



**Doctorate Program (Ph.D.) in
Research Methods, Measurement and Evaluation
Department of Educational Psychology
Neag School of Education
University of Connecticut**

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Welcome

Welcome to the Research Methods, Measurement and Evaluation (RMME) program in the Department of Educational Psychology at UCONN!

We have designed an intellectually stimulating and rigorous program that promotes the scientific uses of RMME within the field of education and related disciplines. Coursework focuses on current and emerging topics including classical and modern measurement theory and applications, instrument development, quantitative research methods, program evaluation, educational statistics, and educational assessment. We emphasize the development of professional competencies in these areas.

Our program philosophy is grounded in a commitment to a learning environment that stresses a well-organized and explicit curriculum with clear expectations, exposure to the diverse array of theories and practices within the RMME fields, and student-faculty interaction that encourages the student's professional development and identification with the field.

This handbook serves as the guiding document for the Research Methods, Measurement and Evaluation program and outlines program specific procedures and policies. However, unless explicitly noted, this handbook does not replace or supersede the policies and procedures set forth by the UCONN Graduate School (<http://www.grad.uconn.edu/>). The RMME graduate handbook is intended to complement those regulations, introduce our department, and outline the policies and procedures that are specific to students enrolled in one of our graduate degree programs. Additional information is contained on the RMME program website (<http://rmme.education.uconn.edu/>).

Best wishes,

The RMME Faculty

Doctoral Degree Program

The Department of Educational Psychology (EPSY) offers a Ph.D. in *Research Methods, Measurement and Evaluation* (RMME). The program prepares graduates to become academics, researchers, practitioners, and leaders in educational measurement, program evaluation, assessment, educational statistics, quantitative research methodology, educational research methods and/or educational data science.

The Ph.D. program in RMME integrates theory and practice to promote the scientific uses of measurement, evaluation and quantitative research methodologies within the field of education and related disciplines. Coursework focuses on current and emerging topics including educational statistics, classical and modern measurement theory and applications, item response theory, program evaluation, instrument development, multivariate statistical techniques, multilevel modeling, latent variable modeling, research design, causal inference, educational assessment, and educational data science.

Individuals with a master's degree who have a strong interest in research methods, measurement and/or evaluation are encouraged to apply. We also consider individuals with a bachelor's degree who have an exceptional educational history and very strong interest in our field.

Generally, at least eight to ten semesters of full-time study are required to complete a doctoral degree. A background in statistics is helpful but is not required. Research experiences are available through participation in faculty research grants and projects at UConn as well as in schools and educational organizations. Students may enroll as part-time or full-time Ph.D. students.

Contact the program coordinator, Dr. Chris Rhoads (christopher.rhoads@uconn.edu), or visit the doctoral programs section of our website at <https://rmme.education.uconn.edu/doctoral-program-overview/> for more information.

Program Philosophy and Goals

The faculty is committed to a learning environment that stresses a well-organized and explicit curriculum with clear expectations. However, there is also a strong commitment to student-faculty interaction that further encourages the student's professional development and identification with the field. In addition, the program is designed to acquaint students with the diversity of theories and practices within the field of Research Methods, Measurement and Evaluation, allowing sufficient intellectual freedom to experiment with different theoretical and applied approaches.

Core Program Faculty and Research Interests

UConn's faculty members are experts in areas related to research methods, measurement, and evaluation. They bring both theoretical and applied real-world experience to the classroom. RMME faculty have worked on a wide range of research and evaluation projects funded by agencies such as the US Education Department, the National Institutes of Health, and the

National Science Foundation, among others. A full list of faculty profiles is available on the program website at <https://rmme.education.uconn.edu/core-program-faculty/>.

Dr. Kylie Anglin

Assistant Professor. Research interests: implementation science, causal inference, data science, replication, effect heterogeneity, natural language processing.

Dr. Zachary Collier

Assistant Professor. Research interests: latent variable modeling, causal data mining, missing data

Dr. Eric Loken

Associate Professor. Research interests: latent variable modeling, mixture modeling, applications of Bayesian methods, measurement, and assessment

Dr. D. Betsy McCoach

Professor. Research interests: instrument design, multilevel modeling, structural equation modeling, longitudinal analysis, assessment of school effectiveness, gifted education

Dr. Bianca Montrosse-Moorhead

Associate Professor. Research interests: program evaluation, policy evaluation, validity in evaluation, research on evaluation practice.

Dr. Christopher Rhoads

Associate Professor. Research interests: hierarchical/multi-level modeling, design of field experiments in education research, non-experimental designs for causal inference, generalizing experimental results in multi-level settings, intermediate variables in causal studies.

Admissions

Prospective students applying to the Ph.D. program must submit a completed application to the Graduate School. Admission to the Graduate School at the University of Connecticut requires the following:

- (1) completed application form;
- (2) undergraduate and graduate transcripts;
- (3) three letters of recommendation;
- (4) personal statement;
- (5) processing fee.
- (6) **For international applicants:** Current Test of English as a Foreign Language (TOEFL) or other evidence of English proficiency (see “A note about English Proficiency” below);

Unofficial copies of transcripts and other documents are sufficient to apply. Official copies will be required in order to finalize admission for accepted applicants. The personal statement explicitly should include 1) the reason for pursuing a degree in the area of research methods, measurement and evaluation; 2) description of any prior experiences or coursework that are

relevant to the degree in research methods, measurement and evaluation; 3) post-degree career goals; 4) areas of potential research interest within research methods, measurement and evaluation. There is no specific length requirement for the personal statement, although most are between 2-5 typed, double spaced pages (one-inch margins, 12 point font).

After receipt of all required documents, the Graduate School forwards the application to the RMME program for admission consideration.

Typical timeline for admissions and funding. Our program considers applications each winter. Ph.D. applications should be submitted by **December 1st** for full consideration for admission and graduate assistantship support beginning the following fall semester, although applications are accepted at later dates if space allows. Applications are reviewed starting in December. Funding (generally in the form of graduate assistantships) may be available to Ph.D. students of exceptional promise. In addition to support from faculty research projects, the Department of Educational Psychology may have a limited number of graduate assistantships and fellowships for Research Methods, Measurement and Evaluation students. However, such financial aid is competitive and is typically offered only to Ph.D. students. Generally, admissions decisions are made in January-March and funding decisions are made in February-March. All funding notifications are complete by April 1st. Students offered admission must respond by April 15. For program descriptions and further details about the Research Methods, Measurement and Evaluation program or the Department of Educational Psychology, please visit our website at <http://rmme.education.uconn.edu/>.

