

**GRADUATE
PROGRAM IN
PSYCHOMETRICS
DOCTORAL
STUDENT
HANDBOOK**



Department Of Psychology Faculty And Staff	5
Overview of The Graduate Program In Psychometrics	6
Mission	6
Program Goals	6
School Of Graduate Studies	8
Policies and Procedures	8
Deadlines	8
Changes to the Handbook	9
Graduate Program Director	10
Advisor	10
Appointment	10
Role	10
Can an Advisor be changed?	10
Can my Advisor remove themselves from my committee?	11
If a faculty member removes themselves, the following process is to be used:	11
Initial Advisory Committee	13
Doctoral Advisory Committee	13
Committee Membership:	13
Definitions:	13
First-year Presentation	14
Doctoral Advisory Committee Duties:	14
Establishing the Doctoral Advisory Committee	14
Advisory Committee Meetings	16
Can an Advisory Committee member be changed?	16
Doctoral Program of Study	17
Full-Time and Part-Time Status	17
Residency	18
Suggested Timeline for Completion of the Doctoral Degree	18
Doctoral Coursework	20
Fulfillment of Master's Degree Course Requirements	20
Required Courses Continued	22
Doctoral Full-Time Sequence	23
Doctoral Part-Time Sequence	24
Research Apprenticeship	25
First-Year Presentation	25
Second-Year Paper	25
Guidelines	25
Qualifying Examination	26
Requirements	26
Articulated Research Interest	27
Qualifying Examination Timeline and Results	27

Qualifying Examination Evaluation and Vote	28
Vote Descriptions	28
Dissertation	29
Dissertation Guidance	30
Proposal & Proposal Defense	31
IRB Approval	32
Dissertation Defense	33
Dissertation Submission to the School of Graduate Studies	34
Policies for all students	35
Internships	36
Internship Types	37
Internship Site	38
Proposal for Established Internships	38
Proposal for Student-Developed Internships	39
Internship Product, Reporting, and Evaluation	39
Annual Evaluation of Student Progress	40
Student evaluations result in one of the following four ratings:	40
Evaluation Follow-Up	41
Portfolio	41
Ongoing Participation in Professional Activities	43
Conference Presentations	43
Colloquia	43
Transfer of Credits from another Institution	45
Course Waiver Policy	45
Incoming Doctoral Students	46
Grading System & Requirements	46
Academic Dismissal	48
Appeals	48
Grievances	49
Forms	49
Scholarly Community and Professional Decorum	50
Suggested Professional Memberships	51

DEPARTMENT OF PSYCHOLOGY FACULTY AND STAFF

Chairperson

JOCELYN TURNER-MUSA, PH.D.
 Professor and Chair BSSC 226H
 (443) 885-3290
 jocelyn.turnermusa@morgan.edu

Associate Chairperson

AMBER HODGES, PH.D.
 Associate Professor and Associate Chair
 Ext. 4351 - BSSC 438
 amber.hodges@morgan.edu

Faculty

TERRA BOWEN-REID, PH.D.
 Associate Professor
 Ext. 2728 - BSSC 436
 terra.bowenreid@morgan.edu

JUSTIN BONNY PH.D.
 Assistant Professor
 Ext. 3061 - BSSC 432
 justin.bonny@morgan.edu

DAMON BRYANT PH.D.
 Assistant Professor
 Ext. 3906 - BSSC 423
 damon.bryant@morgan.edu

R. TRENT HAINES, PH.D.
 Associate Professor
 Ext. 3291 - BSSC 434
 trent.haines@morgan.edu

KORI KRUEGER, PH.D.
 Assistant Professor
 EXT. 3290 - BSSC 424
 kori.krueger@morgan.edu

INGRID TULLOCH, PH.D.
 Assistant Professor
 Ext. 2276 - BSSC 427
 ingrid.tulloch@morgan.edu

KIMBERLY WARREN, PH.D.
 Associate Professor
 Ext. 3492 - BSSC 433
 kimberly.warren@morgan.edu

KAREN WATKINS-LEWIS, PH.D.
 Assistant Professor
 Ext. 2112 - BSSC 426
 karen.watkins-lewis@morgan.edu

MICHAEL NETTLES, PH.D.
 Full Professor and Endowed Chair
 of Predictive Analytics and Psychometrics
 Ext. 3290 - BSSC 510
 michael.nettles@morgan.edu

KYLE NOLLA, PH.D.
 Assistant Professor
 Ext. 3290 - BSSC 427
 kyle.nolla@morgan.edu

LENING OLIVERA-FIGUEROA

Assistant Professor

Ext. 3290 -BSSC 428

lening.oliverafigueroa@morgan.edu

ANITA WELLS, PH.D.

Associate Professor

Ext. 3495 - BSSC 435

anita.wells@morgan.edu

Staff

JOY GRANT

Psychometrics Program Coordinator

BSSC 426

joy.grant@morgan.edu

ROGER STOKES

Budget Manager

Ext. 3290 - BSSC 510

roger.stokes@morgan.edu



OVERVIEW OF THE GRADUATE PROGRAM IN PSYCHOMETRICS

Mission

The mission of the Psychometrics program at Morgan State University is to develop a cadre of professionals trained to address the technical merits of psychological and educational assessment and evaluation, especially where people of color are concerned.

Program Goals

The goals of the Graduate Program in Psychometrics are to:

1. Develop scholars who possess sophisticated statistical and analytical capabilities and the quantitative and methodological skills (e.g., measurement theory, statistical analysis, research design, evaluation, and qualitative tools) needed to design, develop, interpret, and use valid, reliable, and fair measurements and assessments of what and how individuals learn.
2. Develop a new cadre of researchers and practitioners who have the analytical skills and cultural competence to effectively yield innovative interventions that address issues within

the discipline itself, as well as inform policies that influence minority or special populations (e.g. African Americans) and those within urban environments.

3. Prepare individuals from traditionally underrepresented populations in higher education for leadership roles in education and other fields.

Scientific research serves as the primary vehicle to advance theories that explain how people learn, teach, and differ from one another. Students will be prepared to conduct and apply research concerned with the development and validation of psychological measures and principles with the potential to optimize human development and learning; and how to improve the methodological techniques that are employed in this process.

Students in Psychometrics will be instructed in a coordinated program of statistics, testing, educational assessment, program evaluation, and other applied research techniques. Students in the program will be equipped to be culturally competent vis-à-vis the needs of those within the urban environment. The program will afford students the opportunity to attain competency in quantitative and research skills relevant to disciplines within the behavioral and social sciences and education as well as apply their knowledge to instruction, industry, business, and health.

SCHOOL OF GRADUATE STUDIES

The School of Graduate Studies provides a number of resources for graduate students at Morgan State University. All Psychometrics students should become familiar with these resources, including key personnel.

Policies and Procedures

All Psychometrics students should make themselves familiar with the written policies of the School of Graduate Studies. These policies can be found on the School's website and in publications such as the School of Graduate Studies Catalog, the Handbook and Style Guide for Dissertations and Theses, and the Thesis and Dissertation {ETD} Student Checklist. In the event of a conflict, the written policies of the School of Graduate Studies supersede the policies and procedures outlined in this handbook.

Deadlines

Students are well-advised to keep track of all deadlines associated with their progress in the program. All deadlines associated with the School of Graduate Studies can be found on the MSU website. Among them are deadlines for:

- Qualifying Examinations
- Application for Graduation
- Dissertation and Thesis Submission to the School of Graduate Studies

The Student Handbook



The Student Handbook is designed to be a helpful tool and resource for students and faculty in the Graduate Program in Psychometrics. The policies and procedures contained in this handbook will guide the student and faculty through the Master's and/or Doctoral degree programs. Students will be expected to follow the policies and procedures outlined herein throughout their matriculation in the Program.

Changes to the Handbook

This handbook is a living, breathing document and, at times, may be edited for clarity or when policies and procedures change. Students and Faculty will be notified when changes are made to the handbook and/or when new policies are implemented.

Graduate Program Director

Once a student has been admitted to the Graduate Program in Psychometrics, the Program Director keeps track of the status of the student and all matters involving the School of Graduate Studies. It is imperative, therefore, that the Advisor and the student submit information to the Program Director at each step in the student's program, including the timely submission of all associated forms.

Advisor

Appointment

Upon acceptance to the Graduate Program in Psychometrics, the student is assigned to an Advisor based on mutual research interests, faculty availability, and other factors. The Advisor then serves as the student's committee chair.



Role

The Advisor assists the student in planning course selections in coordination with the Program Director and in selecting members of the student's Advisory Committee.



The Advisor is a professional and research mentor for the student and encourages the student toward a timely and meaningful completion of the program. The Graduate Program in Psychometrics uses an advising agreement form (that is specific to the

individual student and advisor relationship) to detail the expectations and boundaries of the relationship. The form should be completed during the first advising meeting and updated as needed.

To maintain good standing, all graduate students must hold a formal meeting with their Advisor, either in person or via phone/video conference, no less than once per semester throughout their degree program.

