



Division of Research, Measurement and Statistics (RMS)
Graduate Student Handbook
2020-2021

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2020-2021**

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I. The Department of Educational Psychology

The Department of Educational Psychology is one of four departments in the College of Education and Human Development (CEHD). At the graduate level, the department of Educational Psychology offers the Master of Education, Master of Science, and Doctor of Philosophy degrees. Graduate programs are offered in Bilingual Education, Counseling Psychology, Developmental Sciences, Learning Design & Technology, **Research, Measurement and Statistics (RMS)**, School Psychology, and Special Education. In addition to department and program requirements, graduate study in the CEHD is subject to the administrative control of the Office of Graduate and Professional Studies (OGAPS).

In addition to its graduate programs, the department offers undergraduate courses designed to assist prospective educators and other students understand creativity, Hispanic bilingual education, human learning and development, special education, and educational statistics. These courses are taken by students who are majoring in various fields of study other than educational psychology, students who are minoring in Creativity Studies, students who are majoring in Childhood Professional Services, or who require these courses for teacher certification with the Texas Education Agency or similar agencies in other states.

II. Educational Psychology Faculty

Active faculty members in the Department of Educational Psychology representing a broad range of academic backgrounds and research expertise are shown below. Of these, five core faculty members are associated with **Research, Measurement and Statistics (RMS)** program. Active Division of RMS faculty appear in **boldface** and are highlighted in the list below.

EPSY Departmental Faculty

Sandra Acosta
Texas A&M University
(2010)

Eukyeung Baek, PhD
University of South Florida
(2015)

Jamilia Blake, PhD
University of Georgia
(2007)

Lisa J. Bowman-Perrott, PhD
University of Virginia
(2001)

Daniel F. Brossart, PhD
University of Missouri – Columbia
(1996)

Professional and Research Interests

Bilingual Education, Leadership
Parent Involvement, Teacher Training

Multilevel & Longitudinal Modeling
Single-Case Data Analysis and Design
Large-scale Longitudinal Data Analysis

Children's Peer Relations
Ethnic and Gender Differences in Peer-
Directed Aggression

Emotional and Behavioral Disorders Cultural
Factors
Dropout Prevention

Psychological Intervention Research
Methodology in Psychological Research

Glenda Byrns, PhD
Texas A&M University
(2006)

Linda G. Castillo, PhD
University of Utah – Salt Lake City
(1999)

Krystal Simmons, PhD
Texas A&M University
(2009)

Timothy R. Elliott, PhD, ABPP
University of Missouri – Columbia
(1987)

Idean Ettekal, PhD
Arizona State University
(2016)

Jeffrey Gagne, PhD
Boston University
(2007)

Jennifer Ganz, PhD
University of Kansas
(2002)

Paul Hernandez, PhD
University of Connecticut
(2011)

Joyce Juntune, PhD
Texas A&M University
(1977)

Oi-Man Kwok, PhD
Arizona State University
(2005)

Rafael Lara-Alecio, PhD
University of Utah – Salt Lake City
(1991)

Jeffrey Liew, PhD
Arizona State University
(2005)

Language and Language Development
Preservice Teacher Education

Acculturation Process
Mexican American Educational Persistence
Latina Gender Roles and Mental Health

Crisis Prevention and Intervention
Minority Populations
Parent Involvement in Education
School Interventions for Disruptive Behavior

Public Health
Disability, Family Caregiving
Rehabilitation and Health Psychology

Peer aggression, victimization, and bullying
Peer acceptance and rejection
School engagement and achievement

Temperament Development
Self-control and Executive Functioning
Behavioral Genetics

Autism Spectrum Disorders
Behavioral Intervention
Academic Intervention

Experimental Design
STEM Research for Underrepresented Groups
Advanced Statistical Methods

Intelligence and Creativity
Gifted and Talented Education
Classroom Instruction

Multilevel Modeling
Structural Equation Modeling

Bilingual Education
Hispanic Parental Involvement
International Bilingual Education

Child and Adolescent Development
Emotion and Self-Regulation
Motivation and Learning

Wen Luo, PhD
Texas A&M University
(2007)

Lizette Ojeda, PhD
University of Missouri
(2009)

Yolanda Padron, PhD
University of Houston
(1985)

Susan Pederson, PhD- EDTC
University of Texas-Austin
(2000)

Cynthia A. Riccio, PhD
University of Georgia
(1993)

Charles R. Ridley, PhD
University of Minnesota
(1978)

Hector Rivera, PhD

Laura Stough, PhD
The University of Texas at Austin
(1993)

Noelle Wall Sweany, PhD
The University of Texas at Austin
(1993)

Modeling multilevel Data with Complex Structures
Growth Curve Models

Multicultural Issues
Latino's Career Development and Well-being

Educational Resiliency
Bilingual Education
Language Development
Parent Involvement

Educational Games and Virtual Environments
Student-Centered Learning Environments
Instructional Design
Embedded Assessment

Language Impairment/Autism
Learning Disabilities
Attention Deficit Hyperactivity Disorder
Pediatric Neuropsychology

Multicultural Training & Counseling
Psychology & Theology
Organizational Consultation

Bilingual Education

Classroom Management
Teacher Cognition
Disaster and Disabilities
Intellectual Disabilities

Online Teaching & Learning
Instructional Design
Social Presence
Self-Regulation
Mobile Learning

Christopher Thompson, PhD
Florida State University
(2016)

Fuhui Tong, Ph.D.
 Texas A&M University
 (2008)

Miranda Walichowski, PhD
 Texas A & M University
 (2009)

Robert S. (Jay) Woodward, PhD
 Texas A&M University
 (2000)

Steven Woltering, PhD
 University of Toronto
 (2012)

Myeongsun Yoon, PhD
Arizona State University
(2007)

Dalun Zhang, PhD
 University of New Orleans
 (1998)

Meta-analysis
Measurement and Statistics
Bayesian Models

Language Assessment in ESL/Bilingual
 Quantitative Methodology in
 Language/Literacy
 Intra- and Inter-linguistic Transfer among
 English Language Learners
 ESL/Bilingual Teacher Preparation

Bilingual Pre-service Teacher Preparation
 Needs of English Language Learners
 Alternative Assessment of Oral Proficiency

Creativity
 Gifted and Talented Education
 Adolescent Development
 Cognitive and Instruction

Self-regulation, Psychopathology
 Neuroscience
 Development

Categorical Data Analysis
Measurement Invariance
Psychometrics
Structural Equation Modeling

Self-Determination
 Transition Services
 Cultural Issues in Special Education

III. Academic Advisor

Sally Kallina (email: skallina@tamu.edu), is the Educational Psychology Academic Advisor. Her office is located in Room 704 EDCT, just inside the main office of the Department of Educational Psychology. Your Academic Advisor can provide you help with the following:

1. Applications and advising for EPSY programs.
2. Registration.
 - a. Information and assistance
 - b. Drop/Add forms
 - c. Q-drop
 - d. In-absentia registration and information
3. Deadlines, information, and forms.
 - a. Written and oral preliminary examinations (doctoral students only)
 - b. Final examinations (masters and doctoral)
 - c. Dissertations and theses
 - d. Graduation
4. Procurement of rooms for student Advisory Committee meetings.
5. Grade sheets for teaching assistants and faculty.
6. Maintenance of student records.
7. Grade changes (through instructors).
8. Variable credit course enrollment (e.g., EPSY 485, 683, 685, 691).
9. Student Information Management System (SIMS): Current tracking of courses, enrollment, and student status.
10. PhD qualifying exam information.
11. Record of addresses and phone numbers of current graduate students.
12. Applications for professional organizations.
13. Campus maps and community information.
14. Information about regulations and services for international students.

IV. **Division of Research, Measurement and Statistics (RMS) Philosophy, Mission, and Vision**

The Division of Research, Measurement and Statistics (RMS) is based on the belief that educational and psychological theories and empirical research can inform and improve education by increasing our understanding of how people learn, develop, think, and solve problems. Thus, the development and application of measurement and statistical methods to facilitate empirical research on these issues are crucial.

Our Mission. Central to our mission is promoting quantitative research methods and applications. To do so, we develop and study modern quantitative approaches and methods of measurement and statistics through statistical theory, computer simulation-based research, and collaboration on applications. All of this is completed with a goal of training and educating researchers on best practices.