Evaluation of Program Applicants

General prerequisites for the Ph.D. include undergraduate or graduate preparation in education, psychology, statistics, or related disciplines. Admissions decisions are based on the quality of the student's prior academic and professional career, the fit of his/her research interests with those of the faculty in our program, and the admissions committee's assessment of the student's ability to successfully complete doctoral-level work at the University of Connecticut and make substantial contributions in a methodological and/or substantive area after graduation. To make admissions decisions, we consult all available sources of information, including undergraduate and (if applicable) previous graduate course performance, the personal statement, letters of recommendation, previous relevant work experience, and, whenever possible, an informal personal interview.

Additional information concerning minimum qualifications for admission to the Graduate School can be found on UConn's Graduate School website (<https://grad.uconn.edu/admissions/apply-to-uconn/>). The RMME Faculty, the Department of Educational Psychology, and the Neag School of Education are committed to diversity. Please visit the DEI@UConn website for more information (<https://diversity.uconn.edu/>).

A note about English Proficiency: Non- native speakers of English are required to submit evidence of proficiency in the English language. See the “English Proficiency for Admission” section of the [following website](#) for current UConn requirements.

General Program Considerations

After formal admission to the Ph.D. program, each student is assigned an initial major advisor who will guide the student in developing a plan of study. Prior to filing a plan of study with the graduate school, the student selects an advisory committee chairperson and at least two committee members to advise and direct the student’s course of study. We encourage Ph.D. students to re-evaluate their selection of major advisor and advisory committee after completion of the comprehensive exam to ensure alignment of student and faculty research interests.

The Ph.D. is a research degree. Therefore, in addition to developing knowledge and skills through coursework, students should develop and apply their methodological skills through the conduct of authentic research. During the early years of the program, Ph.D. students generally serve under the tutelage of the faculty mentors to develop research skills. However, as students progress toward the dissertation, it is expected that they will develop more independence in their research endeavors.

Students are evaluated with a variety of methods throughout the program. In addition to formal evaluations, such as course grades, the faculty will evaluate the student’s progress towards meeting goals for research. Along with periodic meetings with the major advisor, an annual review of each student’s progress by all RMME faculty members is conducted to evaluate the student’s continued progress toward the degree. More information on this process is included in the *Professionalism and Annual Review of Students* section of the handbook.

Although the Research Methods, Measurement and Evaluation Ph.D. program is designed with the assumption that students are involved full-time in their graduate studies, some students do pursue the degree on a part-time basis. In most cases, those pursuing the degree while holding employment have a position that is related to the student’s career interests and consequently employment enhances the student’s skills, professional maturity, and overall educational goals.

Student Housing

The University of Connecticut is situated on a 3100-acre campus in Northeastern Connecticut. Assistance in securing either University or off-campus housing is provided by University agencies (e.g., [Department of Residential Life](#), or the [off-campus housing](#) website).

Professionalism

To be successful in our graduate programs requires a high level of academic performance, a strong work ethic, and a commitment to research. This section is intended to be as explicit as possible about our assumptions, expectations, and formal student evaluation procedures.

Assumptions of the RMME faculty about our students

We hold two assumptions about our students:

1. Given the rigorous application review process, we only admit students who we believe are academically capable of succeeding in our program.
2. We believe graduate students are responsible for taking an active role in their graduate education. Our role is to provide the conditions necessary to succeed – namely, opportunities, resources, guidance, and encouragement. However, students must actively engage in the program to achieve their educational and professional goals. Maximum benefit from graduate education requires hard work and personal responsibility.

Expectations of the RMME faculty about our students

At the end of each academic year, the RMME faculty review each student's performance and progress in four areas: (1) Course work and grades, (2) Scholarship, (3) Timely progress toward degree, and (4) Personal and professional characteristics. We describe each below.

1. Course work, grades, and class engagement.

We expect our students to perform well academically. Across RMME core courses (those tested on our comprehensive exams), **we expect students to maintain a minimum GPA of 3.5.** (Please note that this requirement is substantially higher than the graduate school's requirement for satisfactory academic progress.) **For all RMME courses, we expect students to earn a grade of B or better in each class.** A student who receives a grade lower than a B (including B-) will be required to repeat the course. A remediation plan will be developed for students who fail to maintain a 3.5 cumulative GPA, or who receive a grade of C or lower in a required RMME course. However, chronic or continued poor academic performance is grounds for dismissal from the Ph.D. program. Students who receive two or more grades of C or lower in a required course or a grade of D or lower in other courses may be asked to leave the program. Performing well academically is not the only requirement in terms of course work and grades. We also expect students to engage with coursework and content in the areas of RMME. The quality and intensity of students' inquiry, critical thought, and writing in courses are also criteria used in annual performance reviews.

2. Scholarship.

After the 1st year in the Ph.D. program, we encourage every student to engage in independent research every semester until they are ready to begin their dissertation study. It is not uncommon for students to assume that they should prioritize coursework over research experiences. For Ph.D. students, coursework and research activity should be equally valued, as the Ph.D. is a research degree. Students' progress toward becoming independent scholars is reviewed on an annual basis.

Being engaged in a research project means working with a mentor as part of a sustained effort to engage in inquiry on a regular basis. What form the research takes will vary by student, project, and mentor. Ph.D. students begin formally developing their dissertation research after they have

successfully passed the RMME Program Comprehensive Exam, which is generally taken the semester following the completion of all core coursework.