Can an Advisor be changed?

Once the first year of graduate study is complete, it is desirable that the same faculty member continue to serve as an Advisor for the duration of the program. Sometimes, however, a need arises that requires a change of Advisor. Therefore, at any point during the program prior to the dissertation proposal oral defense, the student may select another member of the faculty to serve as an Advisor. The student should discuss this need with the current Advisor and the faculty member

who may be willing to accept this responsibility. There is no penalty or repercussion incurred by the student for opting to work with another Advisor.

Once an agreement is formed, the student should seek final approval of this change by completing the Change in Advisor Form and gathering signatures from the new Advisor, the outgoing Advisor, and the Program Director.

Can my Advisor remove themselves from my committee?

There may be a circumstance that requires the Advisor to remove her/himself as the student's mentor. Possible reasons include:

- Retirement or sabbatical before the student can complete the project.
- A student's lack of progress on the research project.
- A more suitable faculty member is available

If a faculty member removes themselves, the following process is to be used:

1. Faculty members will notify the student of the need to seek another chair or committee member and discuss possible options.
2. A replacement faculty is identified and gives full approval to accept the student
3. The student submits a completed Change in Advisor Form



GRADUATE
PROGRAM IN
PSYCHOMETRICS

Doctoral Degree Requirements

Initial Advisory Committee

Students admitted to the Morgan State University Graduate Program in Psychometrics are assigned an advisor, who is the chair of their initial advisory committee. Psychometrics Faculty members serve as the initial advisory committee members. During the first year, students must meet with their committee at least once per semester. Students will be supported in a variety of ways throughout their first year and are assisted in forming their full advisory committee. After the first year, the student will work with their Advisor to make changes to committee membership so it reflects the required membership of the Doctoral Advisory Committee.

Doctoral Advisory Committee



Psychometrics students are guided by an Advisor and an Advisory Committee throughout their graduate studies. The purpose of the Advisory Committee is to give continuity of direction and counsel and to provide role models and intellectual stimulation to the student from the beginning of the program to the completion of the degree. A student's full Advisory Committee must be convened, either in person or via video/phone conference, once per academic year beginning no later than the second academic year of study and each year thereafter.

Committee Membership:

The committee must be made up of at least three and not more than five committee members, including the chair who also serves as the student's Advisor. At least 50% and not more than 80% of committee members must be internal committee members. That is, they must be full-time, tenured, or tenure-track professors in the Department of Psychology at Morgan State University. The remaining member(s) must be external to the department. All committee members must have a Ph.D. Students who seek a different committee composition must contact the Program Coordinator for more information; exceptions to the committee membership policy are rare and require a strong and substantial rationale.

Definitions:

- Internal committee members are defined as committee members who are members of the tenured or tenure-track faculty in the Morgan State University Department of Psychology.
- External committee members are defined as committee members who are not a member of the tenured or tenure-track faculty in the Morgan State University Department of Psychology.

First-year Presentation



Graduate students are expected to gain research experience from their research apprenticeship during their first year.

In the spring term of their first year, students will give a presentation to their initial advisory committee that serves as a review of their first-year research and an overview of what they plan to work on for their second-year paper. In this presentation, students will also be expected to demonstrate competence in the material covered in PSYM 540, PSYM 550, PSYM 560, and PSYM 570 as well as any other coursework recommended by the student's advisor.

Doctoral Advisory Committee Duties:

- Approves the program of study, second-year paper, and internships;
- Administers and votes on the written and oral Qualifying Examination; and
- Approves the dissertation proposal, the written dissertation, and the final oral examination.

Establishing the Doctoral Advisory Committee



After the first year of study, doctoral students must transition from the Initial Advisory Committee to the Doctoral Advisory Committee within one year. To accomplish this, they should consult with initial advisory committee members, including their Advisor, to develop a list of potential members. The student should then meet with potential members to gauge mutual interest, expectations, and other important considerations. Following those meetings, the student must discuss with their Advisor their desired committee composition. Once the student and Advisor agree on committee membership, the student shall complete the Doctoral Advisory Committee Establishment Form. The Doctoral Advisory Committee is officially formed and replaces the Initial Advisory Committee when the committee has been approved by the required signatories on the establishment form.

The Advisory Committee must then be kept at its full complement throughout the graduate career of the student. In the event of a vacancy on the Committee (e.g., resignation, faculty leave, dismissal from the committee, inability to serve), an appropriate replacement must be made prior to the making of any Committee decision (i.e., Qualifying Examination, proposal, and internship approval, and the final dissertation examination).

Advisory Committee Breakdowns

Policy: At least 50% and not more than 80% of committee members must be internal committee members.

All Committee Members must have a Ph.D.

3-Person Committee Options		Key
<p>Chair (Internal) 1st CM (Internal) 2nd CM (Outside)</p>	<p>Internal: Full-time Department tenured/tenure track faculty in the MSU Dept. of Psychology Outside: Adjunct, part-time, and/or non-tenure track psychology faculty in the Dept. of Psychology, or faculty and staff from other departments and institutions. CM = Committee Member</p>	
4-Person Committee Options		
<p>Chair (Internal) 1st CM (Internal) 2nd CM (Internal) 3rd CM (Outside)</p>	<p>Chair (Internal) 1st CM (Internal) 2nd CM (Outside) 3rd CM (Outside)</p>	
5-Person Committee Options		
<p>Chair (Internal) 1st CM (Internal) 2nd CM (Internal) 3rd CM (Internal) 4th CM (Outside)</p>	<p>Chair (Internal) 1st CM (Internal) 2nd CM (Internal) 3rd CM (Outside) 4th CM (Outside)</p>	

Advisory Committee Meetings



It is the responsibility of the student to prepare and have available for each committee member the proposed sequence of coursework and other requirements.

After completing their first year of study, doctoral students are required to hold at least one full Advisory Committee meeting per academic year (September–April) in order to remain in good standing. It is recommended that meetings be scheduled early in the semester to allow for changes in the program to be corrected early. Meetings must be held in person or via telephone or video conference with all members present. It is the student's responsibility to contact each committee member and arrange a meeting time and place that is convenient for everyone. All meetings should be documented on the student's advising sheet.

Students are expected to meet with their Advisor at least once per semester to discuss and plan their doctoral program, which includes proposed coursework and a timetable for the completion of the Research Apprenticeship, internship, Qualifying Examination, and Dissertation. Although the Advisor will chair the Advisory Committee meeting, it is the responsibility of the student to prepare and have available for each committee member the proposed sequence of coursework and other requirements. The student should also keep an up-to-date advising sheet, which is used by program faculty to monitor student activities and progress toward degree completion.

Advisory Committee meetings shall not be held during the first two weeks or the last two weeks of the fall and spring semesters, or during extended breaks in the academic calendar (i.e., Winter Break, Spring Break, and Summer Break). These times are often extremely busy for faculty members and students alike. Additionally, the extended breaks in the academic calendar are often filled with tasks that cannot be completed during the academic year such as ongoing research activities, personal and professional travel, and special events. This restriction may be lifted in rare and extenuating circumstances by agreement among the student, the Advisor, and all Advisory Committee members.

Can an Advisory Committee member be changed?

The same policy exists for changing a committee member as for changing the Advisor. Once full communication and an agreement are reached with the outgoing and replacement faculty, the student should seek final approval of this change from the Program Director through submission of the Change in Advisory Committee Member Form. The student must obtain new signatures, indicating the new committee member on the Advisory Committee Appointment Form.

Doctoral Program of Study

The doctoral program requires a minimum of 33 credit hours beyond the requirements of the Master's Program (see Doctoral Coursework, below) and has both full-time and part-time options. Regardless of full-time or part-time status, the School of Graduate Studies requires all students pursuing a doctoral degree to satisfy all degree requirements within seven (7) years from the date of admission to the School of Graduate Studies. Students who exceed the seven-year statute of limitations may be dismissed from the program.



Students who have not been enrolled in the program and the School of Graduate Studies for three consecutive semesters and have not corresponded with the Program Director and the School of Graduate Studies during that period are no longer considered continuing students. Such students may be required by the Dean of the School of Graduate Studies to reapply for admission.



Full-Time and Part-Time Status

According to the School of Graduate Studies, graduate students are considered full-time when registered for at least 9 credit hours per semester. The full-time sequence generally requires at least three years of coursework and at least one year of subsequent dissertation research.

The part-time sequence generally increases the amount of time to complete the degree by at least 50% over the full-time sequence. To be considered part-time, students must register for a minimum of 6 credit hours of coursework per semester. Similar to full-time students, part-time students must take courses in sequential order. This means that students cannot enroll in, or register for, higher-level courses until they have passed the appropriate lower-level courses. The suggested course sequence for both full-time and part-time students can be found on pages 28 and 29.



In addition to coursework, doctoral students are required to complete several additional training opportunities including the development and maintenance of the student's portfolio, the completion of an internship, a research apprenticeship with the Advisor, the Qualifying Examination, and the dissertation. This section describes each of these requirements in detail.

