

We admit students into the program rather than to work with individual faculty members. Nonetheless, we do our best to match students with their preferred advisor whenever possible, and thus having a good match with one or two faculty members is an important part of the admission decision. Thus, we encourage you to highlight at least one or two professors who might be good matches to your interests. If your interests are still broad, that's fine, but provide us with some indication of the type of research you are interested in doing.
Most faculty begin working with one new student each year; however, the faculty available to take new students in their lab varies from year to year for various reasons (e.g., sabbaticals, number of openings in a lab, etc.). You are welcome to contact a faculty member to see if she or he anticipates taking a student – please see the department's faculty web page for research interests and contact information.