Apprentice Scholar Model. Doctoral study in Research, Measurement and Statistics (RMS) is based on the *apprentice scholar* model, in which students become immersed in the literature outlining what is known, but also in the process of exploring what is yet to be learned. Under the mentorship of program faculty, RMS students actively participate in research designed to advance our understanding of the human learning, cognition, and development and environmental factors that shape them. They also pursue the development and evaluation of the development and evaluation of learning environments that foster these processes.

V. Graduate Program Learning Outcomes

Division of Research, Measurement and Statistics (RMS) students acquire the knowledge, skills, and experiences needed to function as faculty, researchers, and other educational professionals and leaders. Structured around a core of common courses, RMS permits graduate students to build an interdisciplinary program of study that meets their individual needs and professional objectives. Graduate training in RMS is directed toward the following learning outcomes:

Research Skills

Research, Measurement & Statistics (RMS) doctoral students will be able to:

- acquire, analyze, interpret, critique, and synthesize pertinent information from a broad range of relevant social science literatures.
- conceptualize, develop, evaluate, and select research questions and hypotheses.
- develop appropriate means of investigating research questions and hypotheses.
- conduct research following legal and ethical practices.
- develop appropriate means of analyzing and interpreting research results.
- prepare research reports and presentations that effectively communicate findings and conclusions to a variety of audiences in formats appropriate to the outlet and/or setting.
- apply conceptual, theoretical, and empirical knowledge to improve practice.
- design and develop proposals to funding sources.

Knowledge of Research, Measurement and Statistics (RMS)

Research, Measurement and Statistics (RMS) doctoral students will demonstrate comprehension and application of:

- research, measurement, and statistical techniques appropriate for use in education and the social sciences.
- assessment and evaluation techniques appropriate to diverse learners and contexts.

Diversity

Research, Measurement and Statistics (RMS) graduate students will:

- understand the influences and implications of diversity in people (e.g., social, cultural, linguistic, home backgrounds, gender, sexual orientation, cognitive and physical abilities).
- demonstrate the ability to communicate and work effectively with diverse individuals across different settings.
- apply research and interventions that respect diversity in people (e.g., social, cultural, linguistic, home backgrounds, gender, sexual, orientation).
- create research and intervention environments of respect and rapport that foster a positive climate.

VI. Division Planning

The Division of Research, Measurement and Statistics (RMS) offers MEd, MS, and PhD degrees in Educational Psychology. Degree plans for MS students typically place a greater emphasis on research than do MEd degrees, and most MS students in Research, Measurement and Statistics (RMS) typically complete a research project culminating in a thesis. Information on the University requirements and regulations regarding these degrees can be found in the TAMU *Graduate and Professional Catalog*. These catalogs are available online at <https://catalog.tamu.edu/graduate/>

Program planning and course selection is done under the guidance of the student's Entering advisor or the Chair of the Student Advisory Committee. Each student is encouraged to develop an overall plan detailing the semester-by-semester sequence of courses to be taken. Flexibility is necessary, however, because some change in the availability and timing of course offerings is likely and student interests may change as well. Prerequisite courses and core psychology courses that have not been taken previously should be scheduled early in the program.

The TAMU minimum requirement for MEd is 36 credit hours of approved courses. TAMU MS students who elect the thesis option must complete a minimum of 33 credit hours, which include research hours. The TAMU minimum for non-thesis MS students is 36 credit hours. For PhD students who have completed a master's degree, the minimum number of credit hours is 64; those entering with only a baccalaureate degree must complete at least 96 credit hours. **A student's Advisory Committees may require, or students may elect to take additional credit hours to enrich the student's training and preparation for their careers.**

The maximum academic load in the Fall and Spring semesters for TAMU graduate students is 18 credit hours, but the recommended course load for students on assistantship (or with similar commitments) is 9-12 credit hours. International students for whom English is a second language also may benefit from reduced course loads. Students on assistantships and fellowships are required to take a minimum of 9 credit hours during the Fall and Spring terms; for Summer, they are required to take a total of 6 credits. Students must be registered for at least one hour of credit during the Fall and Spring terms in order to maintain continuous enrollment. Failure to maintain continuous enrollment can lead to the termination of enrollment requiring the student to reapply for admission.

For traditional doctoral degree programs, **no more than four courses may be taken by distance education.** A few select programs (e.g., students pursuing BCBA certification, students enrolled in the Learning Design & Technology doctoral specialization program) will be adjusted to allow slightly higher limits to accommodate required coursework. See the Graduate Catalog for more information.

A. Degree Plan

All graduate students are required to file an official degree plan with the Office of Graduate Students. Master's students are required to submit their degree plan during the semester they will complete 18 hours of coursework; for doctoral students, the plan is filed as they are completing 36 hours of coursework. The core curriculum for Research, Measurement and Statistics (RMS) doctoral students is presented in Appendix A. These courses also serve as a guide in constructing degree plans for MEd and MS students.

Before they can file a degree plan, students must form their Advisory Committee. The Chair of the committee is the first one to be determined. As explained in Section VII, students' Entering advisor may or may not become the Chair of the student's Advisory Committee depending on the evolving research interests of the student, the availability of the Entering advisor, or other factors. The Advisory

Committee Chair and the student will come to agreement as to the remaining members of the committee. Master's committees consist of three members, at least one of whom is from outside the Educational Psychology Department. Doctoral committees consist of four members, at least one of whom is from outside the department. The Committee Chair may advise who may serve as an outside committee member.

The degree plan process is done online. Students access the degree plan website through the Howdy portal: <https://howdy.tamu.edu>. Once completed, the degree plan becomes available for review and approval by the student's Advisory Committee. Subsequently, the Department Head must approve the degree plan before it goes to the Office of Graduate and Professional Studies for final approval. Students are responsible for ensuring that their degree plan is approved by the appropriate deadline.

Once the degree plan has been filed and approved, any changes in courses or committee must be made by filing a petition that outlines the changes with supporting reasons. Forms for petitions and other student actions can be found on the OGPS website: <http://ogaps.tamu.edu/Buttons/Resources-for-Degree-Completion>

B. Prior Graduate Coursework

Some new students have taken graduate courses in educational psychology and related fields. The Research, Measurement and Statistics (RMS) faculty believe that, given the many learning opportunities at TMAU, we prefer that students not take courses that cover content previously mastered. On the other hand, we want to be sure that all graduates of our program possess the scientific and theoretical perspectives and the research and professional competencies necessary to prepare them to excel at their careers upon completion of their studies. If a student believes they have met a course requirement in previous graduate course work, the student should meet with a faculty member in our department who teaches the course in question to discuss the matter. Syllabi and examples of required work from previous courses are presented at the meeting. Faculty members have the option of requiring that the student demonstrate essential course competencies (e.g., by taking an examination or demonstrating a skill) prior to waiving a course requirement. If the faculty member believes the student has performed successfully in a course that is substantially equivalent to the required course, the faculty member may approve waiving that course requirement. Final approval by the Entering advisor or Advisory Committee Chair is required. If the course in question is taught outside the Department of Educational Psychology, your advisor can make a determination as to whether you have met this requirement through prior course work. **Undergraduate courses cannot be used to replace or waive out of any graduate courses or content.**

C. Research Experiences

Graduate students are encouraged to engage in a broad range of research experiences prior to beginning their dissertation (or thesis for MS students). Students should begin working with faculty on their research projects during their first year in the program. Students may wish to work with a variety of faculty during their graduate studies to broaden their research apprenticeship experiences. Student initiated research, under faculty supervision, also is encouraged. The goal of the research team is to give students hands-on experience in a range of research activities prior to the dissertation or thesis experience. In addition, active participation in such research activities can lead to authorship credit on conference presentations and publications depending on the level of contribution.

A wide variety of research is conducted in the Department of Educational Psychology that reflects the research interests of departmental faculty. Much of this research is grant related. Research teams support most research efforts and generally welcome new members to the teams. Doctoral programs in the department have varying requirements for participation in research, but all graduate students are encouraged to participate in research throughout their graduate career in preparation for the research required by their dissertation topic.

The Department of Educational Psychology has established research requirements for all doctoral students. The policy anticipates that all students will participate in research before completing work on a dissertation. Both conference presentations and submission of articles are encouraged and are **strongly encouraged** for doctoral students. This policy is described in greater detail in Appendix B.