Residency

All candidates must satisfy 18 credit hours of residency requirements in one of the following ways:

- Full-time candidates must enroll in 9 credit hours per semester for two consecutive semesters.
- Part-time candidates must enroll in 6 credit hours per semester for three consecutive semesters.

Suggested Timeline for Completion of the Doctoral Degree

Psychometrics faculty members are committed to the thorough preparation of doctoral students and understand that the time required to accomplish this preparation may differ depending on numerous factors. Except under extraordinary circumstances, a full-time doctoral student should complete the program within five years. The following is a suggested timeline that students can use to gauge their progress toward degree completion.

Studies during that period are no longer considered continuing students. Such students may be required by the Dean of the School of Graduate Studies to reapply for admission.

MSU GRADUATE PROGRAM IN PSYCHOMETRICS DOCTORAL TIMELINE

YEAR 1

- Completion of 18–21 hours of formal coursework
- Begin Research Apprenticeship with Advisor
- Formal Advising Meeting with Major Professor once per semester
- Selection of Psychometrics members of Advisory Committee (by midterm of second semester)
- Annual meeting with Advisory Committee to discuss program goals and objectives
- Complete CITI Ethics Certification (by end of first semester)
- Submit Portfolio
- First Year Presentation
- Attendance at professional meetings and colloquia

YEAR 2

- Continued progress on completion of formal coursework, including an additional 18–21 hours of formal coursework
- Selection of full Advisory Committee (third semester)
- Annual meeting with Advisory Committee to discuss program goals and objectives and approve Internship
- Complete Research Apprenticeship with Advisor
- Submit Portfolio updates
- Presentation at professional meetings and colloquia

YEAR 3

- Continued progress on completion of formal coursework, including an additional 18–21 hours of formal coursework
- Successful completion and oral defense of Qualifying Examination
- Annual meeting with Advisory Committee to discuss program goals and objectives
- Submit Portfolio updates
- Presentation at professional meetings and colloquia

YEAR 4

- Enrollment in PSYM 997 Dissertation Guidance
- Completion and defense of Dissertation Proposal
- Permission obtained from the Institutional Review Board to conduct research
- Substantial progress on dissertation data collection
- Submit Portfolio updates
- Presentation at professional meetings and colloquia

YEAR 5

- Continued enrollment in PSYM 997 Dissertation Guidance (other courses may be taken as needed/required to complete degree or for personal interest)
- Completion and defense of Dissertation
- Submission of dissertation for publication in refereed journal(s)

Doctoral Coursework

The Doctoral program of study is designed by the Advisor and the student either before or during the first term of study and includes projected dates for completion of the degree.



The program requires a minimum of 36 credits beyond the coursework required for the Master's Degree; these credits include 30 credits of coursework, 3 credits of internship, and 3 credits of dissertation defense. Students are encouraged to pay close attention to the School of Graduate Studies' deadlines as they plan their program of study.

Fulfillment of Master's Degree Course Requirements

Students who are admitted to the doctoral program in Psychometrics must demonstrate proficiency in specified courses listed under the Master's degree requirements.

Because the courses listed in the Master's degree program are foundational to doctoral study in Psychometrics, all students, regardless of classification, must demonstrate proficiency, which may be achieved in one of two ways:

1. The student earned a passing grade in an equivalent course as part of another graduate degree program at an accredited university within the past seven years. Under this option, the student must submit a completed Course Waiver Form to the Program Director that includes verification of prior course content. This form must be submitted no later than the end of the student's first semester of coursework, but preferably before.

Once the content of the courses has been verified and the waiver approved, the student will be exempt from taking the appropriate courses. (See the Course Waiver section for more information.)

Full-time students must complete any remaining courses associated with the Master's Degree no later than their second year of study; part-time students must complete any remaining courses associated with the Master's Degree no later than the third year of study.

2. The student completes the required master's courses in the Graduate Program in Psychometrics with a passing grade as part of their program of study.

Master's Courses that Require Demonstrated Proficiency

PSYM 530 – Principles and Foundations of Measurement

PSYM 540 – Psychometric Theory

PSYM 550 – Principles and Methods of Research

PSYM 560 – Principles and Foundations of Statistical Methods

PSYM 570 – Applied Statistical Inference

PSYM 760: Multivariate Analysis I

One of the following:

PSYM 501 – Advanced Theories in Personality

PSYM 502 – Learning and Cognition

PSYM 503 – Human Development

PSYM 504 – Social Psychology

Doctoral Program Required Courses

The following is a list of courses that are required of all doctoral students beyond the required Master's in Psychometrics courses. The number of credits listed indicates the total number of credits associated with each category. Course waivers will affect the total number of required credits.

Measurement and Assessment	Statistics
<p style="text-align: center;"><u>9 Credits</u></p> <p>PSYM 610: Test Construction PSYM 730: Assessment Design PSYM 740: Principles and Foundations of Item Response Theory PSYM 745: Principles and Foundations of Rasch Measurement PSYM 750: Test Equating, Scaling, and Linking PSYM 810: Pro-Seminar in Selected Topics in Advanced Psychometrics PSYM 845: Advanced Topics in Rasch Measurement</p>	<p style="text-align: center;"><u>9 Credits</u></p> <p>PSYM 660: Categorical Data Analysis PSYM 670: General Linear Models PSYM 765: Multivariate Analysis II PSYM 770: Factor Analysis, Multidimensional Scaling, and Clustering PSYM 780: Multilevel Longitudinal Data Analysis PSYM 790: Structural Equation Modeling PSYM 860: Pro-Seminar in Selected Topics in Advanced Statistics</p> <p>*Additional Statistics courses as they become available</p>
<p style="text-align: center;">Internship</p>	
<p style="text-align: center;"><u>3 Credits</u></p> <p>PSYM 899: Internship</p>	
<p style="text-align: center;">Qualifying Examination</p>	<p style="text-align: center;">Electives</p>
<p style="text-align: center;">PSYM 993: Pre-Candidacy</p> <p>*Upon completion of all required courses, doctoral students must enroll in PSYM 993 until they pass the Qualifying Examination.</p>	<p style="text-align: center;"><u>12 Credits</u></p> <p>PSYM 620: Principles and Methods of Program Evaluation PSYM 720: Methods of Qualitative Research PSYM 800: Pro-Seminar in Selected Topics in Measurement Related Policy PSYM 801: Independent Study I PSYM 802: Independent Study II</p>
<p style="text-align: center;">Dissertation</p>	<p>(Also includes other courses that are not taken to fulfill a requirement under a different category)</p>
<ul style="list-style-type: none"> • PSYM 997: Dissertation Guidance (3/9* credit hours) • PSYM 998: Dissertation Defense (3/9* credit hours) <p>*The PSYM 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).</p>	

Required Courses Cont.

Upon completion of all required courses, doctoral students must enroll in PSYM 993 until they pass the Qualifying Examination.

After they have passed the Qualifying Examination, doctoral students must enroll in PSYM 997 for the remainder of their time in the program. Once they submit the Intent to Defend form to the School of Graduate Studies (SGS), SGS personnel will change their enrollment to PSYM 998 Dissertation Defense. Students may not enroll themselves in PSYM 998.

PSYM 997 is not considered a course that earns academic credit and therefore does not count toward the total number of credits required for the Ph.D. This course merely provides full-time status to the student during the writing of the dissertation.

Doctoral Full-Time Sequence

The following is a typical sequence of courses full-time doctoral students might complete. It should be noted that the following is only an example of the full-time sequence. It will likely be revised or altered in collaboration with the student's Advisory Committee or because of programmatic needs.

First-Year Fall Courses

PSYM 530: Principles & Foundations of Measurement

PSYM 560: Principles & Foundations of Statistical Methods

Core Foundations in Psychology

Second-Year Fall Courses

Doctoral Statistics Course

Doctoral Measurement Course

Elective

Third-Year Fall Courses

Doctoral Statistics Course

Doctoral Measurement Course

Internship

Fourth-Year Fall Course

PSYM 903 Pre-Doctoral Candidacy

Additional Years

PSYM 997 Dissertation Guidance

*** Upon submission of required dissertation paperwork to the School of Graduate Studies dissertation students will be enrolled in PSYM 998: Dissertation Defense

First-Year Spring Courses

PSYM 540 Psychometric Theory

PSYM 550 Principles & Methods of Research

PSYM 570 Applied Statistical Inference

Second-Year Spring Courses

Doctoral Statistics Course

Doctoral Measurement Course

Elective

Third-Year Spring Courses

Elective

Additional Courses may be added to maintain full-time status.

Fourth-Year Spring Course

PSYM 907 Dissertation Guidance

Doctoral Part-Time Sequence

The following is a typical sequence of courses part-time doctoral students might complete. It should be noted that the following is only an example of the part-time sequence. It will likely be revised or altered in collaboration with the student's Advisory Committee or because of programmatic needs.

