



**GRADUATE
PROGRAM IN
PSYCHOMETRICS
MASTER'S
STUDENT
HANDBOOK**



Department Of Psychology Faculty And Staff	3
Overview Of The Graduate Program In Psychometrics	5
Mission	5
Program Goals	5
Master's Program Objectives	6
School Of Graduate Studies	7
Policies and Procedures	7
Deadlines	7
Changes to the Handbook	8
Program Director	9
Full-Time and Part-Time Status	9
Residency	9
Thesis	9
Master's Cohort Advisor	9
Role	9
Master's Cohort Advisor	9
Master's Curriculum	10
Non-Thesis Option	10
Non-Thesis Option Master's Coursework	10
Non-Thesis Option Master's Full-Time Course Sequence	12
Non-Thesis Option Master's Part-Time Course Sequence	12
Non-Thesis Capstone Course	13
Thesis Option	13
Thesis Chair	13
Can a Thesis Chair be changed?	13
Can faculty members remove themselves from my committee?	13
The Thesis Advisory Committee	14
Establishing the Master's Thesis Committee	14
Thesis Option Master's Coursework	16
Required Courses	17
Full-Time Thesis Master's Course Sequence	18
Part-Time Thesis Master's Sequence	18
Thesis	19
Policies for All Students	20
Colloquia	21
First-Year Presentation	21
Internships	22
Internship Types	22
Internship Site	23
Proposal for Established Internships	23
Proposal for Student-Developed Internships	24

Internship Product, Reporting, & Evaluation	25
Annual Evaluation of Student Progress	25
Student evaluations result in one of the following four ratings:	25
Evaluation Follow-Up	26
Portfolio	26
Advising Sheet	26
Statement of Research Interests and Professional Goals	27
Curriculum Vitae	27
Research Experience	27
Peer-Reviewed Papers & Conference Presentations	27
Other Papers and Presentations	27
CITI Certificate	27
Professional Development Opportunities	27
Additional Information	28
Transfer of Credits from another Institution	29
Course Waiver Policy	29
Master's Students	30
Grading System & Requirements	30
Academic Dismissal	32
Appeals	32
Grievances	33
Forms	33
Scholarly Community and Professional Decorum	34
Suggested Professional Memberships	35

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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 Masters of Science in Psychometrics is designed to provide training for individuals within the educational, psychological, and other social science communities (e.g. teachers, administrators, clinicians, staff members, and policymakers) to assist them in effectively addressing issues related to the implementation of testing, assessments, and evaluations. One of the cornerstones of the program is training and preparing students in measurement, statistics, and research methods as they apply to educational and psychological issues.

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 allow students 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.

Master's Program Objectives

The Master's program in Psychometrics is designed to develop scholars who possess statistical and analytical capabilities and acquire the quantitative and methodological skills (e.g., measurement theory, statistical analysis, research design, and evaluation) needed to construct valid measurements and assessments of what and how individuals learn. A secondary objective of the program is to develop a new cadre of practitioners who have the analytical skills and cultural competence to effectively develop 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.

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 familiarize themselves 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
- 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 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.

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.

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 two years of coursework and thesis preparation. The part-time sequence typically increases the amount of time to complete the degree by 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.

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

Thesis

Master's Cohort Advisor

Students accepted into the Master's program will be assigned to the Master's Cohort Advisor. This advisor will advise students throughout the Master's program.



Role

Master's Cohort Advisor

The Master's Cohort Advisor assists students in planning coursework and other program requirements.



Master's Curriculum

The Master's program has two options for completion: the Non-Thesis Option and the Thesis Option. Upon acceptance into the Master's program, all students will be assigned to the Non-Thesis Option for the first 18 credits of study. At the end of the first 18 credits, students will continue in the Non-Thesis Option for the remainder of the program (12 credits) unless they apply for and are accepted into the Thesis Option.