All students participating in research with human subjects must receive the training required by the Institutional Review Board (IRB) of the TAMU Office of Research Compliance prior to the initiation of their activities. In addition, all research involving human subjects must be approved by the IRB regardless of funding status. Information and forms related to IRB training, proposal submission, and other IRB functions are available at <http://rcb.tamu.edu/humansubjects>

D. Dissertation Format

Although many RMS doctoral students continue to use the traditional five-chapter format for their dissertations (i.e., Introduction, Review of the Literature, Method, Results, and Discussion), students are also able to prepare two or more manuscripts in a **multiple-manuscript format** as part of their dissertation. In some cases, one of the manuscripts may be the review of the literature that would serve as “Chapter 2” of a traditional dissertation. In the multiple-manuscript format, this would be done by conducting and reporting a systematic literature review or meta-analysis that would be suitable for journal publication. The other manuscripts would consist of one or more methodologically focused studies suitable for journal publication. Students should talk with the Chair of their Advisory Committee about which format would be best for them. At the Proposal Meeting, members of the student’s Advisory Committee must approve a proposal for each of the manuscripts. The acceptability of the completed manuscripts in meeting the dissertation requirement is decided by the Chair and Members of the student’s Advisory Committee.

Each manuscript of a multiple-manuscript dissertation should follow guidelines specified by the journal to which it would be submitted. The TAMU Thesis Manual (available for download at: <http://ogaps.tamu.edu/New-Current-Students/Thesis-and-Dissertation-Services>) provides little information about content or organization of either format. However, traditional dissertations follow the Chapter Method format. Multiple-manuscript dissertations adhere to the Section Method format, with the manuscripts appearing as sections.

VII. Role of Entering Advisor; Chair and Advisory Committee

A. Role of Student's Entering Advisor

Upon admission to the department, all students are assigned an entering advisor by their program faculty. The role of the advisor is to assist students in interpreting university, departmental, and program regulations and requirements and help them plan their studies. Please consult with your entering advisor prior to registering for the first semester of classes. *After beginning your first semester, it is your responsibility to schedule a meeting with your entering advisor each semester prior to registration for Spring (typically around the second week of October) and Fall classes (typically around the second week*

of March): Meetings with your entering advisor are important in ensuring that you are registered for the correct coursework, advised about research opportunities, and informed about professional and educational opportunities that will support your graduate academic experience.

Mentoring and advising relationships evolve over time and research interests of students and faculty may change. Therefore, students are always welcome to change their entering advisors. A student may wish, for example, to change their entering advisor after a semester or when the focus of their dissertation or thesis becomes clearer and choose a new advisor or the Chair of their committee. Changes in other members of the Advisory Committee, once the Degree Plan has been submitted, may be made for the same reasons. Faculty are aware that their advisement roles are “temporary” until graduate students select a Chair and students are fully empowered to choose a Chair that they believe will best support their graduate career. However, it is suggested that students directly notify their temporary chair should they decide to be advised or chaired by another faculty member.

B. Role of Student's Chair and Advisory Committee

The Chair or one of the Co-Chairs of your graduate Advisory Committee must be a member of the EPSY department faculty. Advisory Committee Chairs, or at least one of their Co-Chairs, typically work in the student’s area of specialization. Advisory Committees must have at least three members for MEd and MS students. Four members are required, one of whom from another department, is required for PhD committees. When students first inquire with a faculty member about serving as Chair or Co-Chair of the Advisory Committee, they are engaging in a dialogue to determine if such a relationship is a good match based on their research interests and other factors. Once the Chair or Co-Chair has been selected, the Student and the Chair or Co-Chairs determine together which faculty should be asked to serve as the other members of the Advisory Committee. Advisory Committee members are typically chosen based on their expertise, although other factors may be considered. The student then meets with the identified faculty members to discuss their willingness to serve on the Committee. Once the membership of the Advisory Committee has been determined, potential changes of the Chairs or members, resulting from changes in the students’ research topic or the availability of committee members should be approached in a direct but respectful manner. In all such discussions, the best interests of the student should be the primary consideration, and there should be no fear of reprisal by the faculty member. Changes in the Chair or member of the Advisory Committee require petitions to the Offices of Graduate Studies.

The student’s Advisory Committee Chair (or Co-Chairs) has the primary responsibility for guiding and directing the entire academic program of the student and for initiating all academic actions concerning the student. The Advisory Committee Chair (or Co-Chairs) provides immediate supervision of the student’s research and dissertation and determines when it is appropriate to call required meetings of the Advisory Committee and any other meetings considered desirable.

The duties of the Advisory Committee include responsibility for the degree program, dissertation (or thesis for MS students) proposal, preliminary examination (written and oral, doctoral students only), dissertation (or thesis), and final examination. In addition, the Advisory Committee, as individual members and as a group, are responsible for counseling the student on academic matters, and, in the case of academic deficiency, making recommendations to the Research, Measurement and Statistics (RMS). Additional information about the role and responsibilities of the Advisor/Chair can be found in the Expectations for Graduate Studies at TAMU: <http://ogaps.tamu.edu/>

VIII. Summary of the Major Steps Required in Fulfilling Graduate Degrees in RMS

A. PhD

1. Meet with Entering advisor to plan courses for first semester and begin preliminary degree planning.
2. Meet with appropriate instructors regarding requests for course waivers (syllabi needed).
3. Meet with Entering advisor or Chair each semester in advance of course registration period.
4. Before completing 36 credit hours, meet with a faculty member to request that they serve as your Advisory Committee Chair.
5. Work with your Chair to determine the other members for your Advisory Committee and refine your degree plan.
6. Complete the online University degree plan for Advisory Committee approval.
7. Schedule and pass written and oral preliminary examinations.
8. Complete formal course work listed on degree plan.
9. Submit proposal to Advisory Committee at least two weeks before proposal meeting and receive acceptance of dissertation proposal by Advisory Committee at meeting.
10. Secure approval of dissertation research protocol by the IRB (if needed).
11. Collect and analyze data and write dissertation.
12. Apply for graduation.
13. Schedule final examination (oral defense of dissertation).
14. Submit a draft of the dissertation approved by the Advisory Committee Chair or Co-Chairs to the Advisory Committee at least four weeks prior to scheduled final defense.
15. Meet with staff in the Thesis Office regarding formatting.
16. Advisory Committee can submit feedback on the draft prior to the final oral.
17. Submit a revised draft of the dissertation based on the feedback received to the Advisory Committee at least one week prior to scheduled final defense.
18. Pass dissertation defense and make any additional revisions required by the Committee.
19. Meet Thesis Office deadlines for submission of dissertation.

B. MEd and MS Non-Thesis Option

1. Meet with Entering advisor to plan courses for first semester and begin preliminary degree planning.
2. Meet with appropriate instructors regarding requests for course waivers (syllabi needed).
3. Meet with Entering advisor or Chair each semester in advance of course registration period.
4. Contact a faculty member to request that they serve as your Advisory Committee Chair.
5. Work with your Chair to determine two other members for your Advisory Committee and refine your degree plan.
6. Complete the online University degree plan for Advisory Committee approval.
7. Complete formal course work detailed on degree plan.
8. Apply for graduation.
9. Schedule and pass the final examination or other requirement of your committee.

C. MS Thesis Option

1. Meet with Entering advisor to plan courses for first semester and begin preliminary degree planning.
2. Meet with appropriate instructors regarding requests for course waivers (Syllabi needed).
3. Meet with Entering advisor or Chair each semester in advance of course registration period.
4. Contact a faculty member to request that they serve as your Advisory Committee Chair.

5. Work with your Chair to determine other members for your Advisory Committee and refine your degree plan.
6. Complete the online University degree plan for Advisory Committee approval.
7. Complete formal course work listed on degree plan.
8. Receive acceptance of thesis proposal by Advisory Committee.
9. Secure approval of thesis research protocol by the IRB (if needed).
10. Collect and analyze data and write thesis.
11. Apply for graduation.
12. Schedule final examination (defense of thesis).
13. Submit a draft of the thesis approved by the Advisory Committee Chair or Co-Chairs to the Advisory Committee at least four weeks prior to scheduled final defense.
14. Meet with staff in the Thesis Office regarding formatting.
15. Advisory Committee submits feedback on the draft at least two weeks prior to the final oral.
16. Submit a revised draft of the thesis based on the feedback received to the Advisory Committee at least one week prior to scheduled final defense.
17. Pass thesis defense and make any additional revisions required by the Committee.
18. Meet Thesis Office deadlines for submission of thesis.