First-Year Fall Courses

PSYM 530: Principles & Foundations of Measurement

PSYM 560: Principles & Foundations of Statistical Methods

Second-Year Fall Courses

PSYM 760: Multivariate Analysis I
Core Foundations in Psychology

Third-Year Fall Courses

Doctoral Statistics Course
Elective

Fourth-Year Fall Course

Doctoral Measurement Course
Elective

Fifth-Year Fall Course

PSYM 899: Internship
Elective

Sixth-Year Fall Course

PSYM 997: Dissertation Guidance

First-Year Spring Courses

PSYM 540: Psychometric Theory

PSYM 570: Applied Statistical Inference

Second-Year Spring Courses

PSYM 550: Principles & Methods of Research
Doctoral Measurement Course

Third-Year Spring Courses

Doctoral Statistics Course
Doctoral Measurement Course

Fourth-Year Spring Course

Doctoral Statistics Course
Elective

Fifth-Year Spring Course

PSYM 993: Pre-Doctoral Candidacy

Sixth-Year Spring Course

PSYM 997: Dissertation Guidance

*** Upon submission of required dissertation paperwork to the School of Graduate Studies dissertation students will be enrolled in PSYM 998: Dissertation Defense

Research Apprenticeship



At the beginning of the first year of study, each doctoral student will begin a Research Apprenticeship under the mentorship of their Advisor

The purposes of the Research Apprenticeship are threefold:

- 1) To allow students the opportunity to conduct high-quality scholarly research in collaboration with their Advisor
- 2) To allow students to familiarize themselves with the scholarly publication process
- 3) To prepare students for the dissertation phase by conducting an original research project.



First-Year Presentation

Near the end of the first year of study, first-year students must make two research presentations. One of these presentations is to their Initial Advisory Committee and will also include other academic information (see the second on Initial Advisory Committee for more information on this presentation.) The other presentation will be made during the Colloquium Series.

Second-Year Paper

The Research Apprenticeship will culminate in a co-authored manuscript, also known as the Second Year Paper, which is submitted to a peer-reviewed scholarly journal. The student will serve as the first author and the Advisor as the second or senior author. If the student and Advisor determine that additional content-area or methodological expertise is needed to produce a suitable manuscript, they may, by mutual agreement, invite additional authors to join the paper.

Guidelines

The Research Apprenticeship must be completed before the Qualifying Examination. Apprenticeship plans must be approved by the student's Advisor. Upon submission of the Second Year Paper to an appropriate journal, the student must submit the Second Year Paper Submission Form

All scholarly work – including publications and presentations – resulting from the Research Apprenticeship must follow the ethical guidelines of Morgan State University, the American Psychological Association, and other relevant governing bodies. As such, it is the responsibility of both the student and the Advisor to ensure that all aspects of the apprenticeship conform to the highest ethical standards. Although each project may require additional ethical considerations, they will, at a minimum, require MSU Institutional Review Board approval for human subjects research and meet the authorship guidelines as found on the American Psychological Association's webpage and the scholarly outlet(s) to which the project is submitted.

It should be noted that completing the Research Apprenticeship is not the same as conducting a master's thesis. Rather, it is meant to underscore the value of independent research within the field of Psychometrics as evidenced by a less rigid structure. For example, doctoral students are not required to take Thesis Seminars and Thesis Guidance Courses while completing their research projects. Similarly, doctoral students cannot complete the Qualifying Exam until they have completed the Research Apprenticeship. Lastly, the written product is not submitted as a standard research paper which will then be converted into a manuscript; rather, the paper begins and ends as the manuscript with the format dependent upon guidance from the Advisor and the requirements of the journal to which the manuscript is submitted.

Qualifying Examination

Requirements

A Qualifying Examination is required of all doctoral students who:

- 1) Have met the University's residency requirements
- 2) Are in good academic standing;
- 3) Have submitted their Research Apprenticeship manuscript for publication
- 4) Have completed all course requirements; and
- 5) Have approval from their Advisor, who may consult with other members of the Psychometrics faculty and the Program Director.



The Qualifying Examination must be completed within one year of the student's completion of the requirements listed above. Students must be enrolled in the University for the duration of the examination process. Oral examinations will not be permitted during the University's summer and winter recesses or the first and last two weeks of the semester.

General Description

The Qualifying Examination will consist of a set of 3–5 papers that are in response to questions submitted by the student's exam committee followed by an oral defense. The papers will be designed by the student's Advisory Committee. The purpose of the exam is to determine if the student has a sufficient understanding of the knowledge gained in the required courses (listed above) and is prepared to undertake the responsibility of completing a doctoral dissertation. Each paper will take the form of a qualifying review of the literature in an area related to the student's research interest, and/or a project designed to extend the student's analytic capabilities.

The Psychometrics faculty members expect that the Qualifying Examination will provide a foundation for the student's dissertation proposal. Therefore, the written component of the examination will be devised by the student's Advisor and Advisory Committee and will use the student's articulated research interest as a point of departure. All written work must follow the ethical and format guidelines of the American Psychological Association.

Articulated Research Interest

At least two months before the Qualifying Examination is planned, the student shall meet with their Advisor to discuss possible research interests. **Within one**



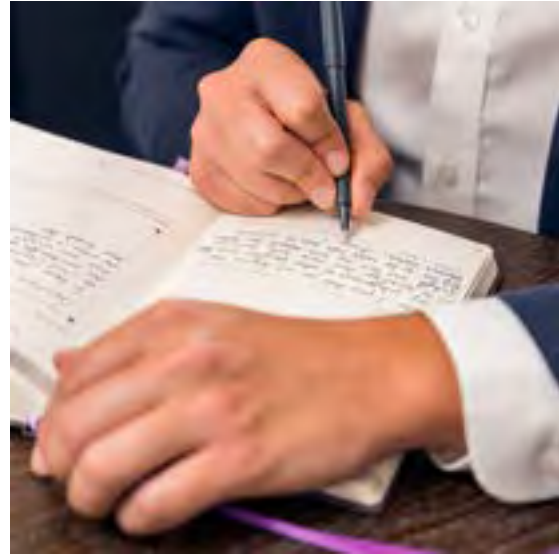
month of that meeting, the student will be required to submit a short paper of no more than five pages articulating a clear dissertation research interest to the Advisor. This paper should be written as a mini-proposal and should include a brief review of the literature,

research methods, analytic procedures that might be used in this area, and a rationale for why research in this area is needed. Upon approval from the Advisor, this paper will then be distributed to the exam committee who will use the information to develop specific questions for the student's Qualifying Examination.

Qualifying Examination Timeline and Results



The written portion of the examination must be submitted within six weeks of receiving the exam questions and at least three weeks prior to the oral defense. Each paper must be submitted to the student's Advisor and members of the committee by 5 PM on the due date. Failure to submit the written portion in appropriate APA format by 5 PM on the due date, except in the event of a documented medical emergency or death of an immediate family member, will result in the automatic failure of the examination. Early submission of exam responses is discouraged and will not affect the remainder of the review and defense schedule.



No later than two weeks following the due date of the written portion of the Qualifying Exam, the Advisor and members of the Committee will vote electronically to determine if the student shall proceed to the oral defense. If a majority of committee members vote to proceed, the oral defense shall be held as scheduled. If a majority of committee members indicate the student is not ready to proceed, the Advisor shall discuss potential options with the committee members and notify the student before the scheduled oral defense.

If the committee votes to proceed with the oral exam, it will take place no earlier than three weeks after the papers have been submitted to the student's committee. The oral exam will be a dialogue with the exam committee that typically lasts 1½–2 hours. This dialogue will be focused on the student's responses to written portions of the Qualifying Exam but may also include other topics relevant to the student's research interests. Immediately following the oral exam, the exam committee will meet in a closed-door session to evaluate the student's performance on both the written and oral portions of the exam. **Options for the final vote on the exam include "Pass", "Remediate Written Responses", and "Fail", as described below.**

Subsequent to the vote, the student will be asked to rejoin the meeting and will be notified of the committee's decision. It is the student's responsibility to schedule the oral examination with the committee members prior to receiving the questions for the written portion of the exam. This process should be done in consultation with the student's Advisor.

Qualifying Examination Evaluation and Vote

The majority of the Advisory Committee must vote to pass the student based on the overall quality of the student's written and oral performance. There will be at least two votes for each exam: once after the committee has read the written exam, and once at the end of the oral exam. In cases when the student is required to remediate the exam, additional votes will be taken.

Written Exam Voting

At least three days before the scheduled oral examination, members of the committee will vote on proceeding with the oral exam. There are three options available for this vote: Proceed to the Oral Exam, Remediate Written Responses, and Fail. These options are described below.

Oral Exam Voting

At the end of the oral examination, members of the committee will vote on the outcome of the exam. There are three options available for this vote: Pass, Remediate Written Responses, and Fail. These options are described below.

Vote Descriptions

Proceed to the Oral Exam: The student will proceed to the oral exam, as scheduled.

Pass: This option is only available at the conclusion of the oral exam. It indicates the student successfully wrote and defended the Qualifying Examination.