Non-Thesis Option

Non-Thesis Option Master's Coursework



The Non-Thesis Option Master's 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 30 credits of coursework, including the completion of a capstone project.

Non-Thesis Option

Master's Program Required Courses

The following is a list of courses that are required of all Non-Thesis Master's students. The total number of credits listed in parentheses indicates the total number of credits associated with each category, assuming the student does not waive any courses. Course waivers will affect the total number of required credits.

<p>Foundational or Core Courses</p> <p>(6 credit hours)</p> <p>PSYM 550: Principles and Methods of Research</p> <p style="padding-left: 40px;">*And one of the following:</p> <p>PSYM 501: Advanced Theories of Personality</p> <p>PSYM 502: Learning and Cognition</p> <p>PSYM 503: Human Development</p> <p>PSYM 504: Social Psychology</p>	<p>Statistics</p> <p>(6 credit hours)</p> <p>PSYM 560: Principles and Foundations of Statistical Methods</p> <p>PSYM 570: Applied Statistical Inference</p>
<p>Measurement and Assessment</p> <p>(6 credit hours)</p> <p>PSYM 530: Principles and Foundations of Measurement</p> <p>PSYM 540: Psychometric Theory</p>	<p>Electives</p> <p>(6 credit hours)</p> <p>PSYM 610: Test Construction</p> <p>PSYM 730: Assessment Design</p> <p>PSYM 740: Principles and Foundations of Item Response Theory</p> <p>PSYM 745: Principles and Foundations of Rasch Measurement</p> <p>PSYM 760: Multivariate Analysis</p> <p>PSYM 899: Internship</p>
<p>Capstone</p> <p>(6 credit hours)</p> <p>PSYM 795: Capstone I</p> <p>PSYM 796: Capstone II</p>	

Non-Thesis students achieve candidacy by completing all required coursework except PSYM 796 Capstone II.

Candidates should enroll in PSYM 796 Capstone II during their final semester of study. If they wish to maintain full-time student status during their final semester, candidates may register concurrently in PSYM 793 Pre-Master's Candidacy or additional graduate courses.

Non-Thesis Option Master's Full-Time Course Sequence

The following is the prescribed full-time sequence of courses that all **full-time** Non-Thesis master's students complete. Any alterations to this sequence must be cleared by the Master's Cohort Advisor and the Program Director. In rare cases, the sequence may be changed due to programmatic needs.

First-Year Fall Courses

PSYM 502: Learning and Cognition
 PSYM 530: Principles & Foundations of
 Measurement
 PSYM 560: Principles and Foundations of
 Statistical Methods

First-Year Spring Courses

PSYM 540: Psychometric Theory
 PSYM 550: Principles & Methods of Research
 PSYM 570: Applied Statistical Inference

Second-Year Fall Courses

Elective
 Elective
 PSYM 795: Capstone I

Second-Year Spring Course

PSYM 796: Capstone II

Non-Thesis Option Master's Part-Time Course Sequence

The following is a typical sequence of courses **part-time** Non-Thesis Option Master's 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

First-Year Spring Courses

PSYM 540: Psychometric Theory
 PSYM 570: Applied Statistical Inference

Second-Year Fall Courses

PSYM 502: Learning & Cognition
 Elective

Second-Year Spring/Fall Courses

PSYM 550: Principles & Methods of Research
 Elective

Third-Year Fall Course

PSYM 795: Capstone I

Third-Year Spring Course

PSYM 796: Capstone II

Non-Thesis Capstone Course

Students will conduct in-depth research on a problem of practice within their professional area of interest and will design a corresponding real-world, practical project to expand their knowledge of the field. Projects must include analysis of data. The project will be concluded in the second capstone course.

Thesis Option

Students who are interested in completing a thesis must apply for the Thesis Option. Acceptance into the Thesis Option is contingent on the student submitting a successful application. Among the requirements for consideration are the following:

1. A proposal for the student's thesis project.
2. A thesis completion timeline that ensures the student will complete the thesis within two semesters of acceptance into the Thesis Option.
3. A letter of agreement from a tenured or tenure-track faculty member in the Department of Psychology. The letter must state that the faculty member agrees to serve as the student's thesis chair and that the student's project and the corresponding timeline are feasible.