IX. Evaluation of Student Performance

A. Academic, Ethical, and Professional Expectations of Students

Texas A&M students must follow University rules including those on attendance policies, discipline, and academic dishonesty, including. Student Rules can be found at <http://student-rules.tamu.edu/>

Students in the department are expected to maintain high levels of performance in the following areas:

Academic Performance

The expectation for academic performance is that the student maintains a grade point average (GPA) of **3.0** or higher and continuous enrollment to meet the requirements set for **good academic standing** by the Graduate College as stated in the *Graduate Catalog* (3.0: Student Rules 10.4.3). Students will demonstrate the ability to communicate their knowledge effectively through papers, articles, reports, and other forms of written expression, as well as tests and examinations. Students also are expected to actively participate in research and other activities designed to prepare them to function as scholars and professional leaders. Grades of “Incomplete” (other than those for dissertation and thesis work, which remain incomplete until the student completes the degree) are given only under extenuating circumstances and at the discretion of the instructor. ***Students can carry forward no more than 6 credit hours of Incomplete.*** These grades must be resolved by the end of the following “long” (i.e., Fall or Spring) semester or the Incomplete will automatically turn to a grade of F.

Ethical Behavior

RMS Students must follow TAMU rules regarding plagiarism and other forms of academic misconduct (<http://aggiehonor.tamu.edu/>). All incidents of suspected plagiarism or other academic misconduct in this class will be reported to the Aggie Honor System Office as required by TAMU rules and procedures (see Appendix C).

Professional Behavior

Students have an obligation to behave in a professional manner. Such professional behavior is exemplified by forming respectful relationships with faculty, staff, students, and other people with whom they interact.

B. Doctoral Student Evaluations

Annual Evaluation of Students

Students' entering advisors and Advisory Committees evaluate students' academic progress annually. To facilitate this review, doctoral students are required to provide and update the requested information using the on-line student evaluation system each year by March 1 at: <http://myrecord.cehd.tamu.edu/portal/docreview/>

Students who do not update their records will be blocked from registering for classes in the Summer or Spring semesters.

The student's Entering advisor or Advisory Committee is responsible for evaluating the student's progress toward a degree notifying the student of any concerns. The Entering advisor or Advisory Committee can also recommend that the student be placed on probation or dismissed from the program. If such actions are taken, the student will be informed of the reason(s) for the action, and in the case of probation, of the conditions that must be met to resolve the identified deficiency. Students who do not fulfill the conditions of their probation may be dropped from the program.

Preliminary Examinations

Doctoral students are required to pass written and oral preliminary examinations, also referred to as comprehensive examinations, as required by the University. Typical procedures for Preliminary Examination are presented in Appendix D.

Although the format and content of a student's Preliminary Examination is determined by the student's Chair and Advisory Committee, most RMS students conduct a systematic literature review (i.e., a comprehensive review of research on a topic or issue that is conducted using explicitly specified search procedures and strategies) of research on the topic of the dissertation. The TAMU library provides several online tutorials that provide information that is relevant to conducting such reviews <https://library.tamu.edu/libraryInstruction/tutorial-directory.html>

Dissertation Proposal

Every doctoral student must present a proposal detailing the scope and methodology to be employed in their dissertation. The student works with their chair to prepare the proposal, which is then shared with the Advisory Committee. At that time, the student will also schedule a proposal meeting at which time the committee members can offer suggestions, request changes, etc. in the proposal. Before beginning research, the student must file an IRB (if needed) and have the approval of the IRB Office. Department policies regarding the dissertation process, including dissertation proposals, can be found in Appendix E.

Dissertation and Final Examination (Dissertation Defense)

The students' dissertation must demonstrate knowledge and skills required to conceive, develop, conduct, analyze, interpret, and report research at the level expected of a scholar with a PhD degree. At the dissertation defense, the student must present, explain, and justify the dissertation and answer any additional questions to the satisfaction of the Advisory Committee. Following the examination, the student makes any additional changes required by the committee. The final written form of the dissertation must be accepted by the University Thesis Office. Additional information regarding this process can be found at <http://ogaps.tamu.edu/New-Current-Students/Thesis-and-Dissertation-Services>

C. MEd and MS Student Evaluations

MEd and MS Non-Thesis Option Students

MEd and MS non-thesis option students must pass a Final Examination that covers all coursework on the degree plan. At the discretion of the committee, the Final Examination may be written and/or oral.

MS Thesis Option Students

MS Thesis Option students conduct a research project and report its results in a thesis. Although the expectations regarding the level of independence and expertise of the thesis are lower than for dissertations, the process for the proposal and final examination are the same as those outlined for PhD students.

D. Continuous Program Progress

Continuation of a student's studies is contingent on meeting the academic, ethical, and professional expectations described above and demonstrating progress toward completion of the degree. Students who fall behind in program sequences and activities will not meet program expectations in this area. In addition, doctoral students are expected to move through the sequence of preliminary exams, proposal meeting, and preparation and defense of the dissertation **in a timely manner**. Failure to maintain expectations in one or more of these areas will require the student to meet with program faculty in either a regularly scheduled student review session or a specially called session. In such cases, students will be given an opportunity to explain their circumstances to the faculty. After faculty evaluation of the student, the following actions are available to faculty:

- 1) A plan for remediation of the problem that is agreed to by the Advisory Committee and the student;
- 2) A formal reprimand from the Research, Measurement and Statistics (RMS) faculty – with or without a remediation plan or sanctions;
- 3) Formal probation within the program. Such probation would include a written list of objectives that the student accomplish during the probationary period, a timeframe in which these objective must be achieved, and a description of sanctions to occur if the requirements of the probationary period are not met;
- 4) Dismissal from the program.

The sanctions listed above do not have to be applied in any particular order; rather, fairness in determining sanction(s) appropriate to the student problem is the goal. Additional departmental expectations and procedures serve as a general guide as well.

X. Student Grievance Processes

A. Department Grievance Services

Department of Educational Psychology's Policy and Practices for Student Concerns/Complaints/Grievances

In the course of their professional training, students may experience conflicts with other students, staff, faculty, or site-supervisors. Some may be misunderstandings that can be resolved through discussion. On occasion an unresolved conflict may constitute a grievance or complaint. The TAMU Student Rules Part III delineate student grievance procedures <http://student-rules.tamu.edu/studentgrievanceprocedures> and specific instances in which a grievance can be filed. Consistent with university procedures, the Department of Educational Psychology follows a process applicable to student-staff, student-faculty, and student-site supervisor conflicts.