Remediate Written Responses: The student will be required to schedule a meeting with their Advisor within one week to review the committee's decision, outline remediation requirements, and set a deadline for resubmission of the written portions of the exam. Following this meeting, the student will have no more than two weeks to remediate the specified written portion(s) of the exam and submit them to the Advisor and members of the committee. Committee members then will have two additional weeks to read and vote on the outcome of the remediated portion(s) of the exam. Students may remediate the exam only once during the exam process. If the remediation occurs before the oral examination, the committee members must vote to either "Proceed with the Oral Exam" or "Fail" at the conclusion of the remediation process. If the remediation occurs after the oral exam, the committee members must vote to either "Pass" or "Fail" the student.

Fail: The student exam process will start anew with the possible addition of required meetings between the student and individual exam committee members. This decision will be at the discretion of the student's Advisor and will be made in consultation with the exam committee members. If the student is required to meet with the other committee members, the Advisor will discuss the purpose of these meetings with the student and committee members before they are scheduled. The purpose may involve a discussion of problematic responses to the exam, a list of required reading or other tasks the student must undertake, or other options as determined by the Advisor and committee member(s).

Upon failing the exam, the student must wait at least four months but no longer than one year before redoing the exam. The chance to retake the Qualifying Exam is offered only once and will be comprised of 3–5 new papers. If the student fails the exam a second time, they will be dismissed from the Graduate Program in Psychometrics and may appeal the decision of dismissal according to Morgan State University policy. It should be noted that students must make this appeal within one (1) year of the effective date of the dismissal.

Dissertation

The Dissertation is the last phase of the Ph.D. program. It is a written analysis of a specific academic topic that applies traditional scientific methods of inquiry to examine specific research questions or

hypotheses. The purpose of the dissertation is to ensure that the student has mastered the ability to pursue a systematic investigation that examines significant issues or problems in the area of Psychometrics. The Dissertation is also designed to contribute to the student's knowledge, skills, and research expertise in Psychometrics. Students choose a topic that addresses carefully chosen research questions that the student then investigates.

Additionally, the dissertation will provide students with the opportunity to:

1. Demonstrate their ability to execute original and independent research.
2. Thoroughly explore and examine a topic in which they are interested.
3. Establish a foundation for what is conceived to be the beginning of their future scholarly endeavors.

Dissertations may be written using one of two general formats – a traditional five-chapter format or a four-chapter format. Students will work with their doctoral Advisory Committee to decide which format is most appropriate given the nature of their research question(s). This format decision should be made prior to beginning work on the dissertation proposal.

Students shall obtain a copy of the Handbook for Dissertations and Theses published by the School of Graduate Studies at the beginning of the dissertation phase of their program, if not before. The School of Graduate Studies Handbook governs the dissertation and thesis process and guidelines for all graduate studies programs and departments at Morgan State University.

The student should plan carefully to meet departmental and Graduate School deadlines for the completion of the doctoral degree (consult the School of Graduate Studies for details). ***Students should carefully note that the quality of the dissertation will not be compromised or driven by these deadlines.***

Dissertation Guidance



Upon successful completion of the Qualifying Examination, the student's Advisor and Advisory Committee will continue to guide the student through the dissertation process. It is at that point, however, that the student may make any final changes to the Advisor or Advisory Committee membership, except in extraordinary circumstances as determined by the student's chair and the Program Director. If any changes in chair or committee membership are made, the criteria set forth in the description of the Advisor and Advisory Committee shall apply to all new members.

The Advisor takes the lead in guiding the student through the dissertation process. They are the person with whom the student works most closely. The Advisor convenes members of the Advisory Committee when indicated. The Advisor must approve all decisions regarding the student's dissertation; thus, students must consistently consult the Advisor throughout the dissertation process. The student should plan to meet with the Advisor several times each semester while the dissertation proposal and the dissertation itself are prepared.

All decisions regarding the student's dissertation must be approved by the Major Professor; thus, students must consistently consult the Major Professor throughout the dissertation process.

The Advisory Committee also supervises and guides the student in selecting a dissertation topic, conceptualizing the research problem and research questions, executing the research design and data analysis, and organizing and presenting the ideas that shape the dissertation. Therefore, all committee members should be actively involved in the project strategies and progress throughout the research project, as each member offers a unique contribution to the final product. It is the student's responsibility to engage committee members in making research decisions and inform them of project progress.

Approval of the final research product and dissertation defense should be an ongoing and interactive involvement in the student's research rather than just an evaluative process at the end of the project. Dissertation members who have not had the opportunity to provide early feedback are more likely to delay the final timeline of research completion until remediation can occur. Generally, each committee member should be consulted individually on an as-needed basis, but typically not less than once per semester.

Proposal & Proposal Defense

In consultation with the Advisor, the student will develop a dissertation study proposal describing the work to be accomplished. The proposal is a written explanation of the rationale for the study. It explains the basis for the research and the specific procedures the student will follow. The proposal

consists of either 1) the first three chapters of a traditional five-chapter dissertation or 2) the first two chapters of a four-chapter dissertation.



Doctoral students should plan to spend several months writing the proposal. Once the first draft is written and submitted to the Advisor, students may need to complete multiple revisions before the proposal is ready to be submitted to the full committee. The expectation is that when other committee members receive the student's proposal it should require only minor revisions.

The proposal should include as many of the following components as the Advisor and committee members believe are applicable:

- Statement of the Problem
- Purpose and Rationale of the Study
- Theoretical Framework, Perspective, or Line of Inquiry
- Comprehensive Review of the Literature
- Theoretically Grounded Research Questions
- Theoretically Grounded Hypotheses
- Methodology, Procedures, or Modes of Inquiry
- Data Sources or Evidence
- Significance of the Study
- List of References
- Appendices with Instruments, Interview Protocols, or other data gathering means
- Information regarding the Informed Consent Process to be followed

Once the dissertation proposal is complete and has been approved by the Advisor, the student will arrange a meeting with the Advisory Committee to discuss and approve the proposal. The student should give each committee member sufficient time to read the proposal, keeping in mind that the time required by a faculty member to read a student's work and provide feedback will depend on the faculty member's previous commitments and schedule. A copy of the final draft of the proposal should be given to each committee member a minimum of two weeks before the meeting. Upon receipt of the dissertation proposal, each committee member shall notify the dissertation chair at least two working days in advance of the oral defense if they believe the student is not prepared to move forward.

Other faculty and students may be invited to the proposal oral defense at the discretion of the student and the chair.

The purpose of the dissertation proposal defense is for the student to present orally the ideas contained in the proposal in a context in which the Major Professor and all committee members are present.



Although the Advisor sets the agenda for the meeting, a typical dissertation proposal defense typically lasts 1-2 hours and includes a brief oral presentation of proposal highlights; an opportunity for questions, feedback, and suggestions by members of the committee; and closed-door deliberation among, and vote by, the Advisor and Advisory Committee members.

At the end of the closed-door deliberation and vote, the Advisor will notify the student of the outcome. The Advisor and committee members will also complete the Dissertation Proposal Defense Form to verify the committee's decision; this form shall be submitted to the Program Director by the Advisor. The committee's decision regarding the proposal can generate the following outcomes:

- Passed (There are no suggested revisions, or there are minor revisions in substance and/or format which must be approved by the dissertation chairperson);
- Deferred (Major adjustments are needed in substance and/or format, and a second and final proposal hearing shall be held after the revisions are complete); or
- Failed (The proposal needs extensive revision in order for the candidate to execute the proposed research).

If a student fails the dissertation proposal, the Advisor shall meet with the student within two weeks to discuss the next steps in the dissertation process.

IRB Approval

Studies involving human subjects require approval from the Advisor, the Advisory Committee, and the Morgan State University Institutional Review Board (IRB). When appropriate and required, and before substantive work on the dissertation has been conducted, students will obtain approval from the IRB and other relevant authorities to conduct research involving the use of human subjects.

Dissertation Defense



The final oral dissertation examination is a meeting in which the student presents the entire dissertation, including the findings and implications, to the dissertation committee.

The dissertation defense is the formal defense of the student's dissertation. The final oral dissertation examination has three (3) objectives:

1. Assessment of the candidate's ability to orally defend the dissertation and engage in scholarly discussions at the highest level;
2. Assessment of the dissertation itself in terms of its scientific merit; and
3. Assessment of the dissertation's contribution to the existing knowledge base.

Before the dissertation examination can be scheduled, the student must complete the dissertation and secure approval of the completed work from their Advisor and all members of the Advisory Committee.

The official examining committee of the oral defense is the student's Advisory Committee. Although other faculty and students may be invited to the final oral defense, only the official examining committee can render the final decision concerning the quality of the student's performance in the oral defense. Once the oral defense is finished, the examinee and all guests will be asked to leave the hearing room. Discussion of the student's presentation will take place and a vote will be taken immediately by the Advisory Committee to determine if the student successfully defended the dissertation. Three outcomes of this vote are possible:

- **Passed** (There are no suggested revisions, or there are minor revisions in substance and/or format which must be approved by the dissertation chairperson);
- **Deferred** (Major adjustments are needed in substance and/or format, and a second and final dissertation defense shall be held after the revisions are complete); or
- **Failed** (The dissertation needs extensive revision in order for the candidate to successfully defend the dissertation, or the student failed to satisfactorily defend the dissertation).

