

**Research Methods and Statistics
Program
MA and PhD Degrees**

**Student Handbook
2014-2015**



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Background

The University of Denver Morgridge College of Education *Student Handbook* provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees. In addition to this handbook, the student should also refer to the University of Denver Graduate Policy Manual available at:

<http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>

In some cases, college and university policies take precedence over the regulations of the *Student Handbook*. It is the student's responsibility to read and understand University, College, and program norms relating to the degree programs, and to complete program and degree requirements in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning programs in the MCE should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and edinfo@du.edu. Current students refer to faculty/staff contacts listed within this handbook.

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

Introduction

Welcome to graduate studies in Research Methods and Statistics (RMS)! The goal of the RMS MA and PhD degrees is to enhance the development and use of research in the social and health sciences. Our goals as faculty are to equip you with cutting-edge research skills, creative educational vision, social responsibility, and sufficient experience in application of your skills and knowledge to achieve mastery. We are committed to shaping a safe, sustainable, democratic, and just world and believe that high quality research is one approach to doing this. We are pleased to have you join us in this venture.

RMS Faculty

General Contact Information

Nick Cutforth, Ph.D.
Program Coordinator
Research Methods and Statistics
Ruffatto Hall 252
303-871-2477
nicholas.cutforth@du.edu

For assistance related to academic records, comprehensive exam registration, graduation application process, and general college support.

Primary contact:
Nick Heckart
Academic Services Associate
Ruffatto Hall 251
303-871-2747
Nick.Heckart@du.edu

In Part IV of this handbook, a complete list of faculty and staff associated with the RMS program is provided.

Location

The faculty and staff offices for the RMS Program are located in Ruffatto Hall, home of the Morgridge College of Education, 1999 E. Evans Ave, Denver, CO. Many, but not all of the classes will be held in Ruffatto Hall. There is limited visitor parking in lots near the building. For parking information, consult <https://www.parking.du.edu/>

Contents

PART I: OVERVIEW.....	5
Part II: MORGRIDGE COLLEGE OF EDUCATION ACADEMIC POLICIES.....	9
PART III: RMS PROGRAM REQUIREMENTS.....	20
PART IV: PROGRAM, COLLEGE, AND UNIVERSITY OFFICES, PERSONNEL, AND RESOURCES.....	32
PART V: ETHICAL CODES AND PROFESSIONAL STANDARDS.....	34
PART VI: PROFESSIONAL ASSOCIATIONS.....	36
PART VII: STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY.....	36
APPENDIX A: RMS Master’s Course Work Plan.....	38
APPENDIX B: RMS Doctoral Course Work Plan.....	40
APPENDIX C: RMS Doctoral Course Work Plan (Institutional Research).....	42
APPENDIX D: RMS Master’s Student Annual Review Form.....	46
APPENDIX E: RMS Doctoral Student Annual Review Form.....	50
APPENDIX F: Practicum Agreement.....	53
APPENDIX G: Practicum Feedback.....	56

Part I: OVERVIEW

Accreditation

All degrees at the University of Denver are accredited through the Higher Learning Commission of the North Central Association of Colleges and Schools.

Program Overview

The education and social sciences fields have a growing need for professionals with strong skills in research design and data analysis. The Research Methods and Statistics Program (RMS) provides the courses and experiences necessary to conduct and supervise effective social science research. The program is individually planned around students' backgrounds and career goals. Most students prepare for positions that require consulting, research, development of measurement instruments, policy-making, and teaching. Small seminars, independent projects, and a practicum offer opportunities for an individualized and well-rounded program.

Our goal is to equip you with cutting-edge research skills, a creative educational vision, social responsibility, and sufficient experience in application of your skills and knowledge to achieve professional competence. Graduates with RMS degrees hold professional positions at testing companies, universities, school districts and state agencies, among others. Admission to the master's program requires a BA or BS degree. Admission to the doctoral program requires a Master's degree.

Core Program Content

The RMS Program embraces a holistic and comprehensive view of quantitative and qualitative research methods and the importance of mixed methods designs. Foundations include quantitative and qualitative research, measurement, statistics, mixed methods, and program evaluation. Research methods include classical quantitative methods as well as qualitative approaches. Students can elect to emphasize evaluation or a content area within or outside of education as a minor. All students conduct original research during their studies and are encouraged to present and/or publish their work. Practicum experiences also are encouraged in diverse sites, including school systems, educational research agencies, mental health agencies, and businesses.

Institutional Research Concentration

The RMS concentration in Institutional Research, available to PhD students, is targeted towards professionals with career goals in institutional research in applied settings including higher education, K-12 schools, non-profits, government settings, and business. Foundational coursework will equip institutional students with strong quantitative, qualitative, and mixed research methods skills. Students will specialize in higher education or library information science and take institutional research content knowledge courses in management, business intelligence, and public policy.

Unique Program Features

The RMS program is one of seven programs offered within the Morgridge College of Education. Students may opt to take cognate courses from programs within or outside of the Morgridge College of Education. RMS students take classes with students in programs from across the College.

Three features of the RMS Program at DU distinguish it as a strong graduate program:

- We have an outstanding faculty. Professors are not only noted in their fields but also demonstrate a deep commitment to students' academic and personal growth. While our professors set high standards for students, they also individualize requirements to meet each student's needs and goals.
- We have outstanding students from a variety of backgrounds. A wide range of experiences, creative ideas, sincere dedication to research, and a sense of humor are some of the characteristics of people in our program. We enjoy each other's genuine cooperation, encouragement, and inspiration.
- The student-teacher ratio in most of our classes is between 8:1 and 15:1. These small class sizes make it possible to develop meaningful connections, engage in ongoing dialogue about topics of interest, form study groups, and give advice. Personal and professional friendships form and continue long past graduation.

These features contribute to an outstanding educational experience. Professors make themselves readily available for consultation, students support and assist one another, and small class sizes result in rich interaction among students and faculty.

Program Learning Goals

The broad learning goals of RMS are as follows. Students will:

- Acquire a general knowledge of research methods and program evaluation, and advanced knowledge of psychometrics and statistics;
- Think critically about research;
- Engage in research serving professional and local communities; and
- Understand ethics as they apply to research

RMS goals relate to the MCE mission in advancing scholarship via practice and encouraging critical thought.

Evaluation of learning outcomes is based on multiple sources: (1) Course grades, (2) Student annual review, (3) Comprehensive exams, (4) Practicum and other research products, (5) Dissertations, (6) MCE surveys of continuing and graduating students, (7) RMS alumni survey, (8) course evaluations, and/or (9) faculty/student discussions. Learning outcomes along with evaluation criteria and a synopsis of the process for reviewing data are listed below.

<p>Learning Goal 1 Acquire a general knowledge of research methods and program evaluation, and advanced knowledge of psychometrics and statistics.</p> <p>Learning Goal 2 Think critically about research.</p>		
<p>Learning Outcomes: Students will demonstrate skill in</p>	<p>Criteria for Evaluating Learning Outcomes</p>	<p>Process for Collection and Review of Evidence</p>
<p>1) Designing research to address significant problems, with knowledge and understanding of the strengths and limitations of diverse modes of inquiry.</p>	<p>1) Success in coursework (B or better): Empirical research methods (RMS 4930), Introduction to Qualitative Research (RMS 4941), survey research (RMS 4931), meta-analysis (RMS 4932) 2) Comprehensive exam performance (MA and Ph.D.) 3) Research practicum 4) Dissertation quality 5) 3 MCE survey items (skill with critical thinking, current level of expertise in designing quantitative research studies, current level of expertise in designing qualitative research)</p>	<p>1) Track student grades—reviewed annually by RMS faculty 2) RMS faculty review RMS student comprehensive exam performance on research methods questions, including a discussion of mistakes made on the comprehensive exam. 3) Practicum advisor reviews deliverable, which is then submitted for presentation (or publication) 4) Review by dissertation committee, with a goal of including a content expert external to DU on each committee and 100% student pass with no/minor changes 5) Survey data collected by College—review of item responses by RMS faculty</p>
<p>2) Applying appropriate analytic strategies in analysis of quantitative data.</p>	<p>1) Coursework: introductory, intermediate, and advanced statistics classes 2) Comprehensive exam performance 3) Research practicum 4) Dissertation quality 5) 1 MCE survey item (current level of expertise in statistics)</p>	<p>1)Track student grades—reviewed annually by RMS faculty 2) Review RMS student comprehensive exam performance on statistics questions—done each quarter there is a student taking an exam by both RMS faculty</p>

		<p>with discussion</p> <p>3) Practicum advisor reviews product</p> <p>4) Review by dissertation committee</p> <p>5) Survey data collected by College—review by RMS faculty</p>
<p>3) Creating and evaluating measures using diverse analytic strategies.</p>	<p>1) Coursework: RMS 4921, RMS 4960</p> <p>2) Comprehensive exam performance</p> <p>3) Dissertation quality</p> <p>4) 1 MCE survey item (level of expertise in designing measures)</p>	<p>1) Track student grades—reviewed annually by RMS faculty</p> <p>2) Review RMS student comprehensive exam performance on measurement questions</p> <p>3) Review by dissertation committee</p> <p>4) Survey data collected by college</p>
<p>4) Crafting coherent and concise expressions of ideas related to research, and communicating those ideas effectively.</p>	<p>1) Coursework: RMS 4930</p> <p>2) Dissertation quality</p> <p>3) Conference presentation or publication</p> <p>4) 2 MCE survey items (skill with written communication, skill with verbal communication)</p>	<p>1) Track student grades—reviewed annually by RMS faculty</p> <p>2) Review by dissertation committee</p> <p>3) Paper accepted under peer review process</p> <p>4) Survey data collected by College—review by RMS faculty</p>
<p>5) Students will demonstrate a commitment to continuing learning by engagement with professional and local communities.</p>	<p>1) Membership in professional organizations (goal of all students maintaining membership in at least one relevant professional organization)</p> <p>2) Presentation, publication, and/or service to journals or professional organizations (goal of all students having presented and/or published prior to graduation)</p>	<p>1 & 2) Student annual review—discussed by RMS faculty once each year</p> <p>3) Placement in local sites for practicum</p>

	3) Practica in local organizations	
6) Students will demonstrate professional behavior by understanding research ethics and adhering to an ethical code of conduct.	1) Coursework in research ethics (RMS 4930, RMS 4931) 2) IRB process 3) 1 MCE survey item (level of knowledge of ethics...)	1) Track student grades—reviewed annually by RMS faculty 2) Mandatory submission of IRB applications—supervision by major advisor 3) Survey data collected by College—review by RMS faculty

Part II: MORGRIDGE COLLEGE OF EDUCATION ACADEMIC POLICIES

All college and program policies which are considered the minimum requirements for all members of the university community are administered under the University of Denver’s [Graduate Policy Manual](#). The University of Denver reserves the right to make changes in the regulations, rules, fees or other aspects of the policy manual without advance notice. The following sections provide additional policy and procedure information specifically affecting Morgridge College of Education (MCE) students and may be more stringent than the policies outlined in the Graduate Policy Manual.