We strongly encourage our graduate students to assist in research dissemination efforts through involvement in annual conferences sponsored by professional associations. Examples of national professional association conferences that the RMME program faculty and students regularly attend include those of the National Council on Measurement in Education (NCME), the American Educational Research Association (AERA), the Society for Research on Educational Effectiveness (SREE), and the American Evaluation Association (AEA). Examples of regional professional association conferences that the RMME program faculty and students regularly attend include those of the Northeastern Educational Research Association (NERA), and the Eastern Evaluation Research Society (EERS). Traditionally, proposals are due six to ten months prior to the conference. Conference presentations provide an opportunity to gain feedback on research in progress or to make revisions prior to submission to a refereed journal. Further, conference attendance and presentations are a valuable opportunity for networking with scholars and establishing a professional identity – both of which are important for securing employment upon graduation. We try to support conference attendance financially whenever possible. Historically, we have been able to provide funding for one conference per year for students who are presenting research related to their studies in the RMME program. However, the amount of funding that we offer is contingent upon the availability of funds. Students should also apply for travel funding from the UCONN graduate school.

Students who wish to collaborate with non-RMME faculty on research should consult with their major advisor prior to making such commitments and should ensure that the research aligns with research methods, measurement or evaluation research interests. Further, when working with faculty, whether paid or unpaid, it is essential that students behave professionally. This includes, but is not limited to, maintaining academic, scientific, and ethical standards, satisfactorily completing assigned duties, fulfilling hourly commitments, and ensuring that no misuse of university or faculty assets occurs (e.g., using data from your GA for a course assignment without permission from your GA supervisor, viewing inappropriate content on a university-owned computer). Students who wish to engage in paid consulting opportunities should consult with their major advisor prior to making such commitments.

3. Timely progress toward degree.

Students' progress toward meeting program requirements for the Ph.D. is reviewed on an annual basis. The Ph.D. program of study is structured to allow completion of all requirements, including the dissertation, within a five-year period. In addition, the Graduate School at the University of Connecticut stipulates the following time-limit requirements for Ph.D. students:

Work for a doctoral degree can ordinarily be completed within five years, and must be completed within eight years of the beginning of the student's matriculation. Failure to complete the work within the specified time limit or failure to maintain registration will require re-evaluation of the entire program and may result in a notice of termination.

An extension of the student's terminal date is considered only when there is substantial evidence that the student has made regular and consistent progress toward completion of program

requirements. A detailed recommendation to extend the terminal date must be signed by the major advisor and submitted to the Dean of The Graduate School for approval no later than one month before the student's current terminal date.

(Retrieved from <https://gradcatalog.uconn.edu/grad-school-info/academic-regulations/> .)

Please note that although the Graduate School allows for a one-time extension of the student's terminal date, this is not automatically granted: the student's major advisor determines whether there is "substantial evidence that the student has made regular and consistent progress toward completion of degree requirements." If the student has not made consistent progress toward completion of degree requirements, then the major advisor will not sign a recommendation to extend the terminal date.

Satisfactory Academic Progress. For full-time Ph.D. students, satisfactory academic progress toward the degree is indicated by the following benchmarks. After the end of the first year of study, students should successfully complete the first-year preliminary exam. By the end of the fourth year of study, students should successfully complete all core coursework and pass the Ph.D. comprehensive exam. By the end of the fifth year, students should successfully defend the dissertation proposal. By the end of the sixth year, students should successfully defend the dissertation.

4. Personal and professional characteristics.

Participation in program affairs. Unless they are in a class at a time that overlaps with program affairs, we expect *all* full time Ph.D. students to attend RMME-related program meetings and "brown bags". Further, during RMME program job searches, students are expected to attend candidate job talks, teaching demonstrations, and time slots when candidates are scheduled to meet with graduate students.

Expected review time for papers. Students should allow at least two weeks for faculty members to review drafts of their theses, independent research projects, or documents associated with other official program requirements (e.g., responses to comprehensive exam questions) (excluding dissertation chapters). For drafts that require more than one review by a faculty member, it is the student's responsibility to keep the faculty apprised of the anticipated timeline for draft papers to be submitted. Dissertation drafts usually take longer to review, and students are encouraged to ask faculty members when they can expect comments when drafts are submitted. Finally, although faculty may elect to review drafts of theses, independent research projects, or other official program requirements during sabbaticals, holidays, and during the summer break, they are not required to do so. Please plan accordingly.

Behavior. Students' professional activities are expected to conform to the ethical standards outlined by the association they consider to be most aligned with their research interests (e.g., NCME, AERA, SREE, AEA). In addition, students' professional activities are to be characterized by:

- a) An appreciation of diversity and commitment to service that respects the worth, uniqueness, and potential for growth and development of all individuals.

- b) Ethical behavior including respect for copyright and confidentiality.
- c) The ability to work independently and collaboratively.
- d) Communication skills in writing, speaking, and multimedia formats.
- e) Commitment to developing new skills, knowledge and continuing professional growth.

Academic Knowledge. Over the course of the Ph.D. program, students are expected to develop knowledge and in-depth understanding of the following core content areas:

- a) Theories, Methods and Models for Research Methods, Measurement and Evaluation
- b) Research Methodology and Advanced Quantitative Analysis

In addition, Ph.D. students are expected to develop substantial expertise in a specific sub-area within the fields of research methods, measurement and evaluation, broadly defined. The dissertation research should serve to strengthen that expertise.

Scholarly integrity in graduate education and research. Scholarly activity at the graduate level takes many forms, including, but not limited to, classroom activities, field experiences and writing for publication and/or presentation. Integrity in all of these activities is of paramount importance, and the Graduate School of the University of Connecticut requires that students maintain the highest ethical standards in teaching, learning, research, and service.

Scholarly integrity encompasses “both research integrity and the ethical understanding and skill required of researchers/scholars in domestic, international, and multicultural contexts.” It also addresses “ethical aspects of scholarship that influence the next generation of researchers as teachers, mentors, supervisors, and successful stewards of grant funds” (Council of Graduate Schools, Research and Scholarly Integrity in Graduate Education: A Comprehensive Approach, 2012).

Scholarly misconduct is an offense that RMME faculty take very seriously. Students are responsible for making themselves aware of and understanding the UConn Graduate School’s policy on [*Scholarly Integrity and Misconduct*](#), including how scholarly misconduct is defined. Scholarly misconduct violations are dealt with on a case-by-case basis, but at a minimum require the entire RMME faculty to be notified of the offense and documentation of the incident to be filed with the Graduate School.