The student will be verbally informed of the committee's decision immediately after the vote is taken by the chairperson of the committee, and confirmation of this vote will be documented by the Advisor's completion of the Dissertation Oral Defense Form.

The final oral dissertation examination must be scheduled by the student at a time mutually agreeable to the Advisor and members of the Advisory Committee. The final oral dissertation examination is a public meeting and is open to all faculty members and students in the Graduate

Program in Psychometrics, other graduate and professional programs at Morgan State University, as well as the student's friends, family members, and the public at large.

Copies of the dissertation must be presented to the student's Advisor and members of the Advisory Committee at least two weeks prior to the date of the final oral examination. The student shall consult with each member of the Advisory Committee to determine if members prefer to receive a printed copy or electronic copy of the dissertation. Upon receipt of the dissertation, each committee member shall notify the dissertation chair at least two working days in advance of the oral defense if they believe the student is not prepared to move forward.

The student is required to provide each person who attends the oral examination with a dissertation abstract.

Dissertation Submission to the School of Graduate Studies



If the student wishes to graduate at the end of the semester during which the oral examination takes place, the examination must be scheduled early enough so that the student can meet the School of Graduate Studies deadline for submission of the completed dissertation.

Consideration also must be given to the time it will take the Dean of the School of Graduate Studies (or her/his designee) to review the dissertation and provide feedback to the student. The Graduate School Dean also reviews all dissertations to ensure that they meet the standards and requirements identified in the School of Graduate Studies Handbook for Dissertations and Theses. The School of Graduate Studies makes the final determination of acceptance.

Students are well-advised to consult the Handbook for Dissertations and Theses throughout the dissertation preparation process to ensure all requirements are met so that they meet all necessary deadlines.



GRADUATE
PROGRAM IN
PSYCHOMETRICS

Policies For All Students

Internships

One of the most important goals of the Psychometrics Program is to prepare students to conduct original research. This training is provided continually throughout the graduate program and includes a research internship as part of both the master's and doctoral programs. At least one internship is required for students in the doctoral program. Most students opt to complete the internship during the summer months but may do so during the academic year with approval from their Advisor and the Program Director.



The purpose of the internship is to provide the student with an opportunity to engage in research experiences by working on ongoing research projects. It is expected that the internship placement will provide an opportunity for the student to apply professional knowledge and skills acquired in the Psychometrics program. Depending on the student's interest, the internship may be carried out in a variety of organizations, including but not limited to, governmental or non-governmental agencies, testing organizations, and/or school districts. Generally, the internship should be a position within an agency or organization where the skills of the student are seen as a valuable and substantive contribution to the work of the organization or unit.

Assignments often include collaborative research projects outside of the department, program development and evaluation, or other activities related to the student's interests and skills.

The student, under the guidance of their Advisor and Advisory Committee, is responsible for locating a suitable internship assignment. This process should begin no later than the beginning of the second semester of study at which time students should begin to identify areas of interest to assist in identifying the best internship site for their research interests. Once the student has identified a suitable internship site, the student must submit an internship proposal for approval by their Advisor and Advisory Committee.



The internship proposal must be submitted in its entirety before the internship begins. Failure to submit the required proposal and other documentation by the appropriate deadlines will result in the internship being denied as part of the student's program requirements.

Internship Types

Internships may be completed in one of two ways:

- **Established Internships** are those that are sponsored by a program, agency, company, or educational institution and incorporate a formal program for the internship. Often, students must apply to these internships and the internships have a scheduled set of tasks and opportunities in which the student participates.
- **Student-developed internships** are those that students develop in collaboration with a sponsoring scholar, program, agency, or other entity to conduct research or participate in other scholarly or measurement-related activities.

Our students have enjoyed a wide variety of internship sites, including those listed below:

- [American Institutes for Research](#)
 - Research and Evaluation
- [Baltimore City Public Schools](#)
 - Achievement and Accountability Office
- [Coppin State University](#)
 - Office of Institutional Research
- [CRP Incorporated](#)
- [Education Pioneers](#)
 - Friendship Public Charter School
- [Educational Testing Service](#)
- [Georgetown University](#)
 - Institute of Reproductive Health
- [The Hilltop Institute](#)
- [Institute for Education Sciences](#)
 - Test Research and Development
- [Morgan State University](#)
 - ASCEND Center for Biomedical Research
 - Office of Assessment
 - Office of Institutional Research
 - School of Computer, Mathematical and Natural Sciences
- [National Center for Education Statistics](#)
- [Prometric](#)
- [United States Census Bureau](#)
 - Center for New Media & Promotion

Internship Site

In determining a suitable internship site, the Student and Advisor must ensure the following guidelines are followed:

Doctoral students must complete the internships at an agency, institution, or another site that is neither affiliated with their place of employment nor on the campus of Morgan State University.



Proposal for Established Internships

The Proposal for formal internships must include:

- A description of the agency in which the internship is to be completed.
- A description of the professional activities in which the student is to be involved.
- The time commitment involved and the date range of the internship.
- The names, roles, and qualifications of the agency personnel who will supervise the student's performance during the internship.
- The student's official acceptance letter to the internship program.
- Program-provided plans for the internship program (e.g., schedule, tasks, opportunities, etc.)
- A statement of the student's purpose and specific professional goals while completing the internship.
- A description of how these goals relate to the student's program.

Once approved, the Internship Proposal becomes the Internship Plan.

Proposal for Student-Developed Internships

The student should carefully plan the internship activity in coordination with the student's internship site supervisor and under the guidance of the Advisor. The student is required to prepare a formal written proposal for the internship that must be approved by their Advisor and Advisory Committee prior to the start of the internship period.

The proposal for the internship should be a succinct, well-organized, and clear statement of the proposed work and its relevance to the student's program of study. This two to three-page document should include the following:

Once approved, the Internship Proposal becomes the Internship Plan.

- A statement of the purpose and specific professional goals of the internship for the student.
- A description of how these goals relate to the student's program.
- A description of the agency in which the internship is to be completed.
- A description of the professional activities in which the candidate is to be involved.
- The time commitment involved and the date range of the internship.
- The names, roles, and qualifications of the agency personnel who will supervise the student's performance during the internship.
- The names of faculty member(s) who will supervise the internship and the frequency and manner in which they will do so.
- A description of the expected results (i.e., Internship Product) from the internship that may serve as evidence of competent professional performance by the student. (Products of an internship usually include one or more completed professional papers, identifiable contributions to research proposals or projects, teaching and/or training assignments completed and evaluated, test instruments developed, etc.)
- An appendix (beyond the two- to three-page document) which contains the CV of agency personnel who will supervise the student during the internship.

Upon approval by the student's Advisor and Advisory Committee, the student must submit the Internship Agreement Form to the Advisor before the internship begins. This form must be accompanied by the Internship Plan and must be signed by the student's Advisor and the site supervisor.

Internship Product, Reporting, and Evaluation

The internship will culminate in a product agreed upon by the Advisory Committee, the agency, and the supervisors of the internship, as outlined in the Internship Plan. The student is



required to collect and submit the following documentation to their Advisor no later than one month after the internship ends:

1. The internship product that was agreed upon;
2. A six- to eight-page reflection and summary paper that describes the student's experiences, professional activities, skill development, and other pertinent information from the internship experience;
3. A formal written evaluation of the student's internship performance by the supervisor(s) from the agency or unit in which the work was completed; and
4. Internship Verification Form signed by the agency supervisor that reflects the number of hours of internship experience completed.

The written internship summary and any supporting documentation must be presented to the Advisory Committee for review and approval. The Advisory Committee will submit an evaluation of the internship experience to the Advisor who will in turn notify the student of the overall evaluation.

The evaluation will include one of the following ratings:

- Exceeded Expectations
- Met Expectations
- Did Not Meet Expectations.

Students who do not meet expectations will be required to develop and carry out a remediation plan which may include additional hours at the agency or a new placement altogether.

Annual Evaluation of Student Progress

Psychometrics faculty members evaluate each student's progress in the program each academic year. Program faculty review each student's professional and academic progress as evidenced by the documentation in the student's portfolio and during discussions of student progress. The student's continuation in the program is contingent upon successful progress evaluations. Students are encouraged to plan ahead to ensure that they complete all required work and milestones in a timely fashion and to stay in regular communication with program faculty to document their progress and goals.

Student evaluations result in one of the following four ratings:

- Exceeds Expectations
- Meets Expectations,
- Falls Below Expectations
- Poor Performance

Once the faculty conducts its review, the Program Director will send a letter to each student summarizing the faculty's evaluation of their progress, as well as any next steps that the student needs to take in order to remain in good standing and on track for successful completion of their degree. In addition, each student should meet with their Advisor to discuss feedback on their progress in the program and plans for the subsequent year.