**Acceptance into the Thesis Option will be determined by the Program Director in consultation with departmental personnel.

Thesis Chair

The Thesis Chair is also a professional and research mentor for the student and encourages the student toward a timely and meaningful completion of the program.

Can a Thesis Chair be changed?

Once the thesis chair has been assigned, it is desirable that the same faculty member continue to serve as the chair for the duration of the thesis. Sometimes, however, a need arises that requires a change of Chair. Therefore, at any point during the first semester of work on the thesis, the student may select another member of the faculty to serve as Thesis Chair. The student should discuss this need with the current Chair 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 Chair.

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

Can faculty members remove themselves from my committee?

There may be a circumstance that requires the Chair or committee member 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.

Definitions:

- Internal committee members are defined as committee members who are a member 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.

The Thesis Advisory Committee:

- Votes on the thesis proposal, the written thesis, and the thesis defense.

Establishing the Master's Thesis Committee

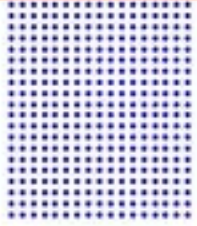
After being accepted into the Thesis Option, the student must form a Thesis Committee in collaboration with the Thesis Chair.

To accomplish this, they should consult with the Thesis Chair 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 Thesis Committee Establishment Form.

The Thesis 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., proposal, and internship approval, and the final thesis defense).



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>	



Thesis Option Master's Coursework

The Thesis Option Master's 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 30 credits of graduate work: 27 credits of coursework and 3 credits of Thesis Defense. Students are encouraged to pay close attention to deadlines within the [School of Graduate Studies as they plan their program of study.](#)

Thesis Option

Master's Program Required Courses

The following is a list of courses that are required of all Thesis Master's students. The total number of credits listed in parentheses indicates the total number of credits associated with each category, assuming the student does not waive any courses. Course waivers will affect the total number of required credits.

Foundational or Core Courses	Statistics
(6 credit hours)	(6 credit hours)
PSYM 550: Principles and Methods of Research *And one of the following: PSYM 501: Advanced Theories of Personality PSYM 502: Learning and Cognition PSYM 503: Human Development PSYM 504: Social Psychology	PSYM 560: Principles and Foundations of Statistical Methods PSYM 570: Applied Statistical Inference
Measurement and Assessment	Electives
(6 credit hours)	(9 credit hours)
PSYM 530: Principles and Foundations of Measurement PSYM 540: Psychometric Theory	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 760: Multivariate Analysis PSYM 899: Internship

Thesis

(3 credit hours)

PSYM 798: Thesis Seminar

Upon completion of the required coursework, students may enroll in PSYM 793 Pre-Master's Candidacy if they are unprepared to begin work on their Master's Thesis. Students who are prepared to begin the Master's Thesis should enroll in PSYM 798 Thesis Seminar instead.

Once students have completed PSYM 798, they must enroll in PSYM 797 Thesis Guidance until they successfully complete their Master's Thesis. Credits associated with PSYM 793 and PSYM 797 are not considered academic credit hours and therefore do not count toward the total number of credits required for the Master's Degree.

