

Research Methods and Statistics Program

**Student Handbook
2026-2027**

MA and PhD Degrees



**Morgridge College
of Education**
UNIVERSITY OF DENVER

Background

The Morgridge College of Education *Research Methods and Statistics* 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 Policies and Procedures found in the Graduate Bulletin available at: <http://bulletin.du.edu/graduate/> and the MCE Policies and Procedures found here: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>. This handbook is only the RMS-specific information, refer to the MCE Student Handbook for additional information.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Office of Equal Opportunity & Title IX, Driscoll Center South, Suite 30, 2050 E. Evans Ave., Denver, CO 80208, 303-871-7016, TitleIX@du.edu, 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 education and 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

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Part I: Overview

The Research Methods and Statistics Program

The education and social and sciences fields have a growing need for professionals with strong skills in research design, statistics, qualitative and mixed methods, 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, developing 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 mastery. Graduates with RMS degrees hold professional positions in testing and program evaluation companies, non-profit organizations, universities, school districts, and state and service 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.

PhD Core Courses (RMS CORE)

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. RMS core classes are detailed in the 2024-2025 bulletin that can be accessed here:

<https://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/researchmethodslibraryscience/#programofstudytext>

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.

MA Core Courses (RMS-MA)

Similarly, RMS MA students complete a core of RMS courses (i.e., the RMS-MA) with required coursework in qualitative, quantitative, and transdisciplinary methods. Like PhD students, MA students complete a practicum and have the option to conduct independent research (which requires +5 credits). Please review the bulletin closely for more detailed information on the requirements for each degree type.

Unique Program Features

The RMS program is one of nine 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 10:1 and 25:1. 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 Outcomes

The broad learning outcomes 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
- Understand ethics as they apply to research

RMS outcomes relate to the MCE mission to advance 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 assessment criteria and a synopsis of the process for reviewing data are listed below.

MA Assessment of Student Learning Outcomes

Student Learning Outcome	Where will assessment take place (courses, exit interviews)?	What student work is being assessed (exams, papers, dissertations)?	How proficient performance is determined (rubric, other criteria for performance, exam score)?
1. Students will design research projects with faculty members and community partners using knowledge of the strengths and limitations of diverse modes of inquiry.	Course Project	RMS 4930 Final Project (Study Design)	MA Program Assessment Rubric (Coursework)
	Practicum	Practicum Report	Practicum Supervisor Feedback Report
2. Students will create and evaluate quantitative and/or qualitative instruments/protocols.	Thesis	Master's Thesis	Oral Defense Rubric
	Course Project	RMS 4921 Final project (Construction of Pilot Measure)	MA Program Assessment Rubric (Coursework)
	Course Project	RMS 4941 Final Project (Research Approach)	MA Program Assessment Rubric (Coursework)
3. Students will communicate research design and methods in writing according to APA format and orally.	Course Project	RMS 4941 Final Project (Research Approach)	MA Program Assessment Rubric (Coursework)
	Course Project	RMS 4930 Final Project (Study Design Assignment)	MA Program Assessment Rubric (Coursework)

	Comprehensive Examination	Comprehensive Examination Paper	Comprehensive Examination Rubric
	Thesis	Master's Thesis	Oral defense rubric
4. Students will apply research ethics and adhere to an ethical code of conduct when engaging with professional and local communities.	Course Examination	RMS 4952 CITI Examination	MA Program Assessment Rubric (Coursework)
	Course Project	Ethical Dilemmas Project	MA Program Assessment Rubric (Coursework)
	Practicum	Practicum Report	Practicum Supervisor Feedback Report

Doctoral Assessment of Student Learning Outcomes

Student Learning Outcome	Where will assessment take place (courses, exit interviews)?	What student work is being assessed (exams, papers, dissertations)?	How proficient performance determined is (rubric, other criteria for performance, exam score)?
1. Students will be able to apply statistical techniques to model, think critically, and design their own studies.	Course Project	RMS 4914 Structural Equation Modeling Final Paper	PhD Program Assessment Rubric (Coursework)
	Course Project	RMS 4915 Hierarchical Linear Modeling Final Paper	PhD Program Assessment Rubric (Coursework)
2. Students will create and evaluate quantitative and qualitative instruments/protocols using psychometric models and conceptual approaches.	Course Project	RMS 4942 Qualitative Research Project	PhD Program Assessment Rubric (Coursework)
	Practicum	Practicum Supervisor Feedback Report	Practicum Supervisor Feedback Report
	Course Project	RMS 4922 Item Response Theory Template	PhD Program Assessment Rubric (Coursework)