University of Denver Honor Code (MCE Adoption)

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of the Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff, and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not

limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of the Student Conduct, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction.

The University also recognizes its obligation to students who have been charged with but not found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission. See the full text of the [Honor Code](#) as it relates to students.

DEGREE PLANNING

Orientation

Students are strongly encouraged to attend the MCE orientation at the beginning of their first quarter. At this event students will have an opportunity to meet program faculty and staff, as well as members of other MCE programs. The event is designed to provide an opportunity to learn about a variety of college and university support systems, the overview of the student's specific program content and requirements.

Advising

Students are assigned advisors upon enrollment in the program. Students are instructed to contact faculty advisors directly to schedule appointments and create coursework plans. Academic advisors will provide clarification of the policies and procedures that are college-wide in their applicability.

Course Descriptions

The [DU Course Catalog](#) contains the official, current course descriptions. Select a term, and then select your program.

The Coursework Plan

During the first quarter of study students will develop, with the assistance of the advisor, a plan of study consistent with program requirements to ensure the student understands the sequence of required courses. The signed coursework plan of study and any transfer or waiver request forms will be submitted to the department academic service associate for processing. It is recommended that a copy be retained by both the student and advisor.

Certificate students will submit the initial completed and signed coursework plan no later than the end of the first quarter of enrollment; degree seeking students will submit the course plan within the first 15 credits of enrollment. Sample course work plans appear in the appendices of this handbook.

Although the initial quarters of enrollment may consist of required courses, students will also confer with the advisor to select electives when appropriate. Course work plans can be amended when deemed necessary by the student and advisor. To ensure that approved changes are honored at the time of degree evaluation, a revised, fully signed and dated coursework plan must be submitted to the department Academic service associate. This document will replace the original plan.

Transfer of Credit

Degree seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a 45 credit hour Master's degree is generally limited to 10 quarter hours. Transfer credit toward a 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the [Graduate Policy Manual](#), section 4.3.i.

Transfer credit requests must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the advisor, will initiate a request to transfer-in credits by completing the [Transfer of Credit Request](#) including obtaining the signatures of both the faculty advisor and the department chair.

Waiver or Substitution of Courses

If the advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver or substitution by completing the [Graduate Course Substitution or Waiver Approval form](#) . Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed course work plan.

Non-MCE Courses

Degree-seeking students in the MCE are sometimes advised to take classes in other units on campus to complement the course work completed within the college. Please note that courses taken at University College will not be counted as part of the degree unless the course approved by the advisor has been certified to be one level above the student's degree, and has been approved in writing by the MCE Dean. Written approval, signed by both the advisor and the Dean must be obtained prior to taking the course, and submitted with a revised coursework plan to the department Academic service associate.

MCE Grading Scale (Approved February 2013)

Grades submitted by instructors at the end of the term are final and are not subject to change by reason of revision of judgment on the part of the instructor. Grades cannot be changed on the basis of second trial, such as a new examination or additional work undertaken or completed after the original grade has been submitted.

Any student whose overall grade point average falls below a 3.0 will be placed on probation. Upon program notification, the student must meet with the advisor to develop a plan of improvement. After three (3) consecutive quarters of deficit, the student may be recommended for termination from the program.

A	4.0 = 93-100
A-	3.7 = 90-92
B+	3.3 = 87-89
B	3.0 = 83-86
B-	2.7 = 80-82
C+	2.3 = 77-79
C	2.0 = 73-76
C-	1.7 = 70-72
D+	1.3 = 67-69
D	1.0 = 63-66
D-	0.7 = 60-62
F	0.0 = 59 & below

Time to Degree

The MCE faculty is committed to working closely with students to facilitate their academic progress. As part of this process, advisors regularly review all students' work to assess their progress toward the degree. Assessment is based on a review of coursework, independent work, and other relevant criteria such as demonstrated competence in writing and critical thinking. In addition, in order for students' knowledge to be current, and to pursue research on timely problems that will advance the field, it is expected that all students will make steady progress toward completion of degree requirements.

MCE students are expected to complete degree requirements within the following number of years of beginning their programs, as measured by the matriculation into the degree program:

- Certificate students – three years
- Master's candidates – five years
- Doctoral candidates – seven years

Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The student initiates the petition via PioneerWeb and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request.

Petition procedures and instructions are detailed in the [Graduate Policy Manual](#).

Graduation

Completing a degree in the Morgridge College of Education (MCE) deserves celebration; the university and the MCE applaud your hard work and great accomplishment.

In order for the degree to be conferred (appear on the transcript), students must apply to graduate. The [application](#) must be submitted at least two quarters prior to the intended date of graduation. Failure to file the application on time will automatically delay the date of graduation to a subsequent quarter.

ENROLLMENT REQUIREMENTS

Degree-seeking students must be in active status and enrolled for consecutive terms, fall through spring. Enrollment may consist of registration for courses, thesis credits, or dissertation credits.

Student Status

Unless a student is on an official leave of absence, a student's status is rendered inactive after one quarter of non-enrollment. Inactive students will not be able to register for courses and will need to contact the Office of Graduate Studies (gststu@du.edu) to request a reactivation form. The inactive student is responsible for any continuous enrollment fees owed for previous quarters. Complete information regarding leaves of absence is found in the [Graduate Policy Manual](#). The [Application for Personal Leave form for Graduate Students](#) must be completed each quarter (except summer) that the student plans to remain unregistered.

Provisional Admission Status

Students who are admitted with some deficiency in undergraduate training, incomplete credentials, or low GPA are admitted with provisions. The student status of individuals admitted with provisions will be changed to regular status as soon as the conditions governing this type of admission have been met. In general, provision related to incomplete credentials must be satisfied no later than the sixth week of the first quarter of enrollment. Provisions related to deficiencies in undergraduate training or low GPA must be met within the first quarter of enrollment. Students will refer to the letter giving the offer of admission for specific provisions and the completion timeframe set by the MCE. Unmet admission provisions will result in a registration hold.

Doctoral Research (Dissertation) Registration Requirement

MCE doctoral students who have finished all required course work and passed the comprehensive examination will register for a minimum of one dissertation (PhD) or doctoral research (EdD) credit for consecutive terms fall through spring, until the minimum number of research credits has been completed or until the student graduates. PhD programs in the

MCE require a minimum of ten (10) dissertation credits, but student progress toward the degree may require students to register for additional credits to maintain degree candidacy.

With advisor approval, doctoral students may register for up to 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all coursework and comprehensive exams. Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or qualifying or comprehensive exams.

Continuous Enrollment (CE)

The University of Denver continuous enrollment process enables students who have passed the comprehensive exam and are required to register for fewer than four research credits each quarter to continue to qualify for Federal Financial Aid, among other benefits.

Registration for continuous enrollment credit may accompany registration for doctoral research credit, but under no circumstances does it replace the requirement for quarterly registration in dissertation or doctoral research credit. Students who do not comply with this policy will be required to pay any tuition and fees related to research credit missed in previous quarters. The department reserves the right to require that additional conditions be met before granting approval of this request if the student is not demonstrating progress towards the degree.

Complete DU CE guidelines and procedure are found in the [Graduate Policy Manual](#).

- CE requires annual approval by the student's faculty advisor, the Dean and/or the Associate Provost. Students are responsible for registering themselves in CE each quarter by the appropriate registration deadlines. Interested students must request approval each fall by submitting the [Continuous Enrollment Approval form](#) to the advisor.
- CE is designed primarily for students who are working on a thesis, dissertation, or research paper/capstone, and for doctoral students who are preparing for the comprehensive exam.
- Students enrolled in the dual undergraduate-graduate program who have earned the baccalaureate degree and have completed all required graduate coursework and are working on a thesis are eligible for graduate CE.
- CE is not to be used for students who are only engaged in required internships and practicums. Students should register for internship and practicum courses through their department.
- Students should be enrolled in CE by the end of the 100% reimbursement/drop-add period to be eligible for the university health insurance and health fee, plus loan deferment. Students who do not enroll prior to the first day of classes of a given quarter will be charged late registration fees as determined by the Registrar.

- CE enables students to maintain active status with the University and access to university resources including library, email, lab access, participation in the University of Denver Student Health Insurance Plan and Health & Counseling fee services, and part-time student rates at the Coors Fitness Center. Students who are appointed University of Denver employees must pay the Coors Fitness Center faculty/staff rate.
- CE is not to be used for enrollment purposes while making up an incomplete grade. An exception is if all other coursework is completed and the student is working on the thesis, dissertation or research paper/capstone while completing the work required for the incomplete grade. It is the responsibility of the student and graduate college, school, or department to make this determination prior to approving eligibility for CE credit.