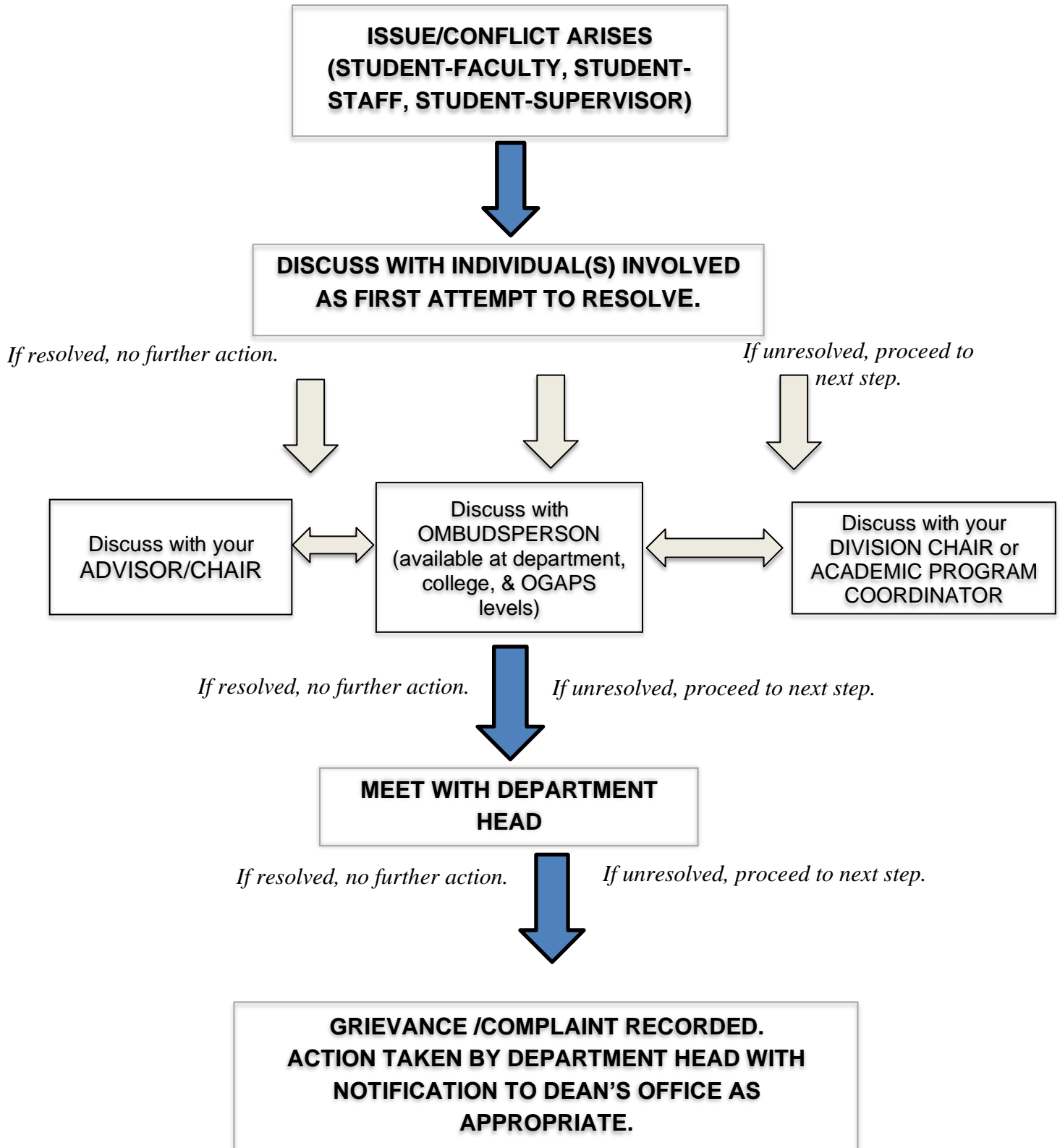
First Step: As an initial step in the resolution process, students should meet with the individual staff member, faculty member, or site supervisor of concern. If efforts to communicate directly with the individual(s) do not resolve the issue, or the student is uncomfortable approaching the individual(s), students also have access to other intermediate options.

Intermediate Options: When conflicts/situations remain unresolved, students may seek guidance from their advisor/chair, an ombudsperson, or the faculty member who coordinates their academic program. The Department of Educational Psychology has an appointed Ombudsperson. Ombudspersons are also available at the college level and in the Office of Graduate and Professional Studies (OGAPS; ombuds@tamu.edu). Depending on the situation and context, a student may opt to approach their advisor/chair or the coordinator of their academic program. Student(s) may share their concerns with any of these intermediate resources to seek guidance for resolving a conflict and clearing up any misunderstandings. If after accessing intermediate options the situation remains unresolved, the student's next option for recourse is to meet with the department head.

Department Head: A student can request to meet with the Department Head to discuss previous attempts to resolve a conflict and to seek guidance or resolution. At this point, a determination is made as to whether the student will present the conflict/issue as a formal complaint/grievance. The Department Head will then make a determination as to appropriate action needed. The department head will also maintain a record of the student's complaint and subsequent outcomes. The number and nature of student complaints will be shared with Division Chairs annually, or when a pattern of complaints/grievances becomes evident. If a complaint or issue involves an individual outside of the department or university, the Department Head will determine an appropriate course of action and consult with the college and outside entities as appropriate. Information regarding conflicts/situations with off campus supervisors will be considered when deliberating future placements with that individual/practicum site.

College: Once the Department Head renders a decision/action, if the student is unsatisfied they may elect to advance the grievance to the college level for further consideration. In most cases, the college's Associate Dean for Academic Affairs will communicate with the student and determine whether any further action is needed.

It is important to note that whenever there is discussion regarding a particular faculty-student, supervisor-student, or staff-student concern, maintaining anonymity of the student may not be possible; however, confidentiality of information will always be maintained to the extent possible as allowed by law. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.



Note: Complaints initiated at the Dean's Office will be referred back to the department process.

B. University Grievance Process

Students unable to resolve their grievance at the department or college level can initiate the TAMU grievance process. University policies and procedures regarding grievances can be found at <http://student-rules.tamu.edu/studentgrievanceprocedures>

XI. Student Organizations

A. Educational Psychology Student Organization (EPSO)

All graduate students in the Department of Educational Psychology are eligible for membership in EPSO, which provides opportunities to meet and learn from students in other programs. The objectives of EPSO are to foster intellectual and social interactions among students and faculty as well as to provide an opportunity for students' families to interact with each other. In past years, EPSO has sponsored a series of workshops and seminars, trips to conferences, several faculty-student socials and numerous student parties. EPSO members have also been active in campus intramural sports.

Money earned through dues and fundraisers support approximately nine social functions for all graduate students and faculty in the department. More importantly, money may be available to help students defray costs of students who are attending conferences. EPSO members elect officers from each program who provide leadership to the organization and serve as representatives to faculty committees and meetings.

B. Professional Organizations

Reflecting the diversity of RMS students and faculty, they are affiliated with a number of different professional societies, depending on their professional interests and activities. Some of the more common organizations include:

American Educational Research Association (AERA)

AERA (<http://www.aera.net/>) is the most prominent international professional organization dedicated to advancing educational research and its practical application. AERA members represent a broad range of disciplines including anthropology, economics, education, history, philosophy, political science, psychology, sociology, and statistics. Journals published by AERA include *American Educational Research Journal*, *Journal of Educational and Behavioral Sciences*, and *Review of Educational Research*. Research, Measurement and Statistics (RMS) faculty and students regularly publish in these journals and present papers at the AERA annual meeting. The AERA regional affiliate, **Southwest Educational Research Association (SERA)**, (<http://www.sera-edresearch.org/>) has annual meetings located in close proximity to College Station, providing additional opportunity for student presentations.

Association for Educational Communications and Technology (AECT)

The mission of the AECT (<http://www.aect.org/>) is “to provide international leadership by promoting scholarship and best practices in the creation, use, and management of technologies for effective teaching and learning in a wide range of settings.” With its annual meetings and flagship journal, *Educational Technology Research and Development*, AECT provides publication and presentation opportunities for Research, Measurement and Statistics (RMS) students and faculty specializing in Educational Technology and other areas of concentration.

American Psychological Association (APA)

With 55 divisions, the membership and activities of APA (<http://www.apa.org/>) include both research-focused and professional (e.g., Counseling, School) psychology. APA divisions of special interest to Research, Measurement and Statistics (RMS) students include: 2. Society for Teaching of

Psychology; 3. Experimental Psychology; 5. Evaluation, Measurement, and Statistics; 7. Developmental Psychology; and 15. Educational Psychology. Relevant journals include *Developmental Psychology*; *Journal of Educational Psychology*; *Journal of Experimental Psychology: Applied*; *Journal of Experimental Psychology: Learning, Memory, and Cognition*; and *Psychological Methods*. In addition to publishing in these journals, Research, Measurement and Statistics (RMS) students and faculty can present their research at the annual meetings of APA and those regional and state affiliates, Southwestern Psychological Association (SWPA) and Texas Psychological Association (TPA).

Psychometric Society

The Psychometric Society (<https://www.psychometricsociety.org/>) is “at the forefront of the development of formal theories and methods to study the appropriateness and fidelity of psychological measurements” and “covers virtually all statistical methods that are useful for the behavioral and social sciences.”

XII. Facilities and Services

A. Department of Educational Psychology

The Department of Educational Psychology is housed on the seventh floor and parts of the first and sixth floor of the Harrington Education Center Tower (EDCT).

Educational Research and Evaluation Laboratory (EREL)

The EREL is located in room EDCT 718. This facility is designed to assist faculty and students in research design and quantitative analyses. In addition to consultation services, 10 computers with specialized software for statistical and qualitative analyses, as well as other standard capabilities, are readily for student use.