3. Students will communicate research design and methods with clarity both orally and in writing according to APA format.	Course Project	RMS 4951 Mixed Methods Study Design	PhD Program Assessment Rubric (Coursework)
	Dissertation	PhD Oral Defense Examination	Oral Defense Examination Rubric
	Course Project	RMS 4946 Dissertation Pilot Study	PhD Program Assessment Rubric (Coursework)
	Course Project	RMS 4930 Study Design Project	PhD Program Assessment Rubric (Coursework)
4. Students will be able to explain both quantitative and qualitative approaches and integrate design, analysis, and interpretation.	Course Project	RMS 4951 Mixed Methods Study	PhD Program Assessment Rubric (Coursework)
	Comprehensive Examination	PhD Oral Defense Evaluation Rubric	Oral Defense Examination Rubric
5. Students will demonstrate professionalism by employing research ethics and adhering to an ethical code of conduct when engaging with professional and local communities.	Course Examination	RMS 4952 CITI Examination	PhD Program Assessment Rubric (Coursework)
	Research Practicum	Practicum Supervisor Feedback Report	Practicum Supervisor Feedback Report
	Course Project	RMS 4952 Ethical Dilemmas Project	PhD Program Assessment Rubric (Coursework)

Part II: RMS Program Requirements

All RMS students (1) engage in academic advising, (2) complete required coursework, including specialization and cognate credits, (3) complete a practicum project, and (4) complete all required non-course requirements for your degree.

Program Requirement 1: Engage in Academic Advising

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 course work plan, and other program requirements.

Students are responsible for knowing and understanding the contents of this Handbook, as well as the policies outlined at: <http://bulletin.du.edu/graduate/> and the MCE Policies and Procedures found here: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>.

The academic advisor works with the student to complete and approve the course work 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, yet all faculty are available for career guidance. However, only the academic advisor should give the student academic program approval.

First year students should meet with the academic advisor during their first quarter. It is the responsibility of the student to make appointments to meet with his or her advisor at least once per academic year. 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 from September to mid-June each year (i.e., fall, winter, and spring terms). During the summer, students may need to work with the RMIS department chair if their advisor is not on campus.

Degree Requirements

All students are required to complete a course work plan with their advisors the first quarter after entering the program. Students should use the degree audit quarterly to ensure that credits are reflected accurately in their transcript.

Responsibilities of Academic Advisors

Coursework advisors are responsible for assisting graduate students discover and participate in appropriate channels of scholarly and professional activities, and helping them develop their professional research, teaching, and networking skills to prepare them for career success. Our faculty have adopted the following best practices to create a stimulating and supportive environment for our students.

1. Provide accurate advice. Students can reasonably expect their advisor to be knowledgeable and able to communicate clearly. So, read and become familiar with your program handbook as well as current university policies regarding transfer of courses, course waivers, substitutions, etc.
2. Understand the role of the course sequence documents for the MA and PhD programs in determining the coursework plan for the student's degree program.
3. Be reasonably accessible: hold advising discussions at least once a quarter with each advisee. They will typically return all emails within 2 business days unless there are extenuating circumstances. In the event of an absence from the university, faculty will use an automatic out of office message on email.
4. Faculty will inform each advisee of expectations. Faculty will help direct students to DU's resources, the culture and expectations of graduate school and the tools and resources to navigate their studies.
5. Faculty advice can include criticism but should be respectful and caring. Advisors should strive to be "critical friends."
6. Advisor-advisee relationships should be focused on academic and professional development. It is inappropriate for advisors to expect advisees to become involved with assisting them in meeting their personal needs.
7. Advisors will ensure that transfer of coursework is completed by the end of the first quarter.
8. Advisors will review the student's coursework plan by the end of the first quarter.
9. Advisors will review a revised coursework plan whenever the student makes changes to their plan.
10. Faculty should contact advisees when registration deadlines are approaching, so that they register for the appropriate amount of coursework and credit hours. They will hold meetings with advisees if necessary.
11. Faculty will share expectations for a good thesis or dissertation, a timeline for good academic progress, student annual reviews, ethics in research, and professional behavior. Discuss other topics pertinent to the discipline that need to be covered.
12. Advisors will monitor student progress for major milestones from entry to graduation including:
 - Master's students should complete coursework (including cognate) in 1-2 years; doctoral students in 2-4 years
 - Practicum should be started no later than $\frac{3}{4}$ of the way through coursework
 - Comprehensive exams should be taken no earlier than the final quarter of coursework
 - Faculty will encourage students to submit conference proposals and to publish their work