PROFESSIONALISM IN THE MCE

The MCE prepares students for professions which require a deep knowledge of content and pedagogy, as well as a commitment to mutual wellbeing. Therefore, the Morgridge College of Education expects all students, staff and faculty members to act in a professional manner in all interactions and communications (email, phone, and face-to-face) throughout the program and in every program related setting: classes, schools sites, community settings, in-services, and program meetings. The following behaviors will never be tolerated in any of these settings and any evidence of the display of such may lead to probation or immediate dismissal from the program:

1. Verbal or personal attacks including: bullying, belittling, mocking, or ridicule.
2. Discriminatory, derogatory, or inflammatory language intended to demean and dehumanize.
3. Disrespect of any student, teacher, faculty member, administrator, parent, or other person at the partnership sites.

Student Responsibilities

In addition to following the University of Denver Honor Code and maintaining the professional ethical standards of our field, students are expected to take responsibility for their success in the program. The faculty is responsible for supporting all students' efforts in achieving success, but, ultimately, success is the student's responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field. If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

Reasons for Probation and Dismissal

Students who do not adhere to University/MCE/program policies may be placed on probation and may be dismissed from the program. While such instances are rare, should they occur, students will be contacted by their advisor and informed *specifically and in writing* of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, safety concerns, and/or ethical violations. *Students will be asked to respond to these concerns personally and in writing.* Decisions regarding probation or dismissal will be made by the program coordinator and the appropriate faculty in consultation with the MCE Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

Violation of the DU Honor Code: All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity.

Cheating: Most students understand that copying another student's answers on a test, copying another student's paper, stealing copies of a test, using forbidden material on a closed book test, etc., are included in the typical definition of academic cheating. Again, as students you should know such behavior is unacceptable and, according to the DU Honor Code, are grounds for placing a student on probation or dismissing them from the University. In a number of program courses we promote an atmosphere of student cooperation and collaboration. As a result, students are often encouraged to work together on projects or to prepare for tests. Students are expected to be the sole author of their work (unless otherwise indicated by an instructor per assignment expectations). In addition, any work being submitted must be new and specific to that assignment; that is, a student may not turn in an assignment that was previously turned in for another class. A student wishing to draw on previous work or integrate outside work of their own must obtain instructor permission; failure to do so shall be considered a violation of the University Honor Code.

Plagiarism: It is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2000) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable in our Program to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.

Lack of Academic Progress: It is expected that students make reasonable and consistent progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on probation and/or dismissed from the program.

Video- and Audio-Taping Policy

The MCE partners with many K-12 schools to support students in the completion of internship and/or practicum requirements. While in these schools, it is not uncommon for MCE students to record their interactions with students and use the recordings as a tool for improving their teaching practice. *Before conducting any recording*, students will consult with the host school administration regarding the school/district regulations.

APA Requirement

The MCE requires that students use the *American Psychological Association* (currently in its 6th edition) guidelines when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics
- many other elements that are a part of every manuscript.

Note: Students conducting arts-based research who want to diverge from the APA style guide should speak with their advisors.

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The [DU bookstore](#) carries the APA Manual, and additional information is available online.

<http://www.apastyle.org/pubmanual.html>

MORGRIDGE COLLEGE OF EDUCATION OPERATIONAL PROCEDURES

Room Scheduling Guidelines

Occasionally, students may need to reserve a room for a study group, or to make a special presentation. Students may reserve meeting spaces in Katherine A. Ruffatto Hall for no longer than four hours at a time. If your reservation concerns a meeting space, please select a room that is appropriate to the size of your headcount (i.e. if you request a classroom that holds 30 people, but only need space for 3 people, your request for this space will be denied and you will be reassigned to a room appropriate to your headcount).

Room Reservation TIPS:

- Log on to the 25Live system through PioneerWeb. Under the Resources tab, use the Campus Space and Event Requests link, on the lower left hand side, to access the 25Live system. For best results, review the instructions first.
- Plan ahead: requests are not processed immediately. In addition, reservation requests will not be confirmed more than four weeks in advance (i.e. requests made in December to reserve a space in February will not be granted). Please do not submit a request for the following quarter more than a month in advance of the start of the desired quarter. The latest a request can be made is three days (72 hours) prior to the desired date and time.
- Classes have first priority: no reservations will be processed until all MCE classes have been scheduled.
- Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are rarely available for student scheduling.
- Plans change. If you have to cancel a reservation you will need to work directly with MCE Technology Support, 303-871-3222, as the cancellation cannot be completed online.
- All classrooms have layout diagrams posted within the room. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had.

Reserving your space:

- Once in 25Live, you will need to log on a second time using your 87# and PioneerWeb password. The logon button will be in the lower left hand corner.
- Select Create an Event.
- Fill out all required fields.
 - You can also request a specific space. Depending on your event details, the system will tell you what rooms are available for your event.
 - Be sure to fill out the event type.
- Once you have requested a room, you will receive an email stating the request has been processed - **this is NOT the confirmation**. The confirmation will come in a separate email message.
- Only the Morgridge College of Education faculty, staff, and students can request spaces using this method. Anyone outside of the Morgridge College of Education must go through Conference and Event Services (CES) to reserve a space (Events@du.edu or x14333).
- If you need to **cancel a reservation** you must work with Julie and Tamera directly as the cancellation **cannot be done online**.

- Tech Support - ALL Audio Visual equipment/tech needs must be confirmed with an email to MCE.Support@du.edu or call to 303-871-3222 a **MINIMUM of 7 business days in advance** of your event or you may be charged a late request fee.

Bookable Spaces in Katherine A. Ruffatto Hall

Classrooms (capacity)	Meeting Spaces (capacity)	Event Spaces (capacity)
122-(25)	105-(40)*	105-(40)*
134-(15)	121-(8)	106-(100)*
202-(40)	124-(8)	124-(8)
204-(40)	134-(15)	134-(15)
302-(35)	203-(8)	342-(6)
304-(25)	206-(14)	401-(20)*
305-(37)	234-(12)	
306-(35)	245-(8)	
408-(32)	334-(11)	
409-(32)	342-(6)	
435-(16)**	345-(8)	
Outdoor Classroom-(20-100)	401-(20)*	
	435-(16)**	

* Notes spaces that cannot be used for a class

** Room is only available after 4 pm on weekdays.

Technology Support

The technology team's mission is to support Morgridge College of Education students, faculty, and staff with university-related technical services listed here.

Computer Lab Support

- Printing and scanning assistance, including trouble-shooting
- Student ID cards are loaded with a \$50 printing allowance each quarter. DUNet printers available for use are located in the computer lab and in the turret room behind the student locker bank (room 206).
- The technology team will be responsible for replacing paper, toner cartridges, paper jams, staples and minor hardware/software questions.
- Problematic print jobs should be presented to the technology team for coordination with UTS.

Lab Hours and Assistance Available

- Lab hours are posted on the door of the 210 computer lab.
- Lab Monitors are available in the 210 computer lab during most evening hours and on Saturdays to help with minor printing and software issues
- For all other issues, please contact a member of the Technology Team at 303-871-3222 or in KRH 212.

Student Technology Support

All student computer technical support issues are currently handled by UTS and questions should be directed to 303-871-4700 or by visiting the UTS help desk. Services include: DU wireless configurations for all students' personal laptops should be done with the assistance of UTS. UTS can be reached at 303-871-4700 or by visiting the UTS helpdesk in the [Anderson Academic Commons](#).

Equipment Checkout

MCE offers an equipment check-out and usage training program designed for students to use in order to complete equipment requirements for various courses. Please check with the Tech Team in the computer lab regarding availability. In order to gain access to this equipment, student DU identification number, student program name, phone number and an expected return date for all items will be required.

Available equipment includes laptops, MAC adaptors, video cameras, digital audio recorders, and transcription machines, along with many other miscellaneous devices. The resources are housed in the MCE computer lab room #210 and can be checked out from the technology team. Technology team members are available to help train students to use the equipment and make suggestions on which equipment best suits the student's need.

Please note: equipment can only be checked out to the same patron 4 times in a row, for a total of 12 days. After 12 days, the equipment must be returned for at least 1 week to perform updates and maintenance.

Part III: RMS PROGRAM REQUIREMENTS

Academic Advisor

When a student is admitted, an academic advisor is assigned with consideration of the areas of interest indicated in the student's application materials. A student may be assigned to a faculty member who is not in the student's area of interest, due to the need to balance the number of student advisees across the faculty. However, all faculty are prepared to advise students in their selection of courses, filing of the Coursework Plan, and other program requirements. The academic advisor works with the student to complete and approve the coursework plan, select electives, and submit necessary documentation for transfer credits or other coursework-related

documentation. The academic advisor also guides the student in development of the student's professional goals. All of the faculty are available for career guidance. However, only the academic advisor should give the student academic program approval.

It is the responsibility of the student to make appointments to meet with his or her advisor at least once per academic year.

First year students should meet with the academic advisor during the first quarter of study.

Students should come prepared to their academic advising appointments, bringing any relevant forms and an unofficial transcript.

Faculty members generally work on nine-month contracts during the regular academic year. During the summer, students may need to work with the Program Coordinator if their advisor is not on campus.

Grade Requirements

A satisfactory quality of achievement with a grade point average of B (3.0) or better is required by the college in graduate coursework counted toward the degree. The average is determined on the basis of the University's grading system. Any student whose overall grade point average falls below a 3.0 will be warned, put on probation, and then may be suspended or dismissed. The student must contact his or her advisor to develop a plan designed to remedy the academic deficits. After two consecutive quarters of deficit, the student will be dismissed from the program.