Annual Review of Students

Near the end of each academic year prior to defending the dissertation proposal, all Ph.D. students are asked to complete a review form that describes the progress they have made towards their degree. Each student then meets with program faculty to discuss their progress and any challenges they face. Students will receive a written summary of the meeting that includes an evaluation of their progress in the program to date.

Annual performance reviews provide an opportunity to evaluate students’ progress toward the degree, to reflect on past successes, to discuss areas of academic and/or professional concern, and to set goals for the coming year. The annual review process is an opportunity to provide

feedback about where students are doing well, and if applicable, where they have room for improvement. When areas of concern are noted, it is our expectation that students will work to address those areas during the subsequent year. Serious areas of concern that are not remedied during the following academic year may result in dismissal from the program.

A copy of the annual student review form follows and should be emailed to the major advisor at least one week before the scheduled annual review meeting described in the next paragraph. The major advisor will share the form with other members of the RMME faculty. After reviewing this form, the RMME program will provide feedback to the student on his or her performance and progress towards meeting program expectations.

Ph.D. students who have not yet successfully defended a dissertation proposal are required to attend a 30-45 minute meeting in which they will discuss their academic progress with their advisor and at least one other member of the RMME faculty. The purpose of this meeting is to review the student's academic progress and research goals and interests. Meetings will take place *after* the deadline for all Spring semester final grades to be submitted to the registrar, and students should plan their schedules accordingly. RMME faculty will review submitted materials and provide feedback on the student. This collective feedback will be shared with the student during the meeting. Students are encouraged to bring a copy of their submitted form to the meeting to record faculty feedback. After the meeting, the student's major advisor will draft a letter detailing the student's progress toward the degree, goals and expectations for the coming year, and will outline any areas of concern as well as suggestions for the student to remedy those issues

Procedures for student dismissal

While rare, it is sometimes necessary for RMME graduate students to be dismissed from the program. The UConn graduate catalog outlines circumstances that may lead to termination of status or academic dismissal from the Graduate School. Current language on this topic may be found at the following webpage (scroll to the bottom): <https://gradcatalog.uconn.edu/grad-school-info/academic-regulations/>. RMME follows all the listed guidelines from the Graduate School, and also has additional requirements. This includes:

1. Meeting the GPA requirements described in the "*Expectations of the RMME faculty about our students*" section of this handbook
2. Meeting the requirements detailed in the "Professionalism" section of this handbook.
3. Mastering content on the preliminary exam (described in the "Degree Requirements" section of the handbook) within the timeframe set by the advisor.
4. Passing the general/comprehensive exam by the end of the 10th semester of full-time enrollment.

Should the faculty have concerns about the academic progress of a graduate student these will typically be addressed as part of the annual review process outlined above. These concerns may include, but are necessarily not limited to, failure to meet one of the benchmarks outlined in the graduate catalog or in this handbook. A remediation plan will be developed as part of the annual

review and will be communicated to the student in the form of a letter from the advisor to the student. Should the student not meet the requirements of this remediation plan, the student's academic advisor may submit a recommendation for academic dismissal to the Graduate School, following the procedures outlined in the graduate catalog.

In extraordinary cases it may be necessary for issues to be addressed prior to the next scheduled annual review. In such cases a subset of no fewer than 3 RMME faculty (one of whom will be the student's major advisor) will call a meeting with the student in question to develop a remediation plan. The outcome of this meeting, including the required remediation plan, will be communicated to the student in the form of a letter from the advisor to the student. Should the student not meet the requirements of this remediation plan, the student's academic advisor may submit a recommendation for academic dismissal to the Graduate School, following the procedures outlined in the graduate catalog.

Required, Recommended, and Optional Courses for the Ph.D. Program

The minimum total number of credits for the Ph.D. is 75. This includes 51-57 credits of coursework, 3-9 credits of independent study, internship or practicum credits, and 15 credits of dissertation preparation (required by the graduate school). If a student has already taken required courses at another University or as part of another degree program here at UCONN, the requirement to complete 75 credits can be decreased if the major advisor and the advisory committee agree to the reduction or substitutions. However, it is expected that all Ph.D. students in RMME will complete at least 48 credits of doctoral coursework at the University of Connecticut. Additionally, credits earned as part of another degree program (whether at UConn or elsewhere) are only eligible to count towards the degree if the grade earned is **at least a B-** (or equivalent). Ultimately, the student's major advisor, in consultation with his/her advisory committee and the RMME program faculty, determine the degree requirements for each Ph.D. student. In addition, we encourage doctoral students to pursue summer internship and academic year internship and practicum opportunities to enhance their professional skills.

Core competencies and Ph.D. credit requirements are listed in Table 1 on the next page. Each student's individual program of study is planned with the major advisor and centered on the particular needs and interests of the student. Students are encouraged to take additional courses in substantive areas of their choosing with the understanding that taking additional electives could increase the time that it takes to complete the degree program but that it does not necessarily increase the number of semesters of funding that is available to the student.

For most students, the Ph.D. degree will require five years of full-time study, although for students with an M.A. in a highly relevant area, such as statistics, it may be possible to complete the Ph.D. in less time. On the next several pages (i.e., after Table 1), we outline typical course sequences for students who enter in either an odd (2025, 2027, 2029) or an even (2024, 2026, 2028) year, given that several of our advanced or specialized courses are only offered on a bi-annual basis.