Counseling and Assessment Clinic (CAC)

The CAC is located in two areas. Counseling services are provided in the Family Health Clinic location (on Texas Avenue in Bryan). The CAC offers counseling services on a sliding scale to the local community. Equipped with one-way mirrors and video-taping equipment, this clinic provides an excellent setting, as well as a wide array of clients, for practicum training in the program. An extensive test file affords students the opportunity to become acquainted with a wide variety of testing materials. Students can inquire with the CAC Director, Dr. Krystal Simmons, about research opportunities that might be afforded by the CAC.

B. Financial Assistance

The Department of Educational Psychology annually provides assistance for a limited number of PhD students through appointments to graduate assistant teaching, graduate assistant non-teaching and lecturer positions. Externally funded research and service grants support an even larger number of students. Additionally, a number of students are able to locate assistantships in other departments and agencies on campus. Other financial assistance is available through the Department of Student Financial Aid. Students are encouraged to take the initiative to seek out assistantships with individual faculty members and to advise the Academic Advising office if they are looking for an assistantship. Possible jobs and GA-ships are posted on the EPSY site and are included in the weekly EPSY Updates put out by the Academic Advising Office.

Financial aid programs for graduate students include the Robert T. Stafford Loan (formerly the Guaranteed Student Loan), the Perkins Loan (similar to the Stafford Loan), the Hinson-Hazelwood Loan, College Work Study, the Texas Public Education Grant and the State Student Incentive Grant. To be

considered for all forms of aid available to graduate students, a student must file either the Financial Aid Form (FAF) or the Family Financial Statement (FFS). Additionally, there are loans available directly through the university financial aid office:

Short Term Loans

These loans are made to provide assistance to students who experience temporary financial difficulty in relation to educationally related difficulties, relocation expenses for graduating students, emergency medical expenses, rent, food and other bills. The amount of the loan, terms, and conditions vary according to the designated purpose. Generally, loans must be repaid (with 10% simple interest) within a prescribed payment period of 3 to 9 months.

Emergency Tuition and Required Fees Loan Program

All students enrolled at least one-half time and making satisfactory academic progress who can demonstrate financial need are eligible. Graduate students must have a 3.0 GPA and the loan must be repaid (with a 5% interest rate) within 90 days (within 30 days during the summer).

Installment Plan

Tuition, required fees, room and board may be paid in installments during the Fall and Spring semesters. This plan must be requested at the time of registration, and a \$15 service charge is added to the fees. Please contact the Department of Student Financial Aid for further information and/or forms. Travel assistance for professional conferences is available through EPSO, as well as through the EPSY Travel Award, but students need to plan in advance for the additional cost when completing financial aid information for the semester in which they plan to travel to avoid any effect on other funding. The Academic Advising office can assist with this process. Information on additional sources of funding will be posted to the listserv as available.

C. TAMU Facilities and Services

Texas A&M University Libraries

Texas A&M University Libraries (<http://library.tamu.edu/>) serve both the research and study needs of students and faculty across campus. Online research collections and services include Get it! Deliver Edocs and Chat with Us, thousands of books and journals, subject guides and more. Study space and additional research help can be found in any of the libraries located across campus. The University Libraries encompasses five facilities plus the online library. The University's principal research collections, numbering over 1,300,000 volumes and the 3,800,000 micro-forms, are housed in two centrally located facilities – the Sterling C. Evans Library and Annex. Centralized reference service is available on the first floor of Sterling. The Documents Division, located on the second floor, offers assistance in using the large collection of government documents and technical reports. More than 15,000 serial titles are received, as well as state, national and foreign newspapers. The library also is a depository for selected federal documents. It also houses over 700,000 reports (primarily, but not exclusively, in the engineering disciplines) on microfiche.

Most materials may be checked out for a period of four weeks. Exceptions are periodicals, which can be checked out for four hours, and reference materials and materials temporarily reserved by instructors for required reading, which must be used in the library. As a member of the Center for Research Libraries, the library can provide access to the Center's more than 3,000,000 volumes of research materials. Information about the Center for Research Libraries is available from Interlibrary Services Division on the second floor of the library. Another special service is

offered in bibliographic instruction. Tours of the library can be arranged to cover areas from general orientation to in-depth bibliographic instruction in specific fields of study. Classroom instruction is also available. Contact the instructional services librarian for further information.

The library's Automated Information Retrieval Service (AIRS) offers a wide range of on-line and laser disk bibliographic and statistical data bases. All major fields of inquiry are represented in the data bases. Types of materials retrieved by the system range from technical reports and patent information to published articles and project descriptions for current research activities. Costs vary with the data base searched. Students, faculty and staff can also access national and international bibliographic databases at a nominal cost through the "do-it-yourself" computerized searching service offered by the Reference Division. A Learning Resource Department (LRD) located on the sixth floor has more than 150 microcomputers with several printers that are available to students for class and research-related use. Audio visual materials and equipment also are available in this department. Students also make use of the Medical School library (across Wellborn Rd.) and the U.T. Austin Library.

Computing Centers

The Computing Services Center (CSC) is a service facility dedicated to providing the best possible computation support promptly and at the lowest cost within the available resources. The center provides a centralized data processing facility for academic, research and administrative efforts of the University. The CSC also has the capability to produce posters for presentations at minimal cost, charged to student accounts. Students have access to the main frame computing system (students are assessed a fee for this service each semester). Computers are available for students in the Remote Computing Center (located downstairs behind the Sterling C. Evans Library), the Academic Computing Center (located in the Blocker Building), and the Teague Computing Center (located in the Teague Building). Assistance is available at each center for those students needing help. Computers for student use are available on the 2nd, 4th and 7th floors of Harrington Tower.

University Student Services

The Division of Student Services is a cluster of administrative departments under the supervision of the Vice President for Student Services. It is designed to serve students at Texas A&M University and includes:

The **Memorial Student Center** (MSC) which combines a beautiful facility and a wide variety of services and programs intended to meet the cultural, social and recreational needs of the university community. This facility includes meeting rooms, lounges, a cafeteria and snack bar, the campus bookstore, piano practice rooms, and several art galleries. The MSC Council and Directorate is responsible for producing a wide variety of programs, ranging from ballet to leadership conferences, as well as for providing a laboratory for individual growth and development. All students are invited to become involved in MSC programs and to use the facilities and services of the MSC.

Office of the **Students' Attorney** offers legal advice and counseling to all students and recognized student organizations on a variety of matters including landlord/tenant problems, consumer protection, auto accident and domestic relations law.

Student Counseling Service (University Counseling Center) provides limited duration counseling in the following areas: personal-social, crisis/emergency, marriage/couples, human sexuality, career, and group counseling; a career, educational and personal growth information library; test interpretations; and referral to other services. Confidentiality, to the limits provided for by law and judicial decisions, is maintained.

Student Activities assists approximately 680 student organizations with organizational development, funding and activities. This office also publishes calendars, handbooks and other publications of an informational nature for the university community.

Student Affairs is responsible for on-campus housing, off-campus programs, withdrawals, student life, orientation, discipline, and other areas of student concern.

University Health Service (A.P. Beutel Health Center) provides a modern clinic for outpatient services and beds for 44 inpatients. The facilities of the clinic include a modern laboratory and X-ray, physical therapy, and diagnostic departments. The medical staff includes not only general practitioners, but also consulting specialists in general practice, surgery, orthopedics, urology, gynecology, and psychiatry. The University Health Center also houses the Center for Alcohol and Drug Abuse Prevention which provides information, speakers, and audio/visual material related to the prevention of substance abuse.

The **University Health Center** is closed during official University holidays. The outpatient clinic is open from 8:00 a.m. to 4:00 p.m., Monday through Friday. For illness requiring medical attention that occur during hours the clinic is closed, the emergency room of this facility, located on the second floor, remains operable. The Health Center fee entitles the student to clinic visits as needed, most diagnostic examinations, care of illness or accidents, ten days of treatment(s) per semester for cases requiring hospitalization at the university, medications according to pharmacy policy (medications unavailable at the hospital must be purchased by the student), and X-rays and laboratory tests as indicated. The University Health Center does not perform or provide care for major surgery. In these cases, the student selects the hospital and surgeon and assumes financial responsibility for surgical or medical procedures.