Advanced degrees are not automatically awarded upon completion of the required number of courses or hours of credit. The candidate's status is subject to review at any time.

Cognate Requirement

All **MA** students must complete a cognate or minor study in a field outside their major area of study, determined in conjunction with the student's major coursework advisor. The credits required to fill this obligation vary depending upon the student's prior graduate level course work (if any) in the minor field.

All **PhD** students must complete a cognate or minor study in a field outside their major area of study, determined in conjunction with the student's major coursework advisor. The credits required to fill this obligation vary depending upon the student's prior graduate level course work (if any) in the minor field. The cognate should add to the student's breadth or depth of knowledge in evaluation, research methods, and statistics. Graduate-level classes, chosen in consultation with an advisor, can be taken from (1) the RMS Program, (2) other programs within the Morgridge College of Education, or (3) other departments at University of Denver.

Practicum

MA students must complete an evaluation practicum. Students work with their advisor in deciding which project to pursue. The goal of the practicum is to provide field experience in evaluation.

PhD students must complete a research practicum. Students work with their advisor in deciding on the focus of the practicum. The goal of the practicum is to provide field experience in designing, conducting, and presenting research. It is intended that every doctoral student will submit the paper written from the practicum for presentation at a national conference and / or publication in a peer-reviewed journal. The purpose of the practicum requirement is that students engage in conducting multiple research projects during the program. Students are strongly encouraged to work with RMS faculty on independent research projects as well as their practicum prior to initiating work on a dissertation.

Comprehensive Examination or Thesis Options

Students must pass a comprehensive examination near or at the end of the coursework. It is offered three times a year, in fall, spring, and summer quarters. There is no fee for taking Comprehensive Exams; however, students must register for the exam. Information on when exams are offered and how to register can be found at <http://morgridge.du.edu/programs/research-methods-and-statistics/> MA students may choose to *either* take the Comprehensive Exam *or* complete a Master's Thesis. MA students are *not* obligated to do both a thesis and comprehensive exam.

Master's Thesis or Doctoral Dissertation

Master's candidates have the option to develop a thesis proposal and present it to a committee. Doctoral students must complete a dissertation. Both MA and PhD students should refer to the Morgridge College of Education's dissertation handbook, known as *Completing the Doctoral Dissertation: Guidelines for Students*, which can be found on the MCE website, <http://www.du.edu/education/resources/current-students/dissertations/index.html>. Students should also refer to the Graduate Studies dissertation instructions found at: <http://www.du.edu/media/documents/graduates/formatting.pdf>

Institutional Review Board (IRB)

Researchers who involve human participants in their research must follow specific guidelines as a condition for using the data provided by these participants. If the student's proposal involves human participants, the student will need to submit an application to the Institutional Review Board (IRB). In consultation with his or her doctoral director, the student will prepare an IRB application and submit it to the University's Office of Research and Sponsored Programs (ORSP). The IRB judges the application on issues related to protection of participants from physical and emotional distress and not on theoretical or methodological grounds. The study cannot go forward until IRB approval is received. In many cases, minor revisions to the study

will be necessary to gain approval. The IRB meets monthly, so the student should plan on a time lag of several weeks between submitting the proposal for approval and the beginning of data collection. Collecting data prior to receiving IRB approval is considered sufficient grounds for halting a research study. In general, students should not submit their IRB application before the proposal defense, as any major changes in the proposal would necessitate re-applying to the IRB. IRB procedures, requirements, and application materials can be viewed/downloaded at: <http://www.du.edu/orsp/irb.html>.

A short, multiple choice test is required with the IRB application that is taken on line. According to DU's ORSP, "education on the protection of human research participants is required for all investigators conducting research involving human subjects. To access DU's on-line "Education Program for the Protection of Human Subjects in Research" go to: <http://www.du.edu/orsp/instructions.html> Please call 303-871-4052 with any questions you may have about the testing process for IRB at DU.

Student Annual Review

Annually, the RMS faculty asks each student to take an active role in program planning by providing a self-evaluation of (a) their progress in meeting educational goals, (b) their strengths and weaknesses as a developing research methodologist, and (c) how the RMS program can be of better assistance in achieving their educational goals.

- Students will receive an invitation to complete a self-evaluation form online. This form is available in the Appendices.
- After the submission and depending on the reported data, most students will be asked to make an appointment with the Program Coordinator, to hold a 30-minute joint planning meeting with the program faculty by the end of May.

The purpose of the meeting is to discuss progress during the past year and develop directions for work in the next year. When coming to the meeting please bring the following documents:

- Most recent curriculum vitae
- Unofficial DU transcript
- Other documents you would like to discuss

Extension of a Degree Program

Candidates for the **MA** degree program are expected to complete their degree within the 5-year stated expected time period specified by the University of Denver. This time period is calculated from the date of initial enrollment in the student's program of study. Students may, under special circumstances, request one period of extension, not to exceed one year. Extension requests are not automatically granted and must be considered extraordinary circumstances. Instructions for submitting academic extension petitions, including time

extensions, can be found at:

<http://www.du.edu/currentstudents/graduates/AcademicExceptionInstructions.pdf>

Students who do not complete their program during an approved extension period will not be permitted to re-apply for additional extensions and their program of study will be terminated. Specific procedures for an extension of a degree program can be found in the Graduate Policy Manual.

Candidates for all **PhD** degree programs are expected to complete their degree within the 7-year time period specified by the University of Denver. This time period is calculated from the date of initial enrollment in the student's program of study. Students may, under special circumstances, request one period of extension, not to exceed one year. Extension requests are not automatically granted and must be considered extraordinary circumstances. Instructions for submitting academic extension petitions, including extensions of time, can be found at: <http://www.du.edu/media/documents/graduates/exceptions.pdf>

Course Descriptions

The University of Denver Registrar's website contains the official and most current course descriptions. Available at: <http://www.du.edu/registrar/course/coursedescription.html>

Degree Requirements

RMS Master's Degree

The program in RMS at the MA level focuses on research design, statistics, and evaluation. All Master's students will take courses in assessment as well as major area studies. Students can also take thesis credits. A blank course work plan is available as Appendix A, and on the MCE website at <http://morgridge.du.edu/programs/research-methods-and-statistics/>. Master's students will take courses in RMS and complete either a comprehensive examination or a thesis. Students are also required to take courses in related studies or a cognate field. The *minimum* credit requirement for the program is 45-quarter hours, though students with no quantitative background must take a minimum of 47-quarter hours. Students may transfer a maximum of 10-quarter hours above the bachelor's degree with approval during the *first quarter* of enrollment. Courses marked with an asterisk (*) are required unless previously taken, and all waived courses must be approved by an advisor.

Refer to the RMS MA coursework plan in the appendices for more current and detailed information about course selection.

RMS Doctor of Philosophy Degree

All students are required to complete a Coursework Plan with their advisors. A blank coursework plan is available as Appendix B, or Appendix C (Institutional Research concentration), and on the MCE website at <http://morgridge.du.edu/programs/research-methods-and-statistics/>.

Doctoral students will take courses in assessment, RMS, and dissertation research. Students are also required to take courses in related studies or a cognate field. The minimum credit requirement for the program is 90-quarter hours.

Suggested Course Sequencing

The recommended sequence for **Statistics** courses is as follows:

1. RMS 4910 or equivalent (offered Autumn quarter, generally also in Summer)
2. RMS 4911, RMS 4912 (offered Autumn & Winter, respectively)
3. RMS 4913 (offered Spring quarter)
4. RMS 4914, RMS 4915 (offered alternate years)
5. RMS 4916 (offered alternate years)

The recommended sequence for **Measurement** courses is as follows:

1. RMS 4921 (offered Autumn quarter)
2. RMS 4922 (offered Winter every second year), RMS 4929 (offered occasionally)

The recommended sequence **Research** courses is as follows

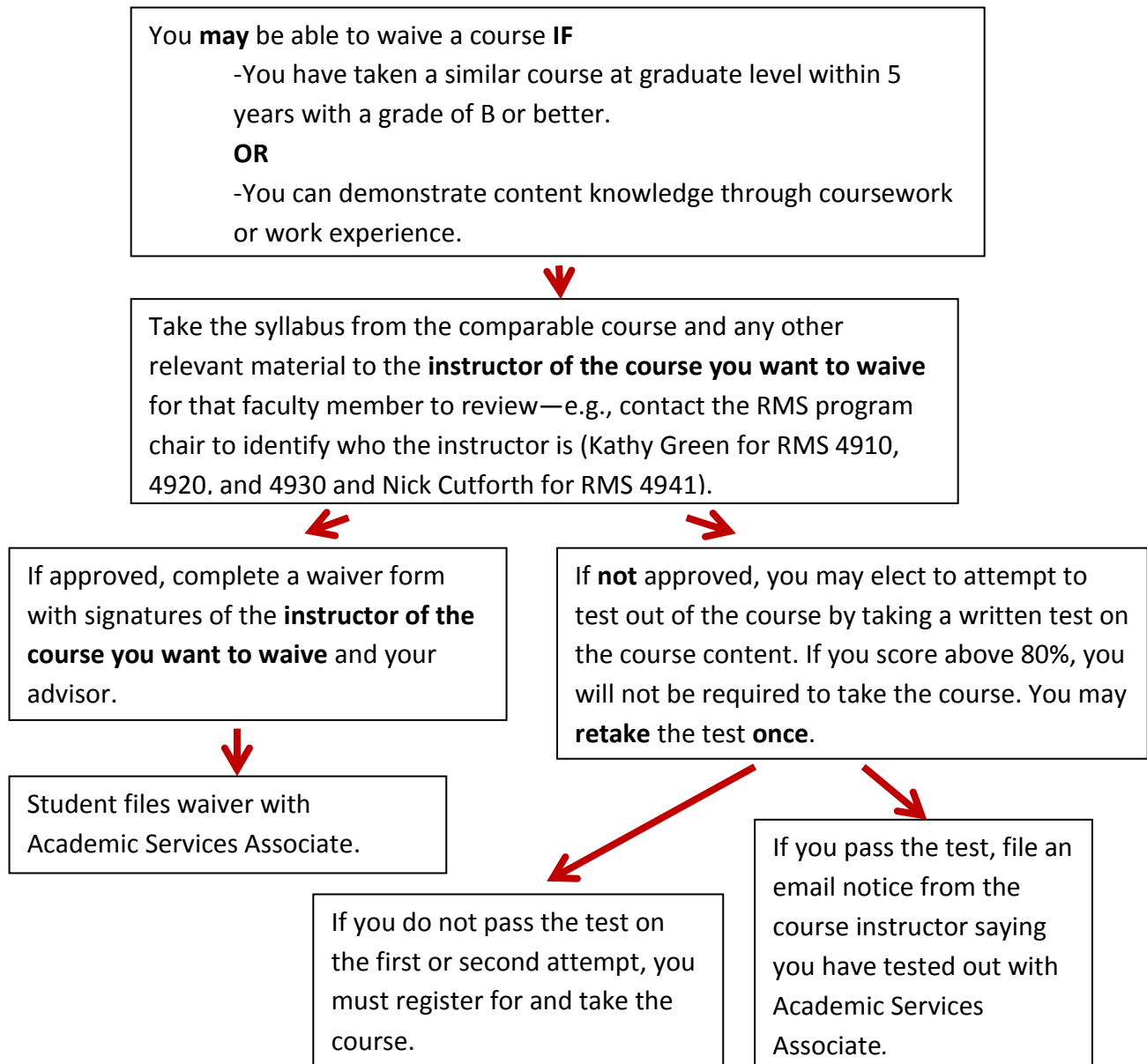
1. RMS 4930, RMS 4931, RMS 4941 (offered Autumn, Winter, and Spring quarters)
2. RMS 4942 (offered Autumn and Winter quarters)
3. RMS 4946 (offered Spring quarter)
4. RMS 4951 (offered each year)
5. RMS 4947 (offered alternate years)

Course Waiver

If it is appropriate to waive a course, the course credit hours must still be utilized for another course. ***A waived course does not mean a reduction in credit hours required.*** The student's advisor must complete the appropriate form available at:

<http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf> indicating the course waived and the course designated as the substitute for the waived course. This must be done in the **first quarter** of enrollment. It is the student's responsibility to ensure that the form is submitted to the Academic Services Associate along with the coursework plan.

Waiver Process for Required Doctoral Research Courses



Test-Out Exams

A student may attempt to test-out of the following courses:

RMS 4910 Introductory Statistics 5 credit hrs

RMS 4920 Educational Measurement 3 credit hrs

RMS 4930 Empirical Research Methods 3 credit hrs

RMS 4941 Introduction to Qualitative Research 4 credit hrs

The credit hours associated with the class you successfully test out of **MUST** be utilized for other, more advanced research courses. Please note that you are still required to complete at least 20 hours of research credits [covering the 17 introductory credit hours, a minimum of 8 intermediate credit hours, and a minimum of 3 advanced level credit hours]. You should consult with the instructor of the course you wish to test out of if you have any questions or need advice about whether or not you should take the course or test out.

Test-out exams are scheduled on a case-by-case basis by contacting the faculty member in charge of the course. All exams are closed book and no notes, materials, or other persons may be used or consulted during the exam.

Waiver Process for Other Doctoral Courses

You may wish to waive courses that are required by your program that you have taken in prior coursework or for which you have content knowledge through work experience. The process to waive courses other than required research courses is: First, consult your advisor to discuss courses you think you can waive. Your advisor will direct you to the instructor of the course you wish to waive or waive the course him/herself depending on program protocols. Second, you will consult with the instructor of the course you wish to waive if advised to do so, bringing the syllabi from a course you think is comparable or other relevant materials. If that faculty member agrees that you can waive the course, complete a waiver form signed by the instructor of the course you wish to waive and signed by your advisor. Give the waiver form to your advisor and keep a copy for yourself. You will indicate on your coursework plan that the course was waived. It is the student's responsibility to ensure the waiver form and coursework plan are also both filed the Academic Services Associate (ASA). The ASA will retain the waiver form along with the updated coursework plan. If the instructor of the course you wish to waive does not agree that you can waive the course, you must register for the course.

Doctoral Comprehensive Examination

Purpose

The purpose of the PhD comprehensive examination is to allow students to demonstrate ability to integrate the information and knowledge of research, measurement, and statistical theory and practice acquired during the degree program. Registration deadlines are on the MCE website.

Format

The examination will be taken over a two-day time period with a different set of questions for each day. The student is expected to manage the time in order to give equal attention to each question and to include time to proofread the responses. Some questions will be required, and the student will have the opportunity to choose questions from a list of additional options.

Evaluation Criteria

Accuracy in addressing the questions

It is important to address the questions that are asked, without omitting parts of a question and without answering questions that were not asked.

Skill in defining issues

Each of the questions presented will relate to a particular problem area in Research Methods and Statistics. The student must be able to identify the particular issue or issues to be addressed.

Clarity in stating positions

As an expert in Research Methods and Statistics the student will often be required to take what seems to be the best and/or most responsible position in terms of the evidence available at that time. In writing responses in this examination the student should consider whether a reader will be able to easily identify the point of view being presented.

Competence in applying information

As a scholar in the field it is expected that the student be able to demonstrate that opinions are well informed by reference, if needed, to experts in the field.

Clarity in writing

All responses should be expressed in clear and direct prose. Are the responses logical and coherent? Poorly stated and illogically presented responses obscure rather than illuminate. Can a reader follow the structure of the argument? Is grammar used correctly?

Overall adequacy

The student must address the issues, reveal insight into problems, and document their position adequately.

Examples of Comprehensive Exam Questions for Doctoral Students

1. Differentiate among experimental, quasi-experimental, and correlational research designs in terms of control of extraneous variables and the validity of drawing causal inferences. Illustrate each design with an example.
2. Show how the internal consistency reliability coefficient (e.g., Cronbach's alpha) is derived from the assumptions of true-score theory.
3. Compare and contrast multiple regression, canonical correlation, ANCOVA, and factor analysis in relation to the following:
 - a. Type of research question(s) appropriately addressed by each technique
 - b. Numbers and types of variables appropriate for the technique
 - c. Important assumptions (if any)
 - d. Important mathematical similarities and differences
4. Compare and contrast the objectives, strengths and weaknesses of qualitative methods (e.g., ethnography) versus quantitative methods (e.g., survey) in conducting empirical research on educational issues. Be sure to consider issues of reliability, generalizability, validity, ethics, and practicality in your answer. Describe situations where one method or the other may be most appropriate.

Doctoral Dissertation Policies

Completion of a project of original research leading to the dissertation is a major requirement of the doctoral program. The MCE determines the amount of credit allowed for research and work on the dissertation. Specific guidelines and instructions for the dissertation can be found at <http://www.du.edu/currentstudents/graduates/graduationinformation.html> under Graduation and Oral Defense Information, where you will find step-by-step instructions on how to submit the thesis/dissertation.

Students must pass their comprehensive exam prior to defending their dissertation proposal.

In addition, students should refer to the MCE's *Completing the Doctoral Dissertation: Guidelines for Students* available on the MCE website at:

<http://morgridge.du.edu/programs/research-methods-and-statistics/>

Once the student has successfully completed all required courses and the required comprehensive exam, the student must follow the MCE Dissertation Credit Policy and DU Continuous Enrollment Policies.

MCE Dissertation Credit Policy

Dissertation credits are reserved for work on the dissertation, which generally occurs after a student has completed all required courses and after successful completion of the required comprehensive exam. In some programs, however, a student may be under the direct supervision of a faculty member and begin preliminary work on the dissertation. A student may register for dissertation credits before completing and passing the comprehensive exam under the following conditions: 1) if the student's Dissertation Advisor agrees to work directly with the student on a regular basis throughout the quarter in which the student is registering for dissertation credit; and 2) if the student is prepared and able to dedicate substantial work to dissertation planning and preparation.

To conduct preliminary dissertation work, the student must have the support of the dissertation advisor. The dissertation credit form can be obtained from the Academic Services Associate and must be signed by the student's advisor. **The student must register for dissertation credits during the first week of class of the quarter in which the work will be conducted.**

The policy regarding preliminary dissertation work is as follows:

- A student may register for no more than 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all course work and comprehensive exams. Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or qualifying or comprehensive exams.
- Once the student has successfully completed all required courses and the required comprehensive exam, the student must register for dissertation credits. The faculty support students in the dissertation process by providing advising during this phase of the PhD. It is the expectation of the faculty that each student will successfully complete the required dissertation with quality work.

In order to encourage the completion of the dissertation, the policy requiring dissertation credits is as follows:

After completing required coursework, a student is required to remain continuously registered for dissertation credit at the minimum rate of one credit per quarter (Academic Year of Fall, Winter, and Spring quarters), until the student has completed the minimum necessary number of dissertation hours required by the student's program AND until a successful dissertation defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, registration for additional dissertation credits may be necessary beyond the required minimum.

University Continuous Enrollment Policy

All graduate degree-seeking students must be in active status and continuously enrolled. Enrollment may consist of registration for courses, thesis, or dissertation credits, or Continuous Enrollment registration. The University Continuous Enrollment Policy is designed for students who need to defer loan repayment while completing the dissertation, though the student must consult with the appropriate DU Financial Aid Office for more specific information.