Table 1. Core Competencies and Ph.D. Credit Requirements for the RMME Program

Competency 1: Research Methodology and Quantitative Expertise. (24 credits or 8 courses)

Courses for which students must show competency, but do not count toward PhD credits---

- EPSY 5601 Introduction to Educational Research Methods*
- EPSY 5605 Introduction to Quantitative Methods I *

Required:

- EPSY 5610 Applied Regression Analysis
- EPSY 5613 Multivariate Analysis in Educational Research
- EPSY 6601 Methods and Techniques of Educational Research
- EPSY 6611 Hierarchical Linear Models
- EPSY 6615 Structural Equation Modeling
- EPSY 6619 Advanced Modeling Using Latent Variable Techniques
- EPSY 6651 Methods for Causal Inference from Educational Data
- EPSY 6655 Advanced Methods for Causal Inference from Data

** Expected (equivalent or competency exam required to be waived), but do not count towards 24 credits in this area.*

Competency 2: RMME: Theories, Methods and Models. (21 credits or 7 courses)

Required:

- EPSY 5602 Educational Tests and Measurements
- EPSY 5621 Construction of Evaluation Instruments
- EPSY 6621 Program Evaluation
- EPSY 6623 Advanced Program Evaluation
- EPSY 6636 Measurement Theory and Application
- EPSY 6637 Item Response Theory
- EPSY 6638 Advanced Item Response Theory OR
- EPSY 5643 Text Analytics

Competency 3: Professional Knowledge. (3 credits or 1 course)

Required:

- EPSY 5510 Learning: Its Implications for Education**

*** Students may request to have this requirement waived if they have taken a graduate-level Educational Psychology or Learning course from another university and earned a B or better.*

Additional Coursework. (12+ credits)

Students must take a combination of elective courses and independent study/practica which total at least 12 credits. At least 3 of these credits must be from coursework and at least 3 of these credits must be from independent study/practica. We encourage students to pursue additional

electives in areas of interest.

Students must choose at least one elective course as part of their plan of study. We strongly recommend that students complete at least one qualitative research course during their graduate program. Some possible elective courses include:

EPSY 6103 Grant Writing
EPSY 6194 Advanced RMME Seminar (in any topical area)
EPSY 6469 Single Subject Research
EDCI 6000 Qualitative Methods of Educational Research
HDFS 5005 Qualitative Research Methods
EPSY 5643 Text Analytics

In addition, at least three credits of independent study, internship or practicum, or pro-seminar are required. Additionally, we encourage doctoral students to pursue summer internship and academic year internship and practicum opportunities to enhance their professional skills. Students may take any combination of these classes totaling 3 credits.

Courses fulfilling these 3 credits include:

EPSY 5494 Practicum (1-3 credits)
EPSY 6494 Doctoral Practicum (1-3 credits)
EPSY 5199 Independent Study (1-3 credits)

Dissertation Research Preparation:

Students must also register for 15 credits of dissertation research (required by the graduate school). The course number for the dissertation credits is GRAD 6950. A student may enroll in up to 9 credits of GRAD 6950 per semester. Therefore, students must complete at least two semesters of GRAD 6950 credits. GRAD 6950 is graded S, I, U. Unsatisfactory progress on the dissertation research may result in a grade of U in GRAD 6950.

Typical Course Sequence (assuming EPSY 5601 and 5605 need to be completed) for a student who begins the PhD in an even year (e.g.- Fall 2024, Fall 2026)

YEAR 1			
Fall		Spring	
EPSY 5605	Introduction to Quantitative Methods I*	EPSY 5610	Applied Regression
EPSY 5601	Introduction to Educational Research*	EPSY 6636	Measurement Theory and Application
EPSY 5510	Learning: Its Implications for Education**	EPSY 6601	Methods and Techniques of Educational Research
YEAR 2			
Fall		Spring	
EPSY 6651	Methods of Causal Inference in Educational Research	EPSY 5621	Construction of Evaluation Instruments
EPSY 5613	Multivariate Analysis in Educational Research	EPSY 6655	Advanced Methods for Causal Inference from Data
EPSY 6615	Structural Equation Modeling	EPSY 6611	Hierarchical Linear Models
EPSY 5602	Educational Tests and Measurements		
YEAR 3			
Fall		Spring	
EPSY 6621	Program Evaluation	EPSY 6623	Advanced Program Evaluation
EPSY 6637	Item Response Theory	EPSY 6638	Advanced Perspectives on Item Response Theory
EPSY 6619	Advanced Modeling Techniques	EPSY 5643	Text Analytics
YEAR 4			
Fall		Spring	
	COMPLETE COMPS EXAM		
GRAD 6950	Dissertation Credits	GRAD 6950	Dissertation Credits
XXX	Elective /Independent Study	XXXX	Elective / Independent Study
YEAR 5			
Fall		Spring	
GRAD 6950	Dissertation Credits	GRAD 6950	Dissertation Credits
XXXX	Elective / Independent Study		

**Expected – equivalent or competency exam are required to be waived – but does not count towards 24 credits in Competency I.*

*** Students may request to have this requirement waived if they have taken a graduate-level Educational Psychology or Learning course from another university and earned a B or better.*

Typical Course Sequence (assuming EPSY 5601 and 5605 are completed) for a student who begins the PhD in an even year (e.g., Fall 2024, Fall 2026)

YEAR 1			
Fall		Spring	
EPSY 5602	Educational Tests and Measurements	EPSY 6611	Hierarchical Linear Models
EPSY 5610	Applied Regression Analysis	EPSY 6601	Methods and Techniques of Educational Research
EPSY 5510	Learning: Its Implications for Education**	EPSY 6636	Measurement Theory and Application
YEAR 2			
Fall		Spring	
EPSY 5613	Multivariate Analysis in Educational Research	EPSY 5621	Construction of Evaluation Instruments
EPSY 6651	Methods for Causal Inference for Educational Data	EPSY 6655	Advanced Methods for Causal Inference for Educational Data
EPSY 6615	Structural Equation Modeling	EPSY 5643	Text Analytics
YEAR 3			
Fall		Spring	
EPSY 6619	Advanced Modeling Techniques		Elective /Independent Study
EPSY 6637	Item Response Theory	EPSY 6638	Advanced Perspectives on Item Response Theory
EPSY 6621	Program Evaluation	EPSY 6623	Advanced Program Evaluation
YEAR 4			
Fall		Spring	
GRAD 6950	Dissertation Credits	GRAD 6950	Dissertation Credits
	COMPS EXAM		
	Elective /Independent Study		Elective /Independent Study
YEAR 5			
Fall		Spring	
GRAD 6950	Dissertation Credits	GRAD 6950	Dissertation Credits

**Expected – equivalent or competency exam are required to be waived – but does not count towards 24 credits in Competency I.*

*** Students may request to have this requirement waived if they have taken a graduate-level Educational Psychology or Learning course from another university and earned a B or better.*