Support Services for Students with Disabilities: Texas A&M University does not discriminate on the basis of disability in admission or access to its programs. Disabilities Services (<http://disability.tamu.edu/>) is located in Suite B of the SSB (979-845-1637). The office, a component of the Department of Student Affairs, coordinates accommodations that may be needed in academic areas or residence life to permit students with disabilities to successfully pursue a college education. The office also works closely with the Texas Rehabilitation Commission (TRC) to assist students with disabilities.

Texas A&M Career Center: The University feels a responsibility to provide all possible assistance to its graduates in pursuing suitable professional career opportunities. The Texas A&M Career Center (<http://careercenter.tamu.edu/>) is responsible for all placement services in all departments and divisions of the University. It provides a comprehensive on-campus recruiting/interviewing program as well as individual and group counseling services to insure that Texas A&M University graduates are well informed, prepared for the job search and availed of every opportunity to choose from professional alternatives. The use of the services provided by the Texas A&M Career Center is limited to students and alumni of Texas A&M University. Seniors and graduate students who wish to use these services should file a record of their qualifications with the Center early in the year during which their university work will be completed. The Center is located in Room 209 of the Koldus Building.

Recreational Facilities

Texas A&M University is generally recognized as having one of the best all-around recreational sports programs in the country.

Off Campus Center (OCC)

The OCC provides students with information on apartments and houses and maintains a roommate locator file. The OCC also provides information on resolving landlord and room-mate difficulties and periodically conducts workshops to deal with these problem areas.

Multicultural Services Center

The Multicultural Services Center provides retention programs and services for ethnic minority students at Texas A&M University, including seven recognized student organizations. The department's multicultural resources include video, audio, and printed material available for staff and student use; outreach programs to faculty and students on cultural diversity and racism in higher education; and Aggie Culture, a monthly newsletter promoting multicultural issues, programs and events. Scholarship/fellowship information, extracurricular and academic counseling, a career development institute, and racial and cultural sensitivity and awareness seminars also are offered by the department. The department also aids the University in its efforts to promote cultural pluralism in academics and extracurricular activities.

APPENDIX A: Research, Measurement and Statistics (RMS) Core Curriculum

Doctoral Core Curriculum
For the Ph.D. Program in Educational Psychology with an Emphasis in
Research, Measurement, and Statistics (RMS)

(Revised and Adopted April 24, 2018)

Course	Course Title	Credit Hours
Prerequisite Courses (will not be listed on the doctoral program degree plan)		
EPSY 622*	Measurement and Evaluation in Education	3
EPSY 635*	Educational Statistics	3
EPSY 636*	Techniques of Research	3
Core courses		
EPSY 625	Advanced Psychometric Theory	3
EPSY 633	Qualitative Research Design and Data Collection	3
EPSY 640	Statistical Analysis in Educational Research I	3
EPSY 641	Statistical Analysis in Educational Research II	3
EPSY 642	Meta-analysis of Behavioral Research	3
EPSY 650	Multiple Regression and Other Linear Model in Educational Research	3
EPSY 651	Theory of Structural Equation Modeling	3
EPSY 652	Theory of Hierarchical Linear Modeling	3
EPSY 656	Survey Instrument Development	3
TOTAL CORE CREDIT HOURS		27
EPSY 691	Dissertation Research Hours- Minimum	13
Electives	RMS Courses**- Minimum	24
Total^		64
University Minimum Credit Hour Requirements:		
^For those holding a Master's Degree, 64 credit hours is the minimum requirement		
^For those holding only a Bachelor's Degree, 96 credit hours is the minimum requirement		

***Prerequisite course:** Requirements may be waived for students who have comparable previous coursework or demonstrate requisite knowledge and skills. Students who feel they meet these criteria should consult their advisor. EPSY 622: pre-requisite for EPSY 625; EPSY 635 and EPSY 636: pre-requisite for EPSY640 and EPSY 641.

**RMS or related courses within or *outside* of EPSY (e.g., STAT 604) need to be preapproved by advisor/committee chair.

RMS Related Electives***

EPSY 631	Program Evaluation
EPSY 637	Qualitative Grounded Theory Methodologies
EPSY 643	Applied Multivariate Methods
EPSY653	Advanced Structural Equation Modeling
EPSY 654	Longitudinal Data Analysis
EPSY 655	Item Response Theory
EPSY 690†	Experimental Research Design in Educational Settings

***Electives which have been offered in the last three years and which have permanent numbering in the 2018-2019 Graduate Course Catalog.

†The course code is currently listed as **EPSY690** and will be changed to **EPSY639**

Other EPSY Electives****

EPSY 630	Single Case Experimental Design
EPSY 634	Educational Neuroscience
EDTC 608	Foundations of Distance Learning
EDTC 654	Instructional Design: Technique in Educational Technology
EPSY646	Issues in Child and Adolescent Development
EPSY 647	Lifespan Development
EPSY 673	Learning Theories for Education

****Electives which have been offered in the last three years and which have permanent numbering in the 2018-2019 Graduate Course Catalog.

Research, Measurement, and Statistics

(RMS) Master's Core Curriculum

<i>Course</i>	<i>Course Title</i>	<i>Credit Hours</i>
EPSY 602	Educational Psychology	3
EPSY 622	Measurement and Evaluation in Education	3
EPSY 635†	Educational Statistics	3
EPSY 636†	Techniques of Research	3
EPSY 640	Experimental Design in Education I	3
EPSY 641	Experimental Design in Education II	3
Electives	RMS or RMS related courses within or/and outside of EPSY**	15-18
Total*		33-36
†Pre-requisite for EPSY640 and EPSY641 *University Minimum Credit Hour Requirement = 36 for M.Ed, 32 for M.S. **Courses will need to be preapproved by advisor/committee chair.		

Note: Core course requirements may be waived for students who have comparable previous coursework or demonstrate requisite knowledge and skills. Students who feel that they meet these criteria should consult with their advisor.

**APPENDIX B: GRADUATE RESEARCH EXPERIENCE EXPECTATIONS
FOR PHD STUDENTS**

Department of Educational Psychology
Graduate Research Experience Expectations for PhD Students

Values

Within Educational Psychology and its allied professional fields (e.g., Counseling Psychology, School Psychology, Special Education, Bilingual Education, Gifted and Talented Education, School Counseling), scientific inquiry (i.e., research) is the most powerful and prominent method for creating new knowledge and testing extant theories. The skills and attitudes of scientific inquiry are also essential to the development and delivery of sound professional services, and directly benefit the clients and constituencies served. Some PhD students will go on to become researchers and teachers, others will go on to become clinicians, administrators, program evaluators, or to fill other professional roles, but all will need the skills and attitudes of scientific inquiry.

Doctoral students must therefore develop the ability to use the methods of scientific inquiry to evaluate information in their field. They must become informed consumers, able to critically evaluate theoretical models and insights, research evidence, and the assumptions, arguments, and interpretations of scholarly discourse.

We also value research as a tool for identifying and solving problems encountered in professional practice. The scientist-practitioner is able to apply the scientific method to recognize and understand problems, formulate plans and strategies for addressing them, and evaluate the effectiveness of the actions taken.

We also believe that the PhD degree in Educational Psychology with emphasis areas of Research, Measurement and Statistics (RMS) should indicate the student's ability to generate and disseminate (e.g., through professional conferences and journals) new knowledge that contributes to our understanding of important theoretical and/or practical issues and questions in the area of inquiry. This implies both that students are well versed in the knowledge base in their specialty area, and that they have developed facility with all aspects of the research process. It implies that our graduates should be able to function as researchers both independently and collaboratively.

These values guide the following expectations.

Expectations

Doctoral programs should be designed to foster, and advisors should ensure, that students have continuous involvement in research from the beginning of the doctoral program. Involvement in ongoing research projects should present the student with a variety of research roles representing increasing levels of expertise and responsibility as the student progresses. Student research involvement should promote the development and integration of the full spectrum of research skills, including: identifying research needs; formulating research questions; developing a sound design; choosing or creating appropriate procedures and measurement instruments; carrying out procedures, treatments, and interventions with fidelity; collecting, analyzing, and interpreting data; and presenting findings and conclusions cogently in both oral and print forums.

Emphasis should be placed on the development of research skills that have applied relevance for the student's probable professional activities. That is, students should be provided with opportunities to

develop research skills that can be applied to their role as an expert clinician, program administrator, or other practitioner.