The student must also register for one credit hour of dissertation research (RMS 5995) each quarter until graduation, per the MCE Dissertation Credit Policy (noted above).

If a student is registering for RMS 5995 for less than four (4) credits in a given quarter AND attempting to defer student loan repayments, the University Continuous Enrollment Policy should be utilized in addition to the MCE Dissertation Credit Policy. Students are advised to always contact the DU Office of Financial Aid to clarify any financial aid requirements.

The MCE does not provide financial aid policy interpretation and it is the responsibility of the student to consult the appropriate office for support on any financial aid policy.

To register for University Continuous Enrollment, a form must be completed and approved by the Morgridge College of Education. The form will be submitted to the Associate Provost for Graduate Studies for final approval.

For the complete DU Graduate Studies Continuous Enrollment Policy, please go to:

<http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>

For the University Continuous Enrollment form and instructions, please go to:

<http://morgridge.du.edu/wp-content/uploads/2013/09/continuousenrollmentproceduresform.pdf>

Please note that completing the University Continuous Enrollment form DOES NOT automatically register the student for continuous enrollment. Permission to enroll for Continuous Enrollment is granted for one academic year beginning in the fall quarter. Students requiring Continuous Enrollment after fall quarter registration must complete and submit a new form prior to the beginning of the fall quarter of the subsequent academic year. Continuous Enrollment permission is granted for one (1) full academic year.

REGISTRATION must be completed QUARTERLY. Students are responsible to register for Continuous Enrollment each quarter, and for payment of the \$50.00 registration fee and the associated technology fee, \$4 per credit hour. Students should register for CENR 5600 (Doctoral, 8 credit hours). For doctoral students working on a dissertation, CENR 5600 registrations will confer loan eligibility or loan deferment if the student is eligible to receive financial aid.

Students with an approved time extension for completion of their degree program, but who are no longer eligible for Financial Aid because they are past the aid eligibility time limit (10 years Doctoral) should register for CENR 5700 (Doctoral Level, Non Financial Aid Eligible, 0 credit hours). CENR 5700 registrations do not confer loan eligibility or loan deferment.

Some examples of how to use these two policies are:

1. If you are not concerned about loan repayment issues or not currently receiving some form of financial aid, you may only need to register for the MCE Dissertation Credit Policy. Please consult the DU Office of Financial Aid for specific requirements.
2. If you are receiving some form of financial aid and/or you need to defer loan repayment while you are working on your dissertation, the University Continuous Enrollment Policy would be necessary in addition to the MCE Dissertation Credit Policy. Please consult the DU Office of Financial Aid for specific requirements.

PART IV: PROGRAM, COLLEGE, and UNIVERSITY OFFICES, PERSONNEL, AND RESOURCES

Student Associations

Graduate Student Association Council (GSAC)

The mission of this organization is to represent and to serve all graduate students at the University of Denver. This shall be accomplished by soliciting the views of graduate students and by representing those views in University-wide committees and Board of Trustees meetings. GSAC will continually strive towards creating a stimulating and nourishing environment for graduate students at the academic, social and philanthropic levels.

College of Education Student Association (COESA)

The College of Education Student Association (COESA) promotes unity and program support in the College and augments personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students studying in the college an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

Research Methods and Statistics Student Association (RMSSA)

The RMSSA's mission is to serve students enrolled in the RMS program at MCE. RMSSA shall:

- A. Represent RMS students in all policy-making activities affecting program and student interests.

- B. Provide students studying in the RMS program at the Morgridge College of Education (MCE) an opportunity to engage in collegial and social relationships with faculty, peers, and experts in the field.
- C. Encourage and promote professional, intellectual, and social interaction between students and faculty within the RMS program
- D. Provide career assistance and mentorship to current RMS students and alumni.
- E. Enhance student educational experience through supporting research and conference activities
- F. Represent the Research Methods and Statistics program and student on the College of Education Student Association and the Graduate Student Association Council (GSAC).

There shall be two types of membership: Membership shall be through election, where students enrolled in the RMS program at the Morgridge College of Education are voting members and may hold office; RMS Alumni and faculty are non-voting members and may not hold office.

RMS Faculty

Nicholas J. Cutforth, PhD
Professor and Program Coordinator
Research Methods and Statistics
Ruffatto Hall 252
303-871-2477
ncutfort@du.edu

Kathy Green, Ph.D.
Professor Research Methods and Statistics
Ruffatto Hall 233
303-871-2490
kgreen@du.edu

Antonio Olmos-Gallo, PhD
Associate Professor
Research Methods and Statistics
Ruffatto Hall 231
303-871-6681
Pablo.Olmos-Gallo@du.edu

Duan Zhang, Ph.D.
Associate Professor
Research Methods and Statistics
Ruffatto Hall 232
303-871-3373
duan.zhang@du.edu

Other University of Denver Faculty

Charles Reichardt, Ph.D.
Professor: Department of Psychology
Frontier Hall, Room 344
303-871-3783
creichar@du.edu

Jeanne Jacobs, PhD.
Adjunct Faculty: Qualitative Research
Jeanne.jacobs@du.edu

Morgridge College of Education Office of Admissions (MOA) and Academic Services Associate

To meet the requirements of your degree or certificate program, and to receive information about financial assistance, students are encouraged to work closely with MCE staff, especially the Academic Services Associate and the Morgridge Office of Admissions (MOA). MCE staff can provide information and assistance from initial inquiry through graduation. For questions related to financial aid, contact the Finance Assistant located at 313 of Katherine A. Ruffatto Hall, 303-871-4012. For questions related to academic requirements, including the comprehensive exam and graduation application, contact the RMS Academic Services Associate Nick Heckart, 251Ruffatto Hall, 303-871-2747.

The Academic Services Associate can provide essential assistance in submitting forms related to coursework and in understanding college and university academic policies. However, the faculty member assigned as your Academic Advisor should be the primary resource for decisions related to choice of courses.

Part V: ETHICAL CODES AND PROFESSIONAL STANDARDS

The University Honor Code governs all students and faculty at the University of Denver. In addition, MCE students are expected to adhere to the academic and professional expectations and standards of professional associations. Failure to comply with these expectations may be construed as unprofessional behavior and can result in dismissal from the program.

Student Responsibilities

In addition to following the University of Denver Honor Code and behaving according to the professional ethical standards of our field, students are expected to take responsibility for their success in the program. The faculty is responsible for supporting all students' efforts in achieving success, but, ultimately, success is the student's responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field. Students are also responsible for contacting the Learning Effectiveness Program (LEP) or the Disability Services Program (DSP) if particular accommodations are required. These offices are located on the 4th floor of Ruffatto Hall. If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

Ethical Behavior and Conduct

Copying another student's answers on a test, copying another student's paper, stealing copies of a test, using forbidden material on a closed book test, etc., are included in the typical definition of academic dishonesty. According to the DU Honor Code, any of these actions is grounds for placing a student on probation or dismissing them from the University. Please refer to the [DU Honor Code](#). Students are expected to demonstrate the highest level of ethical behavior as set forth by the American Psychological Association (APA).

In the RMS Program at the University of Denver, we strive to maintain an atmosphere of student cooperation. Students are often encouraged to work together on a project or to prepare for tests. It should be noted, however, that it is unacceptable in almost any academic setting to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2010) Code of Ethics. It is also unacceptable in our Program to "borrow" another student's work without giving him or her credit. Using papers or parts of papers or presentations written by others and handing them in as one's own work is unethical. It is tempting in the guise of friendship to pass on to new students copies of old assignments knowing that a professor will use the same one in future years. It is also tempting for new students to borrow copies of old assignments. Such behavior is unfair to students who do not have "friends" from whom to borrow assignments, to the student whose work is being "borrowed" without credit, and to the student who is "borrowing" the assignment, since they do not have to do the learning involved in working through the assignment on their own. As a result, the faculty will consider such behavior to be cheating and it will be treated like other forms of cheating specified in the first paragraph. Points may be deducted from a student's grade if cheating is discovered, and/or the student may be referred to the Office of Student Conduct.

Unethical behavior will be considered cause for dismissal at any time during a student's program. These policies are described more fully in the Graduate Policy Manual. Violations of code of student conduct or the honor code are overseen by the Office of Student Conduct <http://www.du.edu/ccs> in conjunction with an appointed DU Conduct Review Board. This office can be contacted with questions about these policies and procedures at 303-871-4851.

Grievance Process

Procedure for Academic Grievances for Graduate Students – revised August 2010

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. Please refer to the Graduate Policy Manual on Grade Appeals and Academic Grievances for further information.

Part VI: PROFESSIONAL ASSOCIATIONS

All RMS students are encouraged to join at least one professional association. Membership in these organizations provides the student with an opportunity to become familiar with, begin networking, and become part of a professional community. The following organizations are suggestions; there are many others for students to consider.

- American Educational Research Association (AERA): also join divisions and SIGs (Special Interest Groups) www.aera.net
- American Evaluation Association (AEA) www.eval.org
- American Psychological Association (APA) www.apa.org
- National Council on Measurement in Education (NCME) www.ncme.org

Part VII: COMMUNICATION CHANNELS, TECHNOLOGY

RMSProgram-L Distributed Email List

All accepted and enrolled students in the RMS Program should immediately subscribe to the *rmsprogram-l* distributed email list, using their preferred email address. *You must include your name in order to be subscribed to this list.* *rmsprogram-l* is used to deliver official RMS Program notices, job and internship opportunities, and discussion of matters among students and faculty. Students may go to <https://listserv.du.edu/mailman/listinfo/rmsprogram-l> in order to subscribe.

Laptops

It is strongly recommended that students invest in a quality laptop. Our campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. The University of Denver's wireless network is designed to be a convenient supplement to the wired network for general functions including web browsing, email, and printing to public printers. Wireless access points located in many areas of campus allow suitably configured computers equipped with wireless network cards to make wireless connections to the Internet. For recommended specifications on laptops, visit the DU Bookstore website.