Typical Course Sequence (assuming EPSY 5601 and 5605 need to be completed) for a student who begins the PhD in an odd year (e.g., Fall 2025, Fall 2027)

YEAR 1			
Fall		Spring	
EPSY 5605	Introduction to Quantitative Methods I*	EPSY 5610	Applied Regression Analysis
EPSY 5601	Introduction to Educational Research*	EPSY 5621	Construction of Evaluation Instruments
EPSY 5510	Learning: Its Implications for Education**	EPSY 6601	Methods and Techniques of Educational Research
EPSY 5602	Educational Tests and Measurements		
YEAR 2			
Fall		Spring	
EPSY 6637	Item Response Theory	EPSY 6638	Advanced Perspectives on Item Response Theory
EPSY 6621	Program Evaluation	EPSY 6623	Advanced Program Evaluation
EPSY 6615	Structural Equation Modeling	EPSY 6636	Measurement Theory and Application
YEAR 3			
Fall		Spring	
EPSY 5613	Multivariate Analysis in Educational Research	EPSY 6655	Advanced Methods for Causal Inference from Data
XXXX	Elective /Independent Study	EPSY 5643	Text Analytics
EPSY 6651	Methods for Causal Inference from Data	EPSY 6611	Hierarchical Linear Models
YEAR 4			
Fall		Spring	
GRAD 6950	Dissertation Credits	GRAD 6950	Dissertation Credits
	COMPLETE COMPS EXAM		
EPSY 6619	Advanced Modeling using Latent Variable Techniques	XXXX	Elective /Independent Study
YEAR 5			
Fall		Spring	
GRAD 6950	Dissertation Credits	GRAD 6950	Dissertation Credits
XXXX	Elective /Independent Study	XXXX	

*Expected – equivalent or competency exam are required to be waived – but does not count towards 24 credits in Competency I.

** Students may request to have this requirement waived if they have taken a graduate-level Educational Psychology or Learning course from another university and earned a B or better.

Typical Course Sequence (assuming EPSY 5601, 5605 are completed) for a student who begins the PhD in an odd year (e.g., Fall 2025, Fall 2027)

YEAR 1			
Fall		Spring	
EPSY 5610	Applied Regression Analysis	EPSY 6611	Hierarchical Linear Models
EPSY 5510	Learning: Its Implications for Education**	EPSY 6601	Methods and Techniques of Educational Research
EPSY 5602	Educational Tests and Measurements	EPSY 5621	Construction of Evaluation Instruments
YEAR 2			
Fall		Spring	
EPSY 6615	Structural Equation Modeling	EPSY 6636	Measurement Theory and Application
EPSY 6637	Item Response Theory	EPSY 6638	Advanced Perspectives on Item Response Theory
EPSY 6621	Program Evaluation	EPSY 6623	Advanced Program Evaluation
YEAR 3			
Fall		Spring	
EPSY 6651	Methods for Causal Inference from Data	EPSY 6655	Advanced Methods for Causal Inference from Data
EPSY 5613	Multivariate Analysis in Educational Research	EPSY 5643	Text Analytics
XXXX	Elective /Independent Study	XXXX	Elective /Independent Study
YEAR 4			
Fall		Spring	
GRAD 6950	Dissertation Credits	GRAD 6950	Dissertation Credits
	COMPLETE COMPS EXAM	XXXX	Elective /Independent Study
YEAR 5			
Fall		Spring	
GRAD 6950	Dissertation Credits	GRAD 6950	Dissertation Credits

**Expected – equivalent or competency exam are required to be waived – but does not count towards 24 credits in Competency I.*

*** Students may request to have this requirement waived if they have taken a graduate-level Educational Psychology or Learning course from another university and earned a B or better.*

Degree Requirements for Ph.D.

As mentioned earlier in this document, the total number of credits for the Ph.D. is 75. This includes a minimum of 54 credits of coursework, 3 credits of independent study, internship practicum credits, and 15 credits of dissertation preparation (required by the graduate school).

As soon as possible after the end of the first year the Ph.D. plan of study should be completed, signed by the student and advisory committee members, and submitted to the Graduate School for approval. More information can be found in the Graduate Catalog (<https://gradcatalog.uconn.edu/>).

Ph.D. Exams

Two gateway exams are administered to students in the program. Each is described below.

Preliminary Exam.

The preliminary exam is taken after completing the sequence of introductory and prerequisite courses within the RMME program and should be taken after the completion of 18 credits in the PhD program. The questions on this exam are related to content covered in EPSY 5601, EPSY 5602, EPSY 5605, EPSY 5610, EPSY 6601 and one additional course determined at the discretion of the advisor. All students are expected to answer questions on the content of these core courses, regardless of whether or not they completed the coursework in our program. This exam ensures that students demonstrate mastery of foundational RMME content. The exam will be used to identify areas of strength and weakness in the student's mastery of content. If any weaknesses are identified, the student will work with his/her major advisor to develop a plan to remediate in the area of concern. Timeline for completion of the remediation plan is at the discretion of the major advisor. However, it is typically expected that mastery will be demonstrated by the end of the 2nd year of full-time study.

Note for Ph.D. students who wish to earn a Master's degree en route to the Ph.D. Once a student has completed 30 credits in the program, including all required classes for the M.A. degree he/she is eligible to receive a M.A. "en route" to the Ph.D. More advanced classes within the *Research Methodology and Quantitative Expertise* competency may be substituted for EPSY 5605, 5607 and 5601 for the purposes of receiving the M.A. In addition to completing the 30 required credits, to receive the M.A. "en route" to the Ph.D. students must do one of the following:

- 1) Students may complete the Master's comprehensive exam.
- 2) Students may complete a Master's thesis.
- 3) Students may complete a capstone project (the project completed as part of the EPSY 5621 class will count towards this requirement).
- 4) After passing the RMME general/comprehensive exam (see next section), students may apply for a Master's degree in RMME without any additional requirements.

RMME Program General/Comprehensive Exam Procedures.

The RMME program comprehensive examination is the final step before students begin to work on their dissertation research. It is anticipated that by the time that students sit for this exam, they will have acquired considerable knowledge in RMME. It is also the time when they should be able to make connections between content covered across courses and develop their own perspective on the knowledge they have acquired. Finally, by this point, students should have formed their own opinions on varying perspectives found in the field. The focus, then, is on knowledge integration, critical appraisal of key ideas, and the ability to communicate both in writing and orally.