- Students should initiate their thesis/dissertation research topic towards the end of their coursework
 - The composition of thesis/dissertation committee and director should be discussed during final year of coursework
 - Advisors will schedule proposal/oral defense meetings when the student is fully prepared
 - Advisors will monitor progress in thesis/dissertation.
13. Faculty will inform advisees about professional resources and opportunities including acquiring grant-writing skills, taking on leadership responsibilities, seeking professional development opportunities, attending and submitting proposals to professional meetings and conferences, publishing, and applying for jobs.

Responsibilities of Advisees

1. Expect to devote an appropriate amount of time and energy towards achieving academic excellence and completing the degree.
2. Read and become familiar with your program's handbook and graduate policies
3. Respect the time constraints and demanding lives of faculty members and program staff.
4. Be available for at least quarterly check-ins and alert the advisor about uncertainties you may have about program requirements, normal progress, and performance expectations.
5. Don't always expect immediate access to your advisor.
6. Be prepared to be proactive and take the initiative in finding answers to questions and planning your professional careers.
7. Communicate regularly with coursework advisor. When registration deadlines are approaching, check in with your advisor if necessary to ensure that you register for the appropriate courses and number of credit hours.
8. Be aware of major milestones from entry to graduation including:
 - Master's students should complete coursework in 1- 2 years, doctoral students in 2-4 years
 - Practicum should be started no later than $\frac{3}{4}$ way through coursework
 - Comprehensive exams should be taken no earlier than the final quarter of coursework
 - Students should submit conference proposals and to publish their work
 - Students should initiate their thesis/dissertation research topic towards the end of their coursework (e.g., near the start of the academic year in which students will complete their coursework)
 - The composition of thesis/dissertation committee and director should be discussed during final year of coursework
9. Ask your advisor about professional resources and opportunities including acquiring grant-writing skills, taking on leadership responsibilities, professional development

opportunities, attending and submitting proposals to professional meetings and conferences, publishing, and applying for jobs.

10. Expect your advisor to provide constructive criticism as part of the advising experience.
11. Contact your program's lead faculty member and/or department chair if difficulties develop with your advisor.

*Sources consulted include the University of Central Florida, Duke University, the University of Pittsburgh, and *Inside Higher Education*.

Program Requirement 2: Complete Required Coursework

All **MA** students must complete a cognate or minor study in a field 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 specialization 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. Take care to ensure the courses you wish to take will count toward your degree in advance of registration.

NOTE: MCE policy states that students cannot take classes from University College (UCOL) without prior approval from their advisor and the Associate Dean for credits to apply to their degree.

Transferring and Waiving Credits in Your First Quarter

Transfer credits and waived credits are both academic actions that allow students to earn credit towards their degree, but they differ in how they are applied:

- Transfer credits allow students to apply credits earned at one institution towards their degree at another institution. Transfer credits are granted based on the similarity of the course material, the grade earned, and when and where the course was taken. These credits count toward the degree credit requirement.
- Waived credits allow students to avoid taking a specific course, but they do NOT count as credits toward the degree credit requirement. Students still need to take a class to fulfill the missing credits. Waivers do not carry credit or decrease the number of credits required for graduation.

Students may transfer credits with approval during the *first quarter* of enrollment. All waived courses must be approved by an advisor. Please review the transfer of credit policies in the current bulletin to learn more.

Waiver Process for Required Research Courses. If you have taken a similar course at the graduate level or if you can demonstrate content knowledge through coursework, you may be eligible to waive a course. Refer to the MCE Student Handbook for information on waiving a required research course.

Waiver Process for Other Courses. Refer to the MCE Policies and Procedures for information on waiving other courses.

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

- RMS 4910 Introductory Statistics (4 credits)
- RMS 4911 Correlation & Regression (4 credits)
- RMS 4930 Quantitative Research Design (3 credits)
- RMS 4941 Introduction to Qualitative Research (4 credits)

The credit hours associated with the class you successfully test out of must be utilized for other, typically more advanced courses. 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.