Computer Labs and Technology Resources

A computer lab is available for Morgridge College of Education students on the second floor of Ruffatto Hall, in room 210. Throughout Ruffatto Hall, there are large monitors for use by students working in groups or individually; a VGA cable is needed in order to connect to these monitors.

Software Installed in Computer Lab

Microsoft Office Suite 2007 which includes Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher and Word are on all lab computers in the lab. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed along with many Morgridge College of Education course-specific software titles. For questions about specific software titles, please call 303-871-2789 for information.

The technology staff are housed in the Katherine A. Ruffatto building and are available to provide technical help in the computer lab and classrooms Monday through Friday from 8 a.m. to 4:30 p.m. Call 303-871-3222. Students and faculty may also request assistance from the UTS Helpdesk by calling 303-871-4700.

Technology Assistance

The University Technology Services (UTS) offers [assistance](#) and troubleshooting to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources such as Canvas.

Computer and Software Purchases

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the [Laptops and Learning Page](#) for more information. DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the [Bookstore web site](#) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

APPENDIX A: RMS Master’s Course Work Plan (2014-2015)

**MORGRIDGE COLLEGE OF EDUCATION
Research Methods and Statistics - MA
Course Work Plan 2014-2015**

Student: _____ ID #: _____

Phone #: _____ Email: _____

I. Morgridge College of Education Requirements (required)	Course #	Expected Qtr. Of Completion	Credit Hours
Educational Measurement (or Psychometric Theory)	RMS 4920 (or RMS 4921)		3
II. Program Requirements			
A. Research Design			
Survey Research Methods	RMS 4931		3
Empirical Research Methods	RMS 4930		3
Research Ethics	RMS 4952		1
Meta Analysis in Social Sciences Research	RMS 4932		3
Introduction to Qualitative Research	RMS 4941		4
B. Statistics			
Introductory Statistics	RMS 4910		5
Correlation Regression (or PSYC 4300)	RMS 4911		4
C. Evaluation (6 credits required, *required)			
*Program Evaluation Theory	RMS 4960		3
<i>(Choose one of the following)</i>			
Program Development and Evaluation	CFSP 4363		3
International Project Analysis	INTS 4333		3
Cost Benefit Analysis	PPOL 4500		4
School Admin: Program Dev and Evaluation or	ADMN 4820		3
Program Development and Evaluation	CNP 4730		3
Program Development and Assessment	RMS 4962		3
D. Practicum			
Practicum in Research	RMS 4980		3
E. Cognate (Minimum 5 hours)			
III. Thesis Option (Minimum 10 hours)	RMS 4995		

Summary of Degree Requirements			
	Credits Required (does not include courses waived)	Credits Transferred in	Credits Completed
I. Morgridge College of Education Requirements	3		
II. Program Requirements			
A. <i>Research Design</i>	14		
B. <i>Statistics</i>	9		
C. <i>Evaluation</i>	6		
D. <i>Evaluation Practicum</i>	3		
E. <i>Cognate</i>	Minimum 5		
III. Thesis Option	10-15		
Total	Minimum 45 hours		

Student's Signature _____

Date: _____

Advisor's Signature _____

Date: _____

APPENDIX B: RMS Doctoral Course Work Plan (2014-2015)

**Morgridge College of Education
Research Methods and Statistics – Ph.D.
Course Work Plan 2014-2015**

Student: _____ Student #: _____

Phone #: _____ E-mail: _____

I. Morgridge College of Education Requirements	Course #	Expected Qtr. of Completion	Credit Hours
A. Research (*All Required)			
*Empirical Research Methods	RMS 4930		3
*Introduction to Qualitative Research	RMS 4941		4
*Dissertation Research (Minimum 10 credits, must register for at least 1 hr per Fall, Winter & Spring after most coursework is completed until Graduation)	RMS 5995		
II. Program Requirements	Course #	Expected Qtr. of Completion	Credit Hours
A. Measurement (*All required)			
*Psychometric Theory	RMS 4921		3
*Item Response Theory	RMS 4922		3
*Meta Analysis in Social Sciences Research	RMS 4932		3
B. Research Methods (* required)			
Structural Foundations of Research in Social Sciences	RMS 4940		3
*Qualitative Data Collection and Analysis	RMS 4942		4
*Program Evaluation Theory	RMS 4960		3
*Mixed Method Research Design	RMS 4951		4
*Research Ethics	RMS 4952		1
Choose at least one of the following:			
Topics in Research Design	RMS 4959		
Arts-Based Research	RMS 4947		3
Advanced Qualitative Research	RMS 4946		4
Survey Research Methods	RMS 4931		3
Community Based Research	RMS 4945		3
C. Statistics (* required)			
	Course #	Expected Qtr. of Completion	Credit Hours
*Correlation & Regression (or PSYC 4300)	RMS 4911		4
*Analysis of Variance (or PSYC 4330)	RMS 4912		5

*Multivariate Analysis	RMS 4913		5
*Hierarchical Linear Modeling	RMS 4915		4
*Structural Equation Modeling (or PSYC 4350)	RMS 4914		5
*Latent Growth Curve Modeling	RMS 4916		4
Topics in Statistics	RMS 4919		
III. Practicum (* required)			
*Practicum in Research	RMS 4980		3
IV. Cognate (Minimum 20 credit hours)	Course #	Expected Date of Completion	Credit Hours

Summary of Degree Requirements			
	Credits Required (does not include courses waived)	Credits Transferred in	Credits Completed
I. Morgridge College of Education Requirements			
A. Research	17		
II. Program Requirements			
A. Measurement	9		
B. Research Methods	15		
C. Statistics	27		
III. Practicum	3		
IV. Cognate	20		
Total	Minimum 90 hours		

Student's Signature _____

Date: _____

Advisor's Signature _____

Date: _____

APPENDIX C: RMS Doctoral Course Work Plan, Institutional Research (2014-2015)

**Morgridge College of Education
Research Methods and Statistics – Ph.D.
Institutional Research Concentration
Course Work Plan 2014-2015**

Student: _____

Student #: _____

Phone #: _____

E-mail: _____

I. Morgridge College of Education Requirements	Course #	Expected Qtr. of Completion	Credit Hours
A. Research (*all required)			
*Empirical Research Methods	RMS 4930		3
*Introduction to Qualitative Research	RMS 4941		4
*Dissertation Research (must register for at least 1 hr per Fall, Winter & Spring after most coursework is completed until Graduation)	RMS 5995		10
II. Program Requirements	Course #	Expected Qtr. of Completion	Credit Hours
A. Communication <i>Choose at least one of the following:</i>			
Business Communication and Presentations	COMM 4015		4
Persuasion Methods and Techniques	COMM 4016		4
Communication for Change Management	COMM 4032		4
Organizational Development	COMM 4057		4
Understanding Human Communication	COMM 4070		4
Marketing Foundations and Planning	COMM 4140		4
Strategic Organizational Design	COMM 4209		4
B. Measurement (* required)			
* Psychometric Theory	RMS 4921		3
*Meta Analysis in Social Sciences Research	RMS 4932		2
Item Response Theory	RMS 4922		3
C. Research Methods (* required)			
Structural Foundations of Research in the Social Sciences	RMS 4940		3
* Program Evaluation Theory	RMS 4960		3

*Research Ethics (topic course required)	RMS 4952		1
*Survey Research Methods	RMS 4931		3
*Mixed Method Research Design	RMS 4951		4
Qualitative Data Collection and Analysis	RMS 4942		4
Educational Criticism and Connoisseurship	RMS 4947		3
Ethnographic Research	RMS 4946		3
Community Based Research in Urban Settings	RMS 4945		3
D. Statistics (* required)			
*Correlation & Regression (or PSYC 4300)	RMS 4911		4
*Analysis of Variance (or PSYC 4330)	RMS 4912		5
*Multivariate Analysis	RMS 4913		5
* Choose at least one of the following:			
Structural Equation Modeling (or PSYC 4350)	RMS 4914		5
Hierarchical Linear Modeling	RMS 4915		4
Latent Growth Curve Modeling	RMS 4916		4
(recommended)			
Topics in Statistics	RMS 4919		3
Sampling Theory and Applications	STAT 4680		4
Nonparametric Statistics	STAT 4810		4
Statistical Quality Control	STAT 4710		4
Statistics for Economic and Business Forecasting	STAT 4830		4
Data Mining I	STAT 4880		4
III. Practicum (* required)			
*Practicum in Research	RMS 4980		3
IV. Cognate Requirements—Specialization area			
Business Intelligence/GIS Courses (choose at least one)			
Introduction to Business Intelligence	ITEC 4377		4
Data Warehousing	ITEC 4378		4
Applied Business Intelligence	ITEC 4379		4
Project Management	ITEC 4488		4
Enterprise Intelligence	ITEC 4475		4
Geographic Information Systems Modeling	GEOG 3110		4
Advanced Geographic Information Systems	GEOG 3130		4

Specialization Area Courses (*Required, see choices below)			

Specialization in Higher Education—*Required Cognate Courses and options for at least one additional course (21 credits minimum):

Course Name	Course Number	Course Credits
*Organization & Governance of Higher Education	HED 4220	3
*Public Policy in Higher Education	HED 4212	3
*Financing Higher Education	HED 4221	3
*Institutional Research & Enrollment Management	HED 4223	3
*History of Higher Education	HED 4214	3
*Current Issues of Higher Education	HED 4211	3
Diversity in Organizations	HED 4283	3
Access to Higher Education	HED 4246	3
Retention in Higher Education	HED 4247	3
Educational Policy Analysis	HED 4242	3