Evaluation Follow-Up

Students whose evaluations result in a designation of either "Falls Below Expectations" or "Poor Performance" will be considered to be in difficulty in the program. Students who are in difficulty will receive a letter that specifies conditions that must be satisfied and a time frame for the student to be reclassified in good standing.

If the student remains in or returns to, difficulty during a subsequent annual or interim evaluation, they will be placed on academic probation and will be required to meet with Psychometrics faculty to discuss possible options.

Students who are on academic probation and fail to meet requirements set by the Psychometrics faculty by the specified deadline will be recommended for dismissal from the program.



Portfolio

Students in the Psychometrics program are expected to develop an online portfolio containing evidence of their accomplishments in the program. The Portfolio is developed incrementally each year the student is in the program and is designed to help the faculty guide the student in the development of her/his career. The portfolio must be updated according to guidance from the Program Coordinator and/or the Program Director. The required elements of the Portfolio are as follows:



Advising Sheet

Beginning the first semester of study, each student shall maintain a set of spreadsheets collectively called the Advising Sheet. These documents help the student, the Advisor, members of the Advisory Committee, and other faculty members maintain continuity of study for the student. In essence, it is a summary of the student's progress through the program. The advising sheet tracks several areas of interest and includes the following spreadsheets: Overview, Funding, Coursework, Professional Development, Internship, Research, Teaching, Service, and Other.

Statement of Research Interests and Professional Goals

Each student shall include a 1 – 2 page general statement of research interests and professional goals that outlines the student's current thinking. These statements should be discussed with the Advisor at least once a year.



Curriculum Vitae

Students should include an updated comprehensive curriculum vitae in the portfolio each year.

Research Experience

Students should include materials in their portfolio providing evidence of their experience with research in applied statistics, measurement, assessment, research design, and/or evaluation. This evidence must include documents required for the internship experiences and should include research reports or summaries of research in which the student has participated. Such evidence should begin accumulating in the portfolio as soon as possible but no later than April 1st of the second year.

Peer-Reviewed Papers & Conference Presentations

The student should include all of their publications that are under review, in press, or published. They should also include all of their presentations that are under review, accepted, or presented. Students should not include work that is in preparation or not peer-reviewed.

Other Papers and Presentations

Students may include, at their discretion, papers, and presentations that have not been peer-reviewed. All inclusions should be scholarly in nature.

CITI Certificate

Students should include a current copy of their CITI certification in the portfolio.

Professional Development Opportunities

Professional development opportunities exist throughout Baltimore and surrounding areas. Many universities, including MSU, hold colloquia, speaker series, and training opportunities. Additionally, several universities, research organizations, and professional organizations host specialized skill development trainings in statistics, measurement, research methods, evaluation, and many other areas. Therefore, students should participate in these opportunities as appropriate.

Ongoing Participation in Professional Activities

Conference Presentations

Scholarly presentations at regional, national, and international conferences are important evidence of ongoing scholarship. Therefore, students are expected to make at least one first-author presentation at an annual professional conference of their choosing by the end of their third year of study. There is no limit on other presentations, as students should present their research as often as appropriate and feasible.



Opportunities to develop and submit conference proposals are provided in the research apprenticeship and in many courses; they may also be presented in a variety of other contexts including internships, ongoing research with faculty members, funded research projects, and through one's professional affiliations. All conference presentations must be included on the student's CV and in the portfolio.

Colloquia



Doctoral students must participate in Psychometrics Colloquia, which is an ongoing series of presentations within the Psychometrics program that highlights ongoing research, professional development, and other topics of interest to students and faculty. A 70% attendance rate per semester is mandatory for all full-time students; part-time students must maintain a 50% attendance rate per semester.

In addition to attending the colloquia, students are expected to make an annual presentation during one of the sessions. These presentations should be scholarly in nature and focus on an element of the student's ongoing research interests. Because students and faculty take time from their schedules to attend these seminars, students are well-advised to 1) make a presentation of sufficient quality and value that it is likely to be (or has already been) accepted for presentation at a regional, national, or international research conference in the student's field of interest; and 2) meet with their Advisor several days in advance to gather feedback and ensure the presentation is of sufficient quality and value. Formal research presentations,

instructional sessions/demonstrations of specialized knowledge or methods, and highly instructive reviews of the literature are strongly encouraged.



GRADUATE
PROGRAM IN
PSYCHOMETRICS

Additional Information

Transfer of Credits from another Institution

At Morgan State University no more than 12 graduate credits taken at other accredited institutions may be applied towards the specific degree program (up to 6 credits for the Master's degree, and up to 12 credits for the Ph.D.). However, students cannot transfer credits if the courses they wish to transfer were counted as either a required course or elective in a previous program in which they earned a degree. Credits can only be transferred in cases where the credit was not counted toward the student's degree.



Although a request for the transfer of credits taken prior to enrollment in the School of Graduate Studies can be made, the transfer of credits will not be applied to the student's transcript until the student has completed 12 credit hours at Morgan. Transfer credit is not counted in the cumulative average or overall average of the doctoral program in Psychometrics. Transfer students can get courses waived only under the following conditions:

1. Courses were taken in another accredited Psychometrics doctoral program in the United States within four (4) years of the date of their acceptance into the Ph.D. program in Psychometrics at Morgan State University, and
2. A grade of "B" or better was received.

Credits for correspondence courses, workshops, and extension classes are not acceptable for transfer. The final decision about whether and what courses can be transferred resides with the Program Director and the School of Graduate Studies.

Transferred courses must meet the same requirements listed below in the Course Waiver Policy for departmental approval. Additional approvals and requirements are set forth in the School of Graduate Studies Catalog.

Course Waiver Policy

Students may request a waiver for certain, specified courses in the Graduate Program in Psychometrics if the following conditions are met:

- The course for which the student requests exemption was taken at the appropriate graduate level (master's or doctoral) at an accredited university;
- The student earned at least a B (or equivalent grade) in the course;
- The content of the course does not differ substantially from the course offered in the Graduate Program in Psychometrics, as evidenced by the course syllabus or a letter from the course instructor verifying course content;
- The course was completed within seven years of entering the Graduate Program in Psychometrics*; and
- The MSU course instructor, the student's Advisor, and the Director of the program approve the exemption.

*Students who meet all requirements listed above, with the exception of the time requirement (within seven years), may petition for a course waiver using additional evidence of course content mastery. Among the additional evidence may be sitting for an exam or other assessment, providing examples of recent scholarly work authored by the student, or other evidence deemed appropriate by the student's advisor, course instructor, and Program Director.

In order to request a waiver, the student shall complete the Course Waiver Form and include verification of course equivalency. This form must include the signature of the Morgan State University professor assigned to teach the specified course and the student's Advisor. Upon completion, the student shall submit the request to the Director of the program for approval or denial.

Incoming Doctoral Students

In addition to submitting a Course Waiver Form for each required course the student has completed from the Master's Degree curriculum, doctoral students may petition to waive up to nine credits of required doctoral coursework in such cases when previous graduate-level coursework cannot be transferred due to School of Graduate Studies regulations. It should be noted, however, that such a waiver does not exempt students from completing a minimum of 36 credits beyond the requirements of the Master's Degree. Rather, the student is expected to replace the waived courses with elective coursework as approved by their Advisor and Advisory Committee.

Grading System & Requirements

The grading system identified and explicated below applies to all course assignments, required core courses, elective courses, and to the academic credit given for the dissertation. Graduate programs at Morgan use the following grading system:

- A Superior
- B Average
- C Unsatisfactory, must repeat the course
- F Failing work, must repeat the course
- I Some phase of work is incomplete
- P Pass for non-letter grade courses
- AW An administrative withdrawal is given for appropriately documented financial, sickness, or unusual nonacademic reason
- W Official Withdrawal
- S Grade for Thesis or Dissertation Guidance
- CS Grade for Thesis or Dissertation Seminar until the defense of the Thesis or Dissertation is successfully passed

Note: Grades of "D" are not issued to graduate students in graduate courses. Graduate students taking an undergraduate course will be subject to undergraduate grading practices, where grades of "D" are awarded. Graduate students earning such a grade must repeat the course.

Graduate students at Morgan are required to maintain a minimum cumulative Grade Point Average (GPA) of 3.0 (B-average). A student whose cumulative grade point average falls below 3.0 at the end of any semester is automatically placed on academic probation. If the student's cumulative GPA

A student whose cumulative grade point average falls below 3.0 at the end of any semester is automatically placed on academic probation.

at the end of two (2) consecutive semesters continues to fall below 3.0, they will be dismissed from the Ph.D. program and the School of Graduate Studies.

Thus, when placed on academic probation, students are allowed only two (2) consecutive semesters to improve their cumulative GPA. A student's semester GPA is computed by dividing the total number of quality points earned by the number of courses taken in a given semester. A total of 4 quality points are given for a grade of A; three (3) quality points are given for a grade of B; and two (2) quality points are given for a grade of C. The GPA is officially determined and calculated by the Office of the Registrar.