Program Requirement 3: Complete a Practicum Project

All students complete a practicum with a faculty member and a community/organizational partner after taking sufficient preparatory courses in the program. The goal of the practicum is to provide a field experience in aspects of designing, conducting, and presenting research and evaluation.

The Practicum Process

In the quarter prior to beginning their practicum the student meets with an RMS faculty member (i.e., practicum instructor) to determine a project to pursue and select a setting/partner for their practicum. The student drafts and receives approval from the faculty member and from the community/organizational partner on the scope and deliverables that will make up the practicum project.

After securing the support of an RMS faculty member, students complete the *RMS Practicum Agreement* form and register for a practicum course. See the full list of RMS practicum courses on the current bulletin under “course descriptions.” Students may register for credits one at a time (e.g., 1 credit in the spring quarter, 1 credit in the fall

quarter, etc.) and are not required to finish the project during the quarter in which they are registered for credits. Students are strongly encouraged to complete practicum studies within one year of starting their practicum course credits.

The practicum typically takes between 25-100 hours to complete over a six-month period. Once the project has begun, students meet with their advisor at least quarterly to discuss progress. At the end of the project, the community/organizational partner completes the *Practicum Feedback Form*.

The student will present their findings to RMS faculty and/or their community partner. Students should aim to submit the paper written from the practicum for presentation at a regional, national, or international conference and/or publication in a peer-reviewed journal.

Practicum Examples

Students have undertaken **evaluation practicums** with the following partners: Denver Museum of Nature and Science, Open World Learning, the Denver Zoo, Hudson Gardens, Colorado School of Public Health, the University of Denver's Institutional Research Office, and the Aurora Research Institute.

Students have undertaken **research practicums** with the following partners: University of Denver's Office of Institutional Research, University of Denver's Division of Natural Sciences & Mathematics, Denver Public Schools, SalusWorld International, and the Aurora Research Institute.

Students have presented their work at the following national conferences: the American Educational Research Association, the American Evaluation Association, and the International Objective Measurement Conference. One student published her work in *Intervention: Journal of Mental Health and Psychosocial Support in Conflict Affected Areas*.

Required Practicum Paperwork

Prior to starting the practicum project, students must receive approval on the *RMS Practicum Agreement* form (see next page). This form must be signed by the practicum instructor and the community/organizational partner and submitted to the RMS program lead within one month of the project start date indicated on the form.

At the end of the project, the community/organizational partner completes the *Practicum Feedback Form*. This form must be submitted before students can receive a grade for any practicum credits.

Required Practicum Form 1 of 2: RMS Practicum Agreement

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

Student Name:	
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 25 and 100 hours to be covered in one more or more academic quarters)?	
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:	
5. What opportunities will you have for scholarly communication (i.e., publication or presentation) of empirical findings arising from your practicum research?	
<i>Note: Be sure to carefully discuss publication and presentation options with your community partner and practicum supervisor BEFORE writing/submitting any scholarly work.</i>	
Signature of student	Date

Signature of DU Instructor	Date
Signature of Practicum Organization Supervisor	Date

Required Practicum Form 2 of 2: 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 student's 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
Writing 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 need	Poor			Great

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

Thank you.

Program Requirement 4: Complete All Required Non-Course Requirements

Information on non-course requirements can be found at: <https://du.digication.com/rmis-department/rms>

- Comprehensive Exams: FAQs, Study Guides, and Grading Criteria
- Theses and Dissertations: Guidelines, Process, Resources, IRB, and Examples of Proposals/Dissertations/Theses by method (quan, qual, or mixed).

Comprehensive Examination

Students must pass a comprehensive examination near to or at the end of their RMS coursework. MA students typically take comps in the spring of their final year in the program unless they are doing a thesis; PhD students typically take comps at the beginning of their third or fourth year in the program, depending on whether they have taken all courses required to sit for comps (see study guide). The exam is offered once a year for each degree, in the fall for PhD students and in the spring for MA students. The examination takes place on one (MA) or two (PhD) days and is in a closed book format. Students must register for the exam at the beginning of the academic year and use the study guide to prepare for exams well in advance of the testing session.

The purpose of the comprehensive examination is to allow students to demonstrate the ability to integrate the information and knowledge of research, measurement, and statistical theory and practice acquired during the degree program. Students have several months in which to study for their examination and should not miss class or graduate research assistant responsibilities to prepare for it.