Specialization in Library and Information Science--*Required Cognate Courses and options for additional recommended courses (18 credits minimum)

Course Name	Course Number	Course Credits
*Organization of Information	LIS 4010	4
*User-Centered Design	LIS 4102	3
*Introduction to Digitization	LIS 4140	3
*Metadata Architectures	LIS 4404	3
*Web Content Management	LIS 4206	3
*Digital Objects and Collections	LIS 4804	3
Government Publications	LIS 4362	3
Archival Appraisal	LIS 4801	3
Academic Libraries	LIS 4700	3

Summary of Degree Requirements			
	Credits Required	Credits Transferred in	Credits Completed
I. Morgridge College of Education Requirements			
A. <i>Research</i>	17		
II. Program Requirements			
A. <i>Communication</i>	4		
B. <i>Measurement</i>	5		
C. <i>Research Methods</i>	11		
D. <i>Statistics</i>	18		
III. Practicum	3		
IV. Cognate Requirement: Specialization in Higher Education or Library and Information Science	22-25		
Total	Minimum 90 hours		

Student's Signature _____

Date: _____

Advisor's Signature _____

Date: _____

APPENDIX D: RMS Master's Student Annual Review Form

Date _____

Student Name _____

Name of Coursework Advisor _____

Occupation (if applicable) _____

Employment Status _____

1. a) Were you admitted on a probational basis? Yes ___ No ___

b) If "yes", have the probation conditions been met? Yes _____ No _____

c) If "no", when do you plan to do so? _____

2. a) Have you filed your Coursework Plan? Yes _____ No _____

b) Have there any changes to your Coursework Plan in the past year?

Yes ___ No ___ (If "yes" please attach its most recent version).

3. The program requires that students conduct a research practicum prior to graduation. Have you met your research practicum requirement?

Yes _____ No _____ Partial _____

a) If "yes" or "partial," indicate research activity in which you participated.

b) If "yes" and the research activity was presented or published, indicate where you presented or published the research, date of presentation, title of presentation using APA style.

c) If "no," indicate a plan for completing this requirement.

4. Have you taken your comprehensive examination? Yes _____ No _____

If "yes," year and quarter _____

If "no," when do you plan to take it? _____

5. Do you plan to do a Master's thesis? Yes _____ No _____

a. If "yes," has your thesis proposal been approved? Yes _____ No _____

i. If "yes," list the Chairperson and the proposed title

_____ (chair)

_____ (title)

b. If "no," do you have a proposal chairperson? Yes _____ No _____

i. If "yes," list name of chairperson and topic

_____ (chair)

_____ (topic)

6. If you have completed your coursework and plan to do a Master's thesis, are you registered for Continuous Enrollment and Thesis credits?

Yes _____ No _____ N/A _____

If no, please go to the MCE Office of Admissions and Enrollment Services to register.

7. If you have completed your course work and plan to do a Master's thesis, have you submitted a timeline for completing your thesis? Yes _____ No _____

8. List professional organizations of which you are a member.

9. List all presentations you have made at meetings or conventions of professional associations since entering the program - or that have been accepted for presentation or publication using APA style.

10. List all community engagement activities in which you participated during the year (e.g., program evaluation, volunteer, paid/unpaid consulting).
11. Describe your strengths as a developing research methodologist.
12. Describe areas that you find challenging and/or need to work on.
13. If appropriate list any personal and professional issues that may impact your progress in our program (i.e., job change, family changes, health, etc.)

Professional Work Competency Scale

Instructions: Please rate yourself as candidly as possible on each item using the scale provided and also provide an example or two to support your rating.

1. Initiative – initiates activities when appropriate; doesn't wait to be asked or told when to begin tasks.

Strongly disagree 1 2 3 4 5 6 Strongly agree

2. Dependability – follows through on tasks; completes assignments in accordance with stated parameters and/or constraints.

Strongly disagree 1 2 3 4 5 6 Strongly agree

3. Time management / work organization – organizes work and manages time effectively; completes assignments in a timely manner

Strongly disagree 1 2 3 4 5 6 Strongly agree

4. Respect for human diversity – exhibits awareness of and sensitivity to racial, cultural, socioeconomic, religious, gender-based, sexual orientation and other human differences; seeks out further understanding and skills needed to work with diverse populations.

Strongly disagree 1 2 3 4 5 6 Strongly agree

5. Oral communication – express self orally in a clear and organized manner

Strongly disagree 1 2 3 4 5 6 Strongly agree

6. Written communication – expresses self in writing in a clear and organized manner

Strongly disagree 1 2 3 4 5 6 Strongly agree

7. Attending/listening skills – listens attentively; attends to important communications

Strongly disagree 1 2 3 4 5 6 Strongly agree

8. Interpersonal relations – relates effectively with peer students, faculty, and colleagues

Strongly disagree 1 2 3 4 5 6 Strongly agree

9. Adaptability / flexibility – adapts effectively to demands of situation; exhibits flexibility in face of change.

Strongly disagree 1 2 3 4 5 6 Strongly agree

10. Ethical responsibility

Strongly disagree 1 2 3 4 5 6 Strongly agree

APPENDIX E: RMS Doctoral Student Annual Review Form

Date _____

Student Name _____

Your Course Work Advisor's Name _____

Occupation (if applicable) _____

Employment Status _____

1. a) Were you admitted on a probational basis? Yes ___ No ___

b) If "yes", have the probation conditions been met? Yes ___ No ___

c) If "no", when do you plan to do so? _____

2. a) Have you filed your Course Work Plan? Yes ___ No ___

b) Was there any change to your filed Course Work Plan in the past year?

Yes ___ No ___ (If "yes" please attach its most recent version).

3. The program requires that students conduct a pre-dissertation research project (the research practicum). Have you met your pre-dissertation research practicum requirement?

Yes ___ No ___ Partial ___

a) If "yes" or "partial," indicate research activity in which you participated.

b) If "yes" and the research activity was presented or published, indicate where you presented or published the research, date of presentation, title of presentation using the APA style.

c) If "no," indicate a plan for completing this requirement.

4. Have you taken your comprehensive examination? Yes ___ No ___

If "yes," year and quarter _____

If "no," when do you plan to take it? _____

5. If you have completed your coursework, are you registered for Continuous Enrollment and Dissertation credits?

Yes _____ No _____ N/A _____

If no, please go to the MCE Office of Admissions and Enrollment Services to register.

6. Has your dissertation proposal been approved? Yes _____ No _____

If "yes," list the Chairperson and the proposed title

_____ (chair)

_____ (title)

If "no," do you have a proposal chairperson? Yes _____ No _____

If "yes," list name of chairperson and topic

_____ (chair)

_____ (topic)

7. If you have completed your course work, have you submitted a timeline for completing your dissertation? Yes _____ No _____

8. List professional organizations of which you are a member.

9. List all presentations you have made at meetings or conventions of professional associations since entering the program - or that have been accepted for presentation or publication using APA style.

10. List all community engagement activities in which you participated during the year (e.g., program evaluation, volunteer, paid/unpaid consulting).

11. Describe your strengths as a developing research methodologist.
12. Describe areas that you find challenging and/or need to work on.
13. If appropriate list any personal and professional issues that may impact your progress in our program (i.e., job change, family changes, health, etc).

APPENDIX F: Practicum Agreement

PRACTICUM AGREEMENT for the Research Methods and Statistics (RMS) program at the Morgridge College of Education, University of Denver

Student Name:	
Program: Research Methods and Statistics (RMS)	
DU Practicum Instructor:	
Quarter/Year:	
Name of the Organization where you will do your Practicum:	
Supervisor at Practicum Organization:	
Supervisor Contact Information:	
Address:	
Telephone:	
Email Address:	
1. Please provide a brief description of the activities or operations of the Practicum Organization:	
2. Please describe your understanding of your responsibilities for this Practicum:	
3. What are your expectations of your participation in the Practicum?	
a. In what kind of activities do you expect to participate at the Practicum Organization?	

b. What do you expect to learn about the work in which the Practicum Organization is engaged?	
c. What concrete skills do you expect to acquire during the Practicum?	
d. What do you expect to contribute to the operations of the Practicum Organization?	
e. Overall, what do you expect to gain from the Practicum experience?	
4. What commitments do you make as you enter into this Practicum?	
a. Hours: how many hours per week will you devote to the Practicum (Note: The total number of hours should be between 24 (minimum) and 120 (maximum) to be covered in one academic quarter)?	
b. Work-Product: what kind of documentation of your learning, skills acquisition, and contribution to the Practicum Organization (e.g., periodic oral and written reports, final written report, etc.) do you commit to providing to:	
i. Your supervisor at the Practicum Organization:	
ii. Your DU Practicum instructor:	
Signature of student	Date

Signature of DU Instructor	Date
Signature of Practicum Organization Supervisor	Date

APPENDIX G: Practicum Feedback

Practicum Feedback

The Research Methods and Statistics program at the Morgridge College of Education thanks you for acting as supervisor for our student. Below, we would like to ask some questions that may help our student assess his/her skills as a graduate from our program.

Based on your interaction during the practicum, how would you rate our graduate skills in the following areas (if not appropriate or unable to rate, please leave blank):

	1	2	3	4
Interpersonal skills (if appropriate)	Poor			Great
Communication skills	Poor			Great
Work ethic	Poor			Great
Initiative	Poor			Great
Analytical skills	Poor			Great
Flexibility/adaptability	Poor			Great
Problem-solving skills	Poor			Great
Technical skills	Poor			Great
Ability to plan and manage a project	Poor			Great
Ability to create new knowledge	Poor			Great
General understanding of your program evaluation need	Poor			Great

Please feel free to add any comments that you think may be useful for our graduate

Please add any comments that may help our program improve the practicum experience for both the student and for your organization

Thank you