Research mentoring should be provided over the length of the program of study and the student's dissertation adviser or chair typically should have worked with the student on research for majority of the student's time in the Ph.D. program. This includes engaging the student in critical dialogues and providing the guidance needed to move from apprentice to expert researcher. It is fair to view the dissertation as evidence of competence as an independent research only if it is preceded by extended and multiple opportunities for guided instruction and practice with feedback.

The Department expects graduate faculty to provide meaningful, guided opportunities for students to experience all phases of the research enterprise, from problem conceptualization to dissemination. Faculty performance in teaching is evaluated, in part, on the basis of faculty performance in fostering graduate students' development as researchers.

Students' research involvement and evolution should be reviewed annually by the student's doctoral committee and/or program committee, which should provide the student written feedback about their progress toward meeting the research expectation. Prior to submitting a dissertation proposal, the student must provide evidence of accomplishment as a researcher in all phases of research, from conceptualization to dissemination. Such evidence will usually include presentations at meetings of professional associations and authorship-level involvement in scholarly publications.

Dissertation proposals will be evaluated on the basis of their potential to advance knowledge and understanding by addressing issues and questions of theoretical and/or practical significance to the student's field. Both the proposal and the dissertation itself must provide evidence that the student has successfully completed the research apprenticeship and acquired the knowledge and skills needed to function as an independent scholar or scientist-practitioner.

APPENDIX C: RMS Policy on Plagiarism and Other Academic Misconduct

**RMS Policy on Plagiarism and Other Academic Misconduct
(Adopted July 31, 2013)**

TAMU Integrity Academic Statement and Policy

“An Aggie does not lie, cheat, or steal or tolerate those who do.” (<http://aggiehonor.tamu.edu/>)

You must properly acknowledge the sources of the words, ideas, and information you present in all course assignments, assessments, and other activities. Failure to do so constitutes plagiarism (see <http://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules#Plagiarism>). In all of your work in this course, you should use *your own words* to express *your understanding* whenever possible, being certain that you *always give proper credit to the source*. When you quote, paraphrase, or summarize another source, you must clearly indicate that you have done so following the rules and formats specified by APA (2010, pp. 169-174). In addition, you must avoid “paraphragerism,” (i.e., plagiarism via paraphrase, Gall, Gall, & Borg, 2007, p. 75), in which text from another source is used with only minor revisions.

For information about how to avoid plagiarism see:

Aggie Honor System Rules:

<http://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules>

https://library.tamu.edu/services/library_tutorials/academic_integrity/academic_integrity_5.html

Plagiarism, TAMU Library Guides:

https://library.tamu.edu/services/library_tutorials/academic_integrity/academic_integrity_3.html

Avoiding Plagiarism, TAMU University Writing Center:

<http://writingcenter.tamu.edu/Students/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Academic-Writing/Academic-Integrity>

Avoiding Plagiarism, Self-Plagiarism, and Other Questionable Writing Practices; U.S. Department of Health and Human Services Office of Research Integrity:

<https://ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing>

Avoiding Plagiarism Tutorial, McGraw-Hill:

http://highered.mcgraw-hill.com/sites/0072873469/student_view0/avoiding_plagiarism_tutorial/

How to recognize plagiarism, paraphrasing, Indiana University Bloomington School of Education:

<https://www.indiana.edu/~istd/example1paraphrasing.html>

All incidents of suspected plagiarism or other academic misconduct in this class will be reported to the Aggie Honor System Office as required by TAMU rules and procedures (<http://aggiehonor.tamu.edu/>). If a finding of plagiarism or other academic misconduct is reached, the student’s Chair or Entering advisor will be notified. The range of possible penalties for such offenses ranges from mandatory ethics training with no penalty to expulsion from the program or university.

APPENDIX D: TYPICAL PROCEDURES FOR PRELIMINARY EXAMINATIONS AND PROPOSAL MEETINGS

To promote uniformity and rigor of preliminary examinations and improve the quality of dissertation research, Research, Measurement and Statistics (RMS) preliminary exams and proposal meetings *typically* follow the following procedures:

1. The preliminary written examination will consist of a comprehensive review of the literature relevant to the student's intended dissertation topic, culminating with ideas regarding two to three areas where additional research is needed. The review will provide a critical examination of previous research, examining relevant methodological and theoretical issues. Committee members can also provide additional written questions that deem to be related to the student's research areas.
2. Six to 12 weeks prior to the intended oral preliminary examination date, the student develops a 1-2 page prospectus outlining the focus of and rationale for the literature review for the written preliminary examination.
3. At least four weeks prior to the tentative date of the preliminary oral examination, all Advisory Committee members will receive (a) the literature review and (b) an annotated list of at least 10-20 key sources cited with links to copies of the documents. A copy of answers to additional written examination questions (if any) will be provided to any Advisory Committee member requesting them.
4. Assuming that the student's performance on the written examination is satisfactory, the preliminary oral examination will be announced at least two weeks in advance.
5. The first portion of the meeting, in which the student presents the literature review, will be open to graduate students and faculty who may participate in the questioning and discussion. Following the open portion of the meeting, the Advisory Committee will complete their questioning and deliberations in closed session.

Although the preliminary examination typically will precede the development of a proposal and the proposal meeting, at the discretion of the student's Advisory Committee and with the consent of the student, the two documents and meetings may be scheduled to occur consecutively via back-to-back examination and proposal meetings.

**APPENDIX E: DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
POLICIES REGARDING DISSERTATIONS**

**Department of Educational Psychology
Policies Regarding Dissertations**

SUBJECT: Policies Regarding Dissertation

1. The dissertation proposal must be presented by the student to their advisory committee in an open meeting announced two weeks ahead of time with an invitation to attend for other students and faculty.
2. The student, with supervision by the major advisor, must produce an early “polished” draft of the dissertation and present it to the advisory committee at least four weeks prior to the planned dissertation defense. Assistance from individual committee members for this early draft may be solicited. The committee should return the draft with corrections within two weeks and recommend whether the defense should be held.
3. The student should tentatively schedule their defense with the committee at the time of presenting the early draft, i.e., four weeks ahead of time. If the defense is held, the major advisor must announce it with a letter to the Office of Graduate and Professional Studies and copies to the committee members at least two weeks ahead of the date of the defense.
4. The student must present a final draft of the dissertation to their advisory committee and to the department head at least one week prior to the scheduled dissertation defense.
5. Any additional changes in the dissertation that may result from the defense will be made by the student and approved by the major advisor before it is turned in to the thesis clerk at the library.

APPENDIX F: REQUIRED TRAININGS FOR TEACHING ASSISTANTS

Required Trainings for Teaching Assistants

English Language Proficiency Certification

All international graduate students whose native language is not English must meet minimum English proficiency standards. To become eligible to teach in positions such as Graduate Assistant-Teaching, Instructor, Lecturer, etc., the *State of Texas requires that international graduate students attain English proficiency certification.*

International graduate students who wish to serve in teaching positions can certify for English proficiency before enrollment by achieving requisite scores on the oral component of the following standardized tests: TOEFL, IELTS or PTE exams. (minimum score requirements can be found at: <http://ogaps.tamu.edu/New-Current-Students/English-Language-Proficiency/English-Language-Proficiency-Certification>)

International graduate students who wish to serve in teaching positions and have not met certification requirements prior to enrollment can certify by passing the oral section of the English Language Proficiency Exam (ELPE) offered by Testing Services on the Texas A&M University campus.

The following survey will help identify a student's English language proficiency level and provide guidance for additional steps to take towards language certification:
https://tamu.qualtrics.com/jfe/form/SV_9Nv13wuqmFo0nLD

The Center for Teaching Excellence's English Language Proficiency (CTE-ELP) program is a linguistic service provided to Texas A&M's international instructors (and prospective instructors) who wish to improve their spoken English skills. Support services are confidential and at no additional cost to the participant.

For more information, visit <http://cte.tamu.edu/Graduate-Student-Support/English-Language-Proficiency>

Teaching Assistant Institute

The Teaching Assistant Institute (TAI), hosted by the Office of Graduate and Professional Studies and the Center for Teaching Excellence, is a one day face-to-face course with additional online modules designed to prepare graduate students for college classroom teaching. TAI is offered every year at the beginning of the Fall and Spring semesters and *is required for new TAs who serve as recitation leaders, laboratory instructors, and/or full responsibility lecturers.*

For more information, visit <http://cte.tamu.edu/Graduate-Student-Support/Teaching-Assistant-Institute>