Each item on comprehensive exams is marked separately. There are four possible outcomes: Honors Pass, Pass, Conditional Pass, or Fail. A student fails comprehensive exams if they receive a “Fail” on any one item or four “Conditional Pass” scores. Upon receiving a “Fail” score for comprehensive exams, students admitted on Bulletins 2024-2025 and earlier will receive one opportunity to retake comprehensive exams the next time it is offered (i.e., the following academic year). For students admitted on Bulletins 2025-2026 and later, failure to pass comprehensive examinations will result in dismissal from the program.

Note: MA students may choose to either take the Comprehensive Exam (for the RMS-MA degree) or complete a Master’s Thesis (for the RMS-MA+Thesis degree). MA students should declare their intent to take comprehensive exams or complete a thesis at the end of their first year / beginning of their second year in the MA program.

Master’s Theses and Doctoral Dissertations

Master's candidates have the option to complete a thesis by declaring their intent to complete a thesis at the end of their first year and completing 5 credits of independent research (RMS 4995). Doctoral students must complete a dissertation. Students should refer to the Graduate Studies dissertation instructions found at:

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

Doctoral Dissertation Policies. See <https://www.du.edu/info/students>, select **Graduate Student Resources** and under the *Thesis & Dissertation Instructions*, you will find important instructions on how to submit the thesis/dissertation. The **Graduate Forms** can also be found <https://www.du.edu/graduate-education/current-student-resources/academic-resources>.

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. Except in extenuating circumstances, doctoral students are expected to defend their dissertation proposal within a year of passing their comprehensive examinations and expected to defend their dissertation within two years of passing their proposal.

The Morgridge dissertation credit policy is part of the college-level policies at <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>. If you have questions, please contact your advisor.

RMS Dissertation Procedure

Students will begin dissertation work by formally registering for RMS 5771, a dissertation preparation seminar on the process of designing a student-led research study. This typically takes place in the fall quarter; however, students enrolling in RMS 5771 for the first time in a non-fall quarter may take additional credits of RMS 5771. All students will take a combination of RMS 5771 and 5995 credits to fulfill the MCE dissertation credit policy.

Students will continue registering for RMS 5771, at least one credit per quarter, until they are cleared to transition to RMS 5995 credits. This transition to RMS 5995 typically takes place after IRB has approved the study and data collection or analysis is underway. Each academic quarter, faculty discuss which students will register for RMS 5771. Generally speaking, each student will enroll in 6-7 credits of RMS 5771 over the course of two years or six academic quarters. Since some students will need a customized approach, students

are advised to speak with the instructor of RMS 5771 and their academic advisor to determine how to handle their situation (e.g., register for 2 credits in a single quarter).

NOTE: RMS 5771 credits are interchangeable with RMS 5995 credits for the purpose of CE (continuous enrollment).

NOTE: Students can take up to half their dissertation hours (5 of 10) before their comprehensive examination and must be enrolled for at least one credit post examination in the fall, winter, and spring quarters until graduation. However, they cannot register for more than 20 dissertation hours while working towards their degree.

Ongoing Research Projects

In addition to the practicum, doctoral students should engage in multiple research projects during their program. Thus, in addition to completing the research practicum, students are strongly encouraged to work with RMS faculty on independent research prior to initiating work on their dissertation.

Part III: College and University Offices, Personnel, and Resources

Research Methods and Statistics Student Association (RMSSA)

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

- Represent RMS students in all policy-making activities affecting program and student interests.
- 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.
- Encourage and promote professional, intellectual, and social interaction between students and faculty within the RMS program.
- Provide career assistance and mentorship to current RMS students and alumni.
- Enhance student educational experience through supporting research and conference activities.
- Represent the Research Methods and Statistics program and students on the College of Education Student Association (COESA) 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.

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
- The American Association for Teaching and Curriculum (AATC) (<http://aatchome.org/>). A special scholarship has been set up by DU alumni to send one current student to the conference (see <http://morgridge.du.edu/financial-aid/grants-scholarships/uhrmacher-scholar-alumni-group/>).
- Psychometric Society (<https://www.psychometricsociety.org/>)

Research and Information Science Digication and Canvas Sites

Digication is a portfolio in support of the Research Methods & Information Science Department. Current and prospective students may go to <http://portfolio.du.edu/RMIS>

RMS Emails

All accepted and enrolled students in the RMS Program will be enrolled as a subscriber to our email list, by the RMS program lead. The student's DU email address will be used for the subscription. These emails are used to deliver official RMS Program notices, job and internship opportunities, and discussion of matters among students and faculty.