Students must complete all required coursework listed in Table 1 prior to taking the comprehensive exam (in some cases exceptions can be made if students have not completed EPSY 6655, EPSY 6619 or EPSY 6638). The RMME program comprehensive examination must be taken within 1 calendar year of completing all of the required coursework. However, students may elect to take the exam sooner (i.e., immediately after finishing all required coursework). Further, the comprehensive examination must be passed in its entirety within five years of the student's matriculation in the degree program. Failure to complete the work within the periods specified or failure to maintain continuous registration will require reevaluation of the student's entire program and may result in a notice of dismissal from the degree program. In any event, the student may not take the general examination before the plan of study has been filed with the graduate school. **In addition, the RMME program requires that students have no incomplete coursework on their transcripts when they sit for the comprehensive exam.** (Please note: this requirement includes both coursework in the courses that are required for the comprehensive exam as well as coursework in any other elective courses.)

Exam questions relate to the five core areas in our Ph.D. plan of study:

1. Educational Statistics (including regression and multivariate statistics)
2. Item Response Theory
3. Program Evaluation
4. Modeling (including multilevel modeling and structural equation modeling)
5. Research Design (including general techniques of educational research and techniques for making causal inferences from educational data)

The comprehensive exam will consist of a series of questions that span these five areas of study. The questions will be given in a take home format, and the student will have one week to complete each question. Although the five core areas span several key classes that student's take as part of the RMME program, the questions that are asked in the comprehensive exam may not have been directly covered in the course. However, the knowledge and skills that students developed in the courses should allow them to be able to successfully answer the questions. Questions may require students to discuss theoretical issues in RMME, discuss current issues or controversies within RMME, design or critique a study, carry out data analyses, interpret research results, or integrate and synthesize research in a particular area. Students may use online materials or books,

but may not consult any other people, including professors, current or former students, or any other experts, in the preparation of their responses. The comprehensive examination is turned into the exam committee, which consists of at least 5 core RMME faculty. The exam committee shall have at least two weeks to read and evaluate the exam questions. The committee will then schedule an oral comprehensive exam defense at a mutually convenient time. At the oral defense, the student will be asked to clarify or elaborate on responses to his or her exam questions and could be asked additional questions from one or more of the five core areas. Typically, the oral exam lasts 90-120 minutes. The full comprehensive exams will be administered twice a year. The first exam period begins in July-September and the second exam period begins in January. Given the schedule of the Spring comprehensive exam, we recommend that students take very little other coursework during the semester that they are completing the comprehensive exam. Students may enroll in an independent study course to receive academic credit for the completion of the comprehensive exam.

Generally speaking, factors that are considered when assessing a student's written and oral responses include:

1. The student's grasp of knowledge and in-depth understanding of theories, methods aligned with the core areas of the RMME program. Although the emphasis is not on rote memorization, it is assumed that students will have committed to memory a significant amount of knowledge in these core areas.
2. The student's ability to integrate accumulated knowledge, draw connections between content, and relate knowledge to concepts, theories, and historical and current trends.
3. The student's ability to use existing knowledge and apply it to new content or scenarios. The ability for students to engage in critical thought.
4. The student's ability to critically examine information and express their own view on key ideas, including controversies, in the core areas.
5. The student's ability to write and speak with clarity and confidence. Students should communicate clearly what they know and do not know.

There are three potential outcomes for each of the exam questions. A student can "pass" the question, which means that no additional revisions are required. A student may be asked to "revise" his or her response to the question. In such a scenario, the student will be given a deadline for completion of the revised response. If the revision is not received by the deadline (which shall be no later than one month prior to the beginning of the subsequent comprehensive exam period), then the student automatically fails that section of the comprehensive exam and must sit for that section during the next exam period. Finally, a student may "fail" the section. If a student fails a question, he or she must complete a new question on that section of the comprehensive exam during the next administration period. A student who fails one or more sections of the exam twice will be dismissed from the Ph.D. program. Failing to turn in a section of the exam by the due date/time is deemed a failure.

Although this exam is likely to be stressful for students, we wish to reinforce that the faculty have a stake in students' success. As such, faculty try to provide every opportunity available for students to demonstrate their level of competence.

Advisory Committee Formation

Each Ph.D. student is assigned a major advisor upon admission to the Ph.D. program. During the first year of the program, the major advisor works with the student to choose appropriate coursework, helps the student to develop and pursue research interests, and generally helps the student to navigate graduate study. As soon as possible after the end of the first year the Ph.D. plan of study should be completed, signed by the student and advisory committee members, and filed with the Graduate School. In doing so, students will need to choose an initial advisory committee of three RMME members.

As students begin to hone their research interests, it is not uncommon for them to want to modify advisory committee members to help with the design and preparation of the dissertation proposal and dissertation. If this is the case, the RMME program strongly supports students choosing the most appropriate advisory committee members for their research interests and modifying their advisory committee accordingly. The faculty sees the ideal time for such changes occurring at the completion of doctoral coursework, just prior to the completion of the doctoral comprehensive exams.

The advisory committee consists of the major advisor and at least two other advisory committee members. Regardless of how many advisory members are on a student's dissertation committee, the majority must be comprised of RMME faculty. (So, a three person committee must contain at least two RMME faculty and a four or five person committee must contain at least three RMME faculty.) Occasionally, it may be desirable or appropriate for a student to have co-major advisors (not more than two). Each co-major advisor must hold an appropriate appointment to the graduate faculty in the student's field of study and area of concentration (if applicable). In addition, regardless of the number of advisory committee members, at least two external readers must read and evaluate the dissertation proposal. External readers may be from inside or outside the RMME program, or they may be outside the university.

For the final defense of the dissertation, at least five faculty members must participate in the event as advisory committee members, readers, or external participants in the oral defense. It is common for RMME faculty members who serve as external readers for the dissertation proposal to become advisory committee members prior to the final defense of the dissertation. Again, regardless of how many advisors are on the PhD committee, the majority must be comprised of RMME faculty. Additional information regarding the composition of the advisory committee can be found at the graduate school's [website](#).