Full-Time Thesis Master's Course Sequence

The following is the prescribed full-time sequence of courses that all full-time Thesis Option Master's students must complete. Any alterations to this sequence must be cleared by the student's Advisor and the Program Director. In rare cases, the sequence may be changed due to programmatic needs

First-Year Fall Courses

PSYM 502: Learning and Cognition
 PSYM 530: Principles & Foundations of
 Measurement
 PSYM 560: Principles and Foundations of
 Statistical Methods

First-Year Spring Courses

PSYM 540: Psychometric Theory
 PSYM 550: Principles & Methods of Research
 PSYM 570: Applied Statistical Inference

Second-Year Fall Courses

Elective
 Elective
 Elective

Second-Year Spring Course

PSYM 797/799: Thesis Guidance/Thesis Defense

Part-Time Thesis Master's Sequence

The following is a typical sequence of courses part-time Thesis Option Master's students might complete. It should be noted that the following is only an example of the part-time sequence. It may be revised or altered in collaboration with the student's Advisor or because of programmatic needs.

First-Year Fall Courses

PSYM 530: Principles & Foundations of
 Measurement
 PSYM 560: Principles & Foundations of
 Statistical Methods

First-Year Spring Courses

PSYM 540: Psychometric Theory
 PSYM 570: Applied Statistical Inference

Second-Year Fall Courses

PSYM 502: Learning & Cognition
 Elective

Second-Year Spring Fall Courses

PSYM 550: Principles & Methods of Research
 Elective

Third-Year Fall Course

Elective

Third-Year Spring Course

PSYM 797/799: Thesis Guidance/Thesis Defense



Thesis

The Thesis Chair works closely with the student in formulating ideas and choosing a topic for the thesis. The student must present a written proposal to the Advisory Committee for approval before beginning the study. A proposal meeting will be held at least one term before the thesis defense.

If the study involves human subjects, the student and Advisor must also obtain permission from the MSU Institutional Review Board (IRB). The proposal for a master's thesis follows the same format as the doctoral dissertation but is briefer and addresses a narrower topic than a dissertation.

For suggestions on writing the proposal and the thesis, students are encouraged to follow the guidelines put forth by the School of Graduate Studies and to work closely with their Advisor

The thesis must be defended by the student at a final oral examination with the Advisory Committee. **At least two weeks before the final examination, a copy of the paper must be submitted to each member of the Advisory Committee.**



It is the student's responsibility to schedule the final examination meeting with Committee members. The format of the thesis defense shall be determined by the student and the Advisor in consultation with the other committee member(s)

During work on their thesis, students should enroll in PSYM 797: Thesis Guidance. They should not enroll in PSYM 799 Thesis Defense. The School of Graduate Studies will change the course registration in the final semester of study once the student submits thesis documentation.



GRADUATE
PROGRAM IN
PSYCHOMETRICS

Policies For All Students

Colloquia



All 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,

First-Year Presentation

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. 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.

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. Part of this research goal is for students to complete an internship. Although it is not required for Master's students, it is encouraged.

Most students opt to complete the internship during the summer months but may do so during the academic year with approval from their Master's Cohort 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, in collaboration with the Master's Cohort Advisor, 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 the Master's Cohort Advisor and the Program Director.



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.

Internship Site

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

- **Master's students** may complete an internship at their place of employment. Internships may not be completed in the same unit in which the student is employed, nor may the student complete the internship under the direction of their work supervisor or a peer within their work unit.



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 the Master's Cohort Advisor and Program Director 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 Master's Cohort Advisor and Program Director, the student must submit the Internship Agreement Form to the Master's Cohort Advisor before the internship begins. This form must be accompanied by the Internship Plan and must be signed by the Master's Cohort Advisor and the site supervisor.

Internship Product, Reporting, & Evaluation

The internship will culminate in a product agreed upon by the Master's Cohort Advisor, 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.
4. An 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 Master's Cohort Advisor for review and approval.

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, and
- 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 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.



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). 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 students can get courses waived only under the following conditions:



1. Courses were taken in another accredited Psychometrics graduate 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) 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 Master's Cohort 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.

Master's Students

Master's students may petition to waive up to six credits of required coursework in such cases when previous graduate-level coursework cannot be transferred due to the School of Graduate Studies regulations. It should be noted, however, that such a waiver does not exempt students from completing a minimum of 30 credits toward 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
- PF Grade for Thesis Defense

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 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