Both grades of C and F indicate unsatisfactory academic progress in graduate courses. Students do not earn credit towards their degree for any courses where they receive a grade of F. Grades of F are computed, however, as part of the GPA. Once a student retakes the course for which the F grade was received and earned a grade of C or better, the higher grade will replace the F grade as part of the GPA computation.

Any course in which a grade of F has been earned or assigned (following the expiration of the time to resolve an Incomplete) must be retaken so that the grade can be replaced using the same original grade option. In Pass/Fail circumstances, the course must be retaken as Pass/Fail. When the course was originally taken for a letter grade, the retake must be registered for a letter grade. Any grade of F must be retaken at Morgan.

Any course in which a grade of C has been earned or assigned must be retaken so that the grade can be replaced using the same original grade option. Any grade of C must be retaken at Morgan State University.

The use of transfer courses to replace a grade of C is not allowed. Transfers only transfer credit and not course grades. If a student remains eligible for School of Graduate Studies funding after earning a grade of F or C, that funding cannot be applied to courses being retaken. Federal loans carry additional restrictions regarding funding for courses being retaken. The student must consult with the appropriate University Financial Aid Officer regarding funding eligibility and retaking courses.

No course in which a grade of A or B has been earned may be retaken unless the course is specifically designed for repeats. Those authorized, repeated courses will not have the original grades excluded from the GPA. The repeatable status of a course is noted in the catalog description of that course and is usually a topic, research, seminar, or guidance course.

I grades are given only in exceptional cases. Examples are documented illnesses or other documented emergencies that are beyond the student's control and that preclude the student from completing course requirements.

Sometimes "I" grades (or Incompletes) are given. A grade of I indicates that the requirements for a course have not been completed. In the School of Graduate Studies, "I" grades are given only in exceptional cases. Examples are documented illnesses or other documented emergencies that are beyond the student's control and that preclude the student from completing course requirements. A student's work in a course must be satisfactory to be granted an "I" grade. An "I" grade must be removed by the end of the next semester of enrollment following the granting of an "I" grade, or the incomplete grade will be changed to a grade of "F". Accumulating two or more Incompletes that have become "F" grades demonstrates a failure to make satisfactory academic progress and is grounds for academic dismissal.

Furthermore, students may not graduate with a grade of "I" on their Morgan State University transcript.

The evaluation of a student's academic performance is the sole responsibility of the faculty member who teaches or supervises a course in which the student is enrolled. It is also the responsibility of the individual faculty member to clearly and precisely indicate and explicate in the syllabus exactly how she or he will evaluate students' performance and how grades will be determined. If students disagree with a professor's evaluation – whether it is an individual assignment or the professor's final grade – they might consider scheduling a meeting with the professor to share their concerns. This meeting may or may not result in changing the student's grade, but it can be used as a vehicle to help answer questions the student may have. However, before any such meeting is scheduled, students should first critically examine their role in the grade they have received and the degree to which their performance could have been better.

Academic Dismissal

1. Unethical and/or dishonest academic conduct;
2. Failing to maintain a minimum cumulative grade point average of 3.0;
3. Exceeding the seven-year statute of limitations;
4. Failing the comprehensive examination twice;
5. Failing the dissertation proposal or the final dissertation defense twice;
6. Earning "C" grades totaling more than 20% of coursework according to the student's academic plan;
7. Earning a grade less than a B more than once for the same course
8. Receiving more than two grades of "F"; and/or
9. Failing to meet the specific academic requirements of the degree program. Among them are:
 - Failure to submit the Second Year Paper in a timely fashion
 - Persistent failure to meet with an Advisor each semester (more than two semesters)
 - Persistent failure to hold annual advisory committee meetings (more than two years)
 - Failure to make sufficient progress on the thesis or dissertation
 - Other as conveyed by the advisory committee

Appeals

If a student is placed on probation or dismissed from the program, he/she has the right to appeal the decision. All appeals regarding a student's academic progress must be addressed in writing to the Dean of the School of Liberal Arts who, in consultation with the department chair, the Program

Director, and the student's Advisor, will review the appeal and prepare a report with a written recommendation for review by the Dean of the School of Graduate Studies. The Graduate Studies Dean renders the final decision regarding a student's appeal.

Grievances

The grievance process begins with a written complaint by the student that is submitted to the Chair of the Department of Psychology no later than one semester (excluding summer) following the occurrence of the aggrieved incident or the date on which the student reasonably learns of the aggrieved incident. The Chair evaluates the complaint and, prior to making a decision as to the disposition of the complaint, will meet separately with the student and concerned faculty/staff member(s). If the matter cannot be resolved through these meetings, the Chair advises the student in writing of the right to request a formal hearing with one of two committees: the Grade Adjudication Committee, which hears complaints regarding grades for specific courses, or the Grievance Committee, which hears complaints regarding other matters related to students and their involvement with faculty and staff associated with the Department of Psychology and the Graduate Program in Psychometrics. Grievances that involve other academic units shall be addressed through the policies associated with that particular unit.

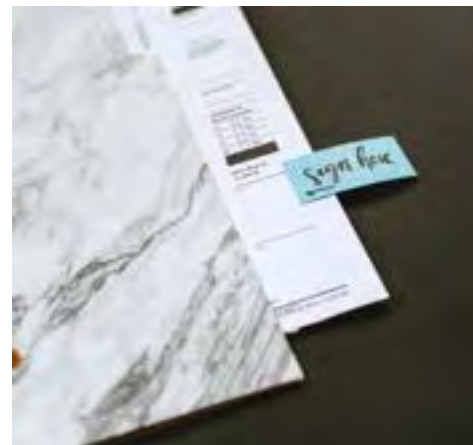
The Grievance Committee, which is an ad hoc committee comprised of two faculty members in the Department of Psychology (excluding faculty members involved in the complaint) and one Psychometrics doctoral student, is convened by its appointed Chairperson upon the request of the Department Chair; the Chairperson also provides all available documentation for review.

After the Grievance Committee reviews the complaint documents, the committee will extend an invitation to meet separately with the student and the concerned faculty/staff member(s) involved in the grievance; the committee may also request additional documentation for review. After such meetings, the Grievance Committee will deliberate to form recommendations that will be forwarded to the Chair of the Department of Psychology. The Chair will render and notify the student of the decision within 15 days. If the student is not satisfied with the chair's decision, the student may appeal to the Dean of the College of Liberal Arts, who will render a decision. If the student is not satisfied with the Dean's decision, the student may follow additional procedures as specified by the policies of Morgan State University.

The Grade Adjudication Committee will follow a similar procedure. These policies may be requested from the Chair of the Department of Psychology.

Forms

It is the student's responsibility to ensure all necessary forms are prepared and submitted in a timely fashion. Electronic versions of the forms are available on the Graduate Program in Psychometrics website. Students should make use of all fillable sections of the forms before printing and prior to submission. Please contact the Program Coordinator for technical assistance.



Scholarly Community and Professional Decorum

Psychometrics faculty members recognize the importance of formal and informal socialization opportunities for graduate students. Opportunities are available both inside and outside of the department for students to become acquainted with one another and with the faculty, and for the more advanced students to provide guidance and support to those students who are in the initial stages of the program. Advanced students, with the support and encouragement of the faculty, may organize informal gatherings to welcome incoming graduate students and orient them to the nature and expectations of the program.



Additional avenues by which professors and students in the Psychometrics program have the opportunity to exchange ideas include formal meetings such as students' defenses, departmental and/or program presentations, research teams, professional conferences, and individual or small-group meetings. Students are strongly encouraged to avail themselves of these opportunities to maximize their growth and to be good citizens of our local professional community.

Suggested Professional Memberships

American Psychological Association – www.apa.org

- American Psychological Association of Graduate Students
- Division 1 – Society for General Psychology
- Division 5 – Evaluation, Measurement, and Statistics
- Division 15 – Educational Psychology
- Division 45 – Society for the Psychological Study of Ethnic Minority Issues

American Educational Research Association – www.aera.net

- Graduate Student Council
- Division D – Measurement and Research Methodology
- Division H – Research, Evaluation, and Assessment in Schools
- SIG – Classroom Assessment
- SIG – Cognition and Assessment
- SIG – Educational Statisticians
- SIG – Large Scale Assessment
- SIG – Longitudinal Studies
- SIG – Measurement and Assessment in Higher Education
- SIG – Multilevel Modeling
- SIG – Multiple Linear Regression: The General Linear Model
- SIG – NAEP Studies
- SIG – Rasch Measurement
- SIG – Research on Evaluation
- SIG – Research Use
- SIG – School/University Collaborative Research
- SIG – Structural Equation Modeling
- SIG – Survey Research in Education
- SIG – Test Validity Research and Evaluation Psychometric Society – www.psychometricsociety.org

National Council on Measurement in Education – www.ncme.org

Northeastern Educational Research Association – www.nera-education.org

Association for Psychological Science – www.psychologicalscience.org

American Evaluation Association – www.eval.org

Maryland Psychological Association for Graduate Students - www.marylandpsychology.org