Continuous Registration

Ph.D. students must maintain registration continuously each semester (except summer/winter sessions) until all requirements for the degree have been completed. Information on maintaining continuous registration when not registering for credit bearing classes can be found at the "Non-credit registration" section of the [Graduate Catalog](#). Students who fail to maintain continuous registration and are discontinued from their academic program may need to reapply for admission to the PhD program- readmission is not automatic.

Focus of the Dissertation Study

While students occasionally have a secondary focus of their dissertation research (e.g., STEM, equity and social justice, educator preparation), the *primary* focus of the dissertation should be a study designed to contribute to the knowledge base associated with research methods, measurement and/or evaluation. Dissertations may also contribute to more than one area of these areas. The major advisor works with the student to help craft a study that fulfills this requirement. Students should begin conversations about the scope, content, and context of the dissertation study as early as possible to ensure that the students' dissertation ideas and interests will serve to fulfill the dissertation requirement within RMME.

Appendix A. Graduate Student Annual Student Review Form

**Annual Progress Review
for EPSY RMME Doctoral**

Purpose

This review provides a way to facilitate interaction and communication between students and their advisors or advisory committee.

More specifically, it:

- provides a vehicle for students to reflect on their progress and accomplishments during the previous calendar or academic year and plan their activities and efforts for the following year.
- allows students to provide a review of their professional activity during the past year.
- aids major advisors or advisory committee in providing their graduate students with feedback.

Name	Click or tap here to enter text.
Email Address	Click or tap here to enter text.
Date of Matriculation	Click or tap to enter a date.
Anticipated Conferral Date	Click or tap to enter a date.
Major Advisor	Click or tap here to enter text.
Associate Advisors	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.

Part I: Milestones and Self-Evaluation

To be completed by student by

Please mark achieved and enter date.

Achieved	Milestone	Date
<input type="checkbox"/>	Plan of Study on file with the Registrar's Office	Click or tap to enter a date.
<input type="checkbox"/>	Completed Requirements and Paperwork for Masters	Click or tap to enter a date.
<input type="checkbox"/>	Passed General Exam	Click or tap to enter a date.
<input type="checkbox"/>	Defended dissertation proposal	Click or tap to enter a date.
<input type="checkbox"/>	Other (Indicate milestone and date completed)	Click or tap to enter a date.

A. Future Plans

1. What are your career goals? Right now, what do you plan to do or think you might want to do after you complete your degree? Are you sure of this direction, or are you still exploring?

Click or tap here to enter text.

B. Coursework

1. List the courses (including research credits) that you have taken (if any), including any in which you are currently enrolled. You may also append an unofficial transcript.

2. List any courses you plan to take over the next year.

3. List any Incompletes you currently have or anticipate having, and your plans (if any) for completion of the courses.

C. Scholarly Activity (Research and/or Creative Activity)

1. Provide a description of the progress you have made on your dissertation in the past year. *(If applicable)*

Click or tap here to enter text.

2. Provide a description of the progress you have made on your RMME-focused research in the past year.

Click or tap here to enter text.

3. Provide an outline of the RMME-focused research and writing you plan to undertake and complete over the next year.

Click or tap here to enter text.

4. If you have not made demonstrable progress in your RMME-focused research over the past year or do not anticipate making demonstrable progress over the next year, please explain.

Click or tap here to enter text.

D. Notable Accomplishments

1. List any notable accomplishments or recognitions you received over the past year (e.g., awards, scholarships/fellowships, completed or scheduled conference paper or poster presentations, grant applications submitted or funded, manuscripts completed, submitted, accepted or published, etc.).

E. Graduate Assistantship Experiences

1. List your GA experiences for this year, including your supervisor. Provide a brief description of the work you completed for each GA.

Click or tap here to enter text.

2. Describe any GA experiences you had that have enhanced your knowledge or skills. (If applicable)

Click or tap here to enter text.

3. Are there particular kinds of knowledge or skills you are hoping to develop or opportunities you are hoping to have in future GA experiences? (If applicable)

Click or tap here to enter text.

F. Teaching and Communication Experience

1. List any experiences you have had over the past year that have enhanced your teaching skills (for example, as a teaching or lab assistant, instructor of record, or teacher/teacher's aide). (If applicable)

Click or tap here to enter text.

2. Describe any experiences you have had over the past year that have enhanced your communication skills (such as seminar or workshop presentations, or other public speaking engagements). (If applicable)

Click or tap here to enter text.

G. Professional Development

1. List any professional development activities you have been involved in over the past year, either on-campus or through other organizations.

Click or tap here to enter text.

2. Describe any service-related activities in which you have been involved. Indicate any leadership roles you played in those activities.

Click or tap here to enter text.

H. Interaction with Program

1. What academic, research, and professional skill/development supports would you like your program to provide over the next year?

Click or tap here to enter text.

2. If you have questions or concerns that you would like to discuss with your advisor, advisory committee, or Program Coordinator, please list them here. (If you have concerns that you would like to discuss with The Graduate School, please make an appointment with the appropriate person or email graduateschool@uconn.edu.)

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I. Anything Else to Communicate

1. Is there anything else that is important for your advisor, advisory committee, or Program Coordinator to know? (If applicable)

Click or tap here to enter text.

Part II: Evaluation by Major Advisor
to be completed by Major Advisor by

- A. Please evaluate and provide any comments you have about the student's academic progress to date and over the past year.

Click or tap here to enter text.

Please describe any expectations that have not been met and plans to address any areas of inadequate progress, as well as any recommendations regarding continuation of funding, etc.

Click or tap here to enter text.

- B. Please comment on the student's plans for the coming year as articulated above. Do these plans seem realistic? Will adhering to these plans result in adequate academic progress or better? Please describe any concerns or suggestions for the student's goals and plans for the upcoming year.

Click or tap here to enter text.

- C. What are reasonable check-in points or deadlines within the next year for feedback/progress checks? What are your expectations of the student regarding effective communication?

Click or tap here to enter text.

- D. Do you have suggestions for what could be done to improve the student's graduate experience and chances for career and personal success?

Click or tap